



Physical Education Policy

Date agreed: September 2021

Review date: September 2023

Signed: _____

Head Teacher

Signed: _____

Deputy Teacher

Physical Education Policy

Introduction

Mehria Primary School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Curriculum Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising and appreciating the importance of a healthy and fit body.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.
- To cater for the different strengths, needs and preferences of each child by using differentiated activities (where appropriate) consisting of individual, paired and group activities.

Social, Moral and Cultural Development

Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well; but also encouraging children always to do their very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure; and treating team mates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all-round.

Curriculum Planning and Organisation

Pupils in both KS1 and KS2 will engage in lessons of high quality PE each week. Curriculum content includes ball skills and team games, gymnastic and dance activities. **(see Curriculum Map below)**

- Each class is timetabled so that they can access the hall at least twice a week regularly.
- The playground areas are used to facilitate activities such as outdoor

activities and games.

- Teaching staff/coach deliver high quality PE activities/lessons for 1.5-2 hours per week.
- Swimming lessons are provided by qualified teachers from Inspire swimming pool.

Swimming

Swimming lessons take place in the second half of the summer term. Lessons will be provided by qualified swimming coaches at Inspire Swimming Pool.

Curriculum Differentiation

Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

Staffing/Staff Development

Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class.

It is intended that all staff will take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. It is further intended that staff should be comfortable and competent in the area of activity being taught. Where additional support is required this will be provided by the sports coaches.

Health & Safety

In order to to minimise the risk of injury:

- children should dress in shorts/tracksuit bottoms and t-shirts.
- children will work in bare feet for all indoor and apparatus work.
- plimsolls or trainers are worn for outdoor games, together with tracksuits if cold.
- children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by a teacher before use.
- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible.
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- Pupils wear suitable footwear when travelling to and from the hall.

- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.

Safeguarding

All adults working with children in school will be DBS checked.

Contribution of PE to teaching in other curriculum areas

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Islamic Values

Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.

Equal Opportunities and Inclusion

All aspects of PE will be taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives will be set in line with the school's Special Needs and Equality Policies. Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. The school will take care to ensure potential barriers to any group, such as gender stereotypes will be removed. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, and use of facilities.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in lessons with all age groups.

Resources

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
- Large equipment/ mats and some indoor PE resources are stored in the hall.
- Outdoor equipment is stored in the outdoor store.

Assessment & Recording

- Assessment is usually carried out by teachers in the course of the normal class activity.
- This is done mainly through observations and sometimes through discussion with children.
- A photographic/video record is sometimes used to document some of their work.
- Levels of attainment are recorded on skills grids for KS1 and KS2 pupils.
- Physical Education / physical development is included as part of the end of year reports to parents.

Monitoring and Review

This Policy will be reviewed yearly.