

BURFORD SCHOOL



Burford School

PE Policy

This policy was approved by the governing body in February 2010

This policy will be reviewed in February 2012

P.E. POLICY DOCUMENT

Introduction

The Physical Education programme in school contributes to the overall development of pupils. Physical Education builds on children's enjoyment of and need for activity and movement. It develops coordination, strength, stamina and skillfulness, promotes spatial awareness, intelligent reactions to situations and an appreciation of physical excellence. It leads to a sense of well-being, a healthy life-style and a feeling of self-confidence.

The place of P.E. in the curriculum

Physical Education is one of the foundation subjects in the National Curriculum and must be taught to all pupils within the age range of the school. It should be taught for two hours in Key Stage One and Two per week. It is only on medical grounds that a child may be excused. There are six main areas within the subjects – games, gymnastics, dance, swimming athletics and outdoor and adventurous activities.

PE is taught in the Foundation Stage through the Physical Development area of learning. It is called Movement and Space and Health and Bodily Awareness. It is taught through first hand experience, play and group activities. It involves both adult led and child initiated learning.

In Key Stage One pupils are taught games, gymnastics and dance during each year. During each year of Key Stage Two pupils are taught games, gymnastics and dance athletics and a striking and fielding game. In year 4 children are taught swimming.

Aims

- To develop understanding and appreciation of the purposes, forms and conventions of a range of physical activities;
- To develop physical awareness, skills and competence;
- To develop positive attitudes to participation in physical activities throughout life and an understanding of the importance of exercise to a healthy lifestyle.
- We aim to foster Cultural Diversity and Community Cohesion in PE

Objectives

Children should take part in activities which enable them:

- To develop coordination, flexibility, stamina, strength and a positive attitude to health and personal fitness;
- To develop artistic and aesthetic understanding within and through movement;
- To be involved in the continuous processes of planning, performing and evaluating;
- To develop personal qualities such as self-esteem, independence, tolerance and empathy;
- To observe the conventions of fair play, honest competition, teamwork and good sporting behaviour as individual participants, team members and spectators;
- To develop positive attitudes and safe practice;
- To meet the requirements of Curriculum 2000.

Organisation

In each Key Stage the class teacher is responsible for the planning, organisation, teaching and assessment of Physical Education. Sessions may take place outside on the playing field or playground, or inside in the hall. Occasionally adult helpers with a particular expertise may work for a period of time with classes of children, under the supervision of the class teacher.

Planning for continuity and progression

The school works with Curriculum 2000, QCA Guidance and the guidelines from Buckinghamshire County Council. To establish a more effective framework for planning, four key strands are identified in the programme of study, which apply to all areas of activity: acquiring and developing skills; selecting and applying skills, tactics and compositional ideas; evaluating and improving performance and knowledge and understanding of fitness and health. The scheme of work for P.E., together with the children's records, is used to help ensure continuity of approach and progression of skills, through varied experiences.

Teachers plan on a termly and weekly basis. There are standard planning sheets to be completed. The P.E. Co-ordinator and the Headteacher have overall responsibility to ensure planning is put into practice.

Spiritual Development Opportunities

Physical Education provides opportunities for pupils to:

- Develop human qualities of self discipline, commitment, perseverance and self confidence involved in developing physical skills and achieving success in physical education
- Raise questions about a culture that can overvalue physical shape, size, appearance and physical fitness
- Appreciate the continual and never ending striving for advance towards perfection in physical activities
- Experience the pleasure, exhilaration and aesthetics of mastering a skill, achieving and watching excellence
- Learn and achieve balance and control of the body
- Enjoy and know the quality of stillness
- Learn about their own strengths and limitations
- Learn to respect the 'rules of the game'
- Reflect on questions relating to cheating and fair play e.g. use of drugs in sport
- Learn to co=operate with others and develop team spirit

Cultural development Opportunities

. Cultural diversity and community cohesion in PE provides opportunity to

- Explore how sport plays an important part in the bringing together of a wide range of people from all ethnicities, cultures, backgrounds and faiths through attendance at inter and intra school fixtures and festivals across school age range
- Understand the role of sport and movement in different cultures e.g dance in Hinduism, dance and traditional games from different cultures e.g boules, flamenco dancing, and how learning about these can enrich our lives
- Share and work with others effectively through a variety of games, sport, outdoor and adventurous activities, problem solving activities
- Value and respect diversity of game and sport from around the world

Teaching and learning strategies

Physical Education activities involve the pupils in the continuous processes of planning, performing and evaluating. In teaching the children are given opportunities to explore, select and analyse movement. Guided discovery is a suitable strategy for children to discover the most effective skills and methods. Whilst performing, the children should be able, through practice and repetition, to refine their skills and in evaluation, by observation and adaptation, be able to improve. During activities, the children are given opportunities to work on their own, with a partner, in small and in larger groups.

In Physical Education the following framework are suggested as a guide to planning:

- Games – introductory activities, teaching skills, practices, evaluating and improving, application to game Situation, cool down
- Gymnastics – introductory activities, floor work and /or apparatus work, evaluate, improve, cool down
- Dance – introductory activities, exploration, creating, performing, peer assessment, closing activities.
- Athletics – introductory activities, teaching and exploring skills, evaluating and improving, cool down
- Swimming – introductory activities, teaching skills, practices, contrasting activity, closing activities.
- Outdoor and adventurous activities – introductory activities, challenges, closing activities.

All planning in all areas of activity should refer to the four strands outlined in the National Curriculum; AD – acquiring and developing skills, SA selecting and applying skills, EI – evaluating and improving and Ku – knowledge and understanding of fitness and health. Each lesson should have objectives selected from one or two of these areas and corresponding success criteria but most lessons should contain activities relevant to all strands.

With any physical activity the children need to be taught about the changes that occur to their body as they exercise and the short term effects of exercise on the body. All children need to be taught how to prepare for activities and how to recover afterwards. In Key Stage Two they should also be taught how to sustain energetic activity over appropriate periods of time in a range of physical activities.

Equal Opportunities

Opportunities to take part in the P.E. programme must be open and available to all pupils. All children should be allowed access to and given confidence in the different physical education activities offered, regardless of their ability, gender, sex or cultural background. The content of lessons and the resources available ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experiences and abilities.

When planning a Physical Education programme to include those with special educational needs, the following principles should be taken into account:

- Entitlement – all children are entitled to take part in the P.E. programme.
- Accessibility – the programme should be open and accessible to all

- Integration – pupils in a variety of ways, such as modified rules and equipment.
- Integrity – modifications should facilitate the full integration of all pupils as far as possible.
- where modifications are needed, the activity undertaken should remain relevant and meaningful.

Differentiation

The class teacher is responsible for planning work that is at appropriate levels to meet the range of abilities and experiences found within any one class. In order to cater for these, Physical Education activities may be differentiated by task and outcome, including modified rules and equipment.

Recording and Reporting

A written report is sent home at the end of each academic year. Staff are available to see parents at other times should the need arise.

Resources

Resources for practical activities are mainly kept in the shed, with some indoor equipment stored in the hall. Equipment for gymnastics is placed around the hall. Books and schemes are kept in the PE cupboard behind the hall.

Health and safety

Many activities in Physical Education are by their very nature potentially hazardous. Class teachers are ultimately responsible for the safety of the pupils in their care and should always be conscious of safety aspects of the activities they are involved in. Teachers should ensure that the children have sufficient space for the activities they are asked to undertake, that the children are trained in safe working practices and that they are regularly reminded of the need for the safety of themselves and others. (For swimming see Bucks Safe Practice in Swimming Policy)

Dress

Children and staff must be dressed appropriately for the activity they are undertaking.

- Indoor P.E. – children must wear blue/white shorts and a school T-shirt tucked in. The clothing must not be baggy or have pockets, straps or anything else which may get caught on equipment. Children must have bare feet unless there is a medical reason

Coordinator attends meetings and courses and informs staff of current advice and issues. This informs additions to policy and practice.

Equality and Cohesion

We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions by recognising, celebrating and valuing different backgrounds, lifestyles and identities.