

# English Martyrs' Primary School

## PHYSICAL EDUCATION POLICY

### RATIONALE

English Martyrs' believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities, in co-operative, collaborative and competitive situations, aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They also develop a pupil's ability to work independently, and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

### CURRICULAR AIMS

English Martyrs' works alongside the London PE School Sports Network to ensure high quality provision for all children and staff at the school.

At English Martyrs' our aim is:

- 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. (Acquiring and developing.)
- To develop increasing ability to select, link and apply skills, tactics and compositional ideas. (Selecting and applying.)
- To improve observational skills and the ability to describe and make simple judgements of their own and others' work, and to use their observations and judgements to improve performance. (Improving and evaluating.)
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising. (Knowledge and understanding of fitness and health.)
- To develop the ability to work independently, and communicate with and respond positively towards others. (Working alone and with others.)
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

### EQUAL OPPORTUNITIES AND INCLUSION

Activities are made available to all through differentiation in teacher planning and ensures that every child receives an equal opportunity within PE activities, regardless of race, gender, ability or Special Educational Needs.

Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school. No pupils will be excluded from any physical education programme unless advised by a medical professional.

### SPECIAL NEEDS

Any children who are identified as having 'special needs' are given the help that they require. Where children have a degree of physical or behavioural difficulties, they should be encouraged to participate in PE activities with help from others. Children requiring support in team sports are chosen to participate in Active me sessions.

## **GIFTED AND TALENTED**

All gifted and talented children in PE throughout the school are identified on the Gifted and Talented register.

Provision will be made when necessary for pupils to extend their experiences beyond that of the majority of the class by:

- Pupils with particular ability and flair for PE who work more quickly through the levels of the National Curriculum are extended through the use of more advanced techniques. Sports teams are offered as extra curricular activities which extend these pupils.
- Pupils on the Gifted and Talented register for P.E. will be given the opportunity to participate in specialist training sessions and festivals that are available through an extended schools partnership.

## **TIME ALLOCATION**

English Martyrs' is working towards providing all pupils with at least 2 hours of high quality PE & school sport, through the curriculum, extra-curricular opportunities and lunchtime activities.

## **LUNCHTIME/PLAYTIMES:**

At lunchtimes pupils are supervised by Play Leaders who, along with our lunchtime staff, provide purposeful skill and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living. These will be monitored by the head teacher and or deputy heads and the subject leader.

## **SAFETY**

Class teachers and adults other than teachers are responsible for the safety of the children in their care.

- PE kit and jewellery rules are understood by the children and are enforced
- The teaching area and equipment are assessed for safety prior to a lesson
- Children are taught how to safely get out, carry, use and put away equipment- no pupils are allowed in the equipment store unsupervised
- Any problems with unsafe or damaged equipment are reported to the PE Subject leader or Head Teacher
- Accidents should be logged in the accident book and parents should be informed when necessary
- Staff are aware of the fire procedures when leaving halls or the swimming pool.
- Transport to/from sporting events – Signed permission will be obtained from the parent detailing journeys, which may include public transport. Where sporting events happen outside of school parents are responsible for their own child's travel arrangements.
- Children must wear specified PE kit. Tracksuits (or similar clothing) is permitted for outdoor PE in cold weather.
- Trainers are worn outdoors and for specified indoor activities such as skipping or line dancing. Children have bare feet for gymnastics and most dance activities.
- Long hair should be tied back.
- All jewellery including watches must be removed. A child with newly pierced ears will be asked to cover them with tape for the first 6 weeks, then they must be removed for the lesson.

In addition, the large gymnastics apparatus is inspected annually by an outside body. Staff should make a dated note of children not taking part in a PE lesson, for whatever reason. Repeated forgetting of PE kit results in a letter home, phone call and / or a meeting with parents. Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

## **RESOURCES AND EQUIPMENT**

The PE Subject Leader makes an annual audit of equipment and resources, providing an up-dated list to staff. All lost or damaged resources need to be reported to the PE Subject Leader.

## **STAFF DEVELOPMENT**

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

All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/ disseminate the information.

Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

### **CURRICULUM LINKS**

Whilst retaining its unique contribution to a pupil's movement education, PE also has considerable potential to contribute to wider areas of learning. As well as dance themes reflecting topics, links can be made to other areas of the curriculum such as:

- ICT (Information, Communication Technology)– performances recorded using photography and video for use in self-evaluation and demonstration of good practice, or for visual stimuli
- PSHE (Personal, Social and Health Education) – leading, managing, co-operating and decision making skills - an integral part of PE
- SCIENCE – planning, predicting and testing ideas; health and fitness – learning about the body
- LITERACY – asking relevant questions; communicating ideas; listening skills
- NUMERACY – counting, measuring, and calculating – distance, time, repetitions