

Crofton Junior School



Physical Education Policy

PHYSICAL EDUCATION POLICY DOCUMENT

PE Curriculum Statement

Intent

At Crofton Juniors, we recognise the value and importance of delivering high quality physical education (PE) and we aim to:

- Support the development of flexibility, strength, technique, control and balance through activities such as dance and gymnastics
- Teach skills such as running, jumping, throwing and catching
- Provide the children with opportunities to play competitive games such as hockey, rounders, tag rugby, netball and football, and to develop the skills associated with these
- Set outdoor and adventurous activity challenges
- Teach coordination
- Ensure that all children leave school able to swim 25 metres, using a range of strokes effectively, and are all able to perform safe self-rescue. (In accordance with the National Curriculum)

Implementation

Physical education is delivered twice a week as well as been integrated where possible with other areas of the curriculum. We teach high quality lessons ensuring that we:

- Provide children with the opportunity to challenge themselves within a safe and structured environment
- Promote a healthy diet and regular exercise as an essential part of everyday life
- Provide the children with access to sports and physical activity opportunities outside their everyday PE experience
- Develop our children's stamina and general fitness levels
- Teach team building and social skills
- Develop a lifelong enjoyment of exercise and an understanding of its benefits.

Impact

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if all children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. Our school provides opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Curriculum Content

‘A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.’ (NC 2014)

Pupils should develop their knowledge, skills and understanding through:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

Key Stage 2

‘Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.’ (NC 2014)

Pupils enjoy being active and using creativity and imagination. They learn new skills, find out how to use them in different ways and link them to make actions and sequences of movement. They communicate, collaborate and compete with each other and they understand how to succeed in different activities and learn how to evaluate and recognise success.

Children:

- enjoy being active, showing what they can do;
- practise new skills across a range of activities that may include dance, gymnastics, games, swimming, athletic and outdoor and adventurous activities;
- learn consistency by repeating their movements and linking their skills until their performance is clearer, more accurate and controlled over time;
- pace themselves in challenges in activities such as swimming and athletic activities;
- use their creativity in performing dances, making up their own games, planning

gymnastic sequences, responding to problem-solving and challenge activities;

- know how to improve aspects of the quality of their work, using information provided by the teacher and information and communication technology opportunities, and increasingly help themselves and others perform effectively;
- know why activity is important to their health and wellbeing;
- Understand the rules and conventions of taking part in different activities safely.

Teaching and Learning

Children participate in a range of activities across the year, receiving a broad and balanced curriculum which teaches balance, control, coordination and stamina, which build on skills year upon year. Different skills and sports are taught each term and each year group, and lessons are planned using a range of different resources. All PE lessons are designed to deliver vigorous activity and to improve fitness.

Swimming:

Swimming is taught in Year Four for a full year. This ensures that the children are given plenty of opportunity to develop their swimming and water safety skills. Children are expected to attend sessions with an appropriate kit which may include goggles.

Lunchtimes:

We aim to promote fitness and sport during the Lunchtime break. As such, PE equipment is available for the children to use and a Lunchtime Supervisor leads team games on the school field or playground (weather depending) at least three days a week, supported by our 'house captains' - children who have been trained to set up and lead games.

Extra-Curricular activities:

We aim to provide the children with the opportunity to experience sports and activities that may be beyond their usual experience. After school clubs are offered on a termly basis and are regularly reviewed to ensure children are getting the best experience.

Healthy Lifestyles:

As an addition to our PE lessons, we also celebrate and promote health and fitness in our weekly Achievement assemblies, in which sporting successes are celebrated. Children are also invited to share sporting achievements from outside school and these are actively encouraged. This is also continued through a cross curricular approach to PE where science plays an important role in the education of all pupils regarding healthy lifestyle and basic anatomy of the human body.

Furthermore, we aim to provide children with regular opportunities to be physically active throughout the school day.

Inclusion

The teachers at Crofton always try to teach in ways that suit their pupils' abilities. Planning sets high expectations and provides opportunities for all pupils to achieve. Special Educational Needs: Children with SEND should engage in a PE programme to which they are entitled, which allows them access to all activities with their peers, with modified activities where necessary. For example, children with severe eyesight problems are allowed to wear spectacles and participate in modified activities. While barefoot indoor PE is our aim, children with physical disabilities may need to wear specially adapted footwear.

Children are encouraged to experiment with different ideas and to try to push themselves a little harder than previously. While the children are encouraged to plan, perform and evaluate their work in all activities, greater emphasis is placed on the actual performance aspect. However, they are always advised that they must stop exercising immediately if any part of their body is hurting.

Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, pupils should be taught:

- ✓ about hazards, risks and risk control
- ✓ to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- ✓ to use information to assess the immediate and cumulative risks
- ✓ to manage their environment to ensure the health and safety of their areas, themselves and others
- ✓ to explain the steps they take to control risks

PE Kit

Gym/games in the hall - blue t-shirt, black shorts and shoes to walk to the hall in then work in barefoot.

Lessons outside - blue t-shirt and black shorts and a tracksuit during the colder months of the year and a change of footwear ie suitable trainers.

A suitable bag should be used so the child can hang their belongings on their peg. Clothing (including swimming kit) should be taken home each weekend for washing. All pupils must change their clothing for PE.

Children who have long hair; this must be tied back for all lessons

Footwear

When carrying out dance and gymnastics activities indoors, the children will work barefoot unless a doctor's note is provided or a parent requests that footwear be worn for a short time due to medical reasons.

- Footwear should be worn to travel to the hall from the classroom then placed neatly in the corners of the room prior to activity starting.
- Authority guidelines on foot hygiene should be noted especially with regard to verrucas. It is stated that, pupils can take part if the verruca has been treated.

Jewellery

All jewellery, including stud earrings, **must** be removed for PE. This is in accordance with guidelines on Safe Practice in Physical Education.

Where earrings cannot be removed, children cannot participate within the lesson.

Apparatus

All pupils will be taught how to handle and use apparatus in a safe and considerate manner. No pupils should use any apparatus until the teacher has checked it.

Equipment

Equipment that is kept in a store room should be collected and returned under the supervision of a member of staff and stored in a suitable manner.

*Children should **never** be allowed to take or return equipment from the sports hall store without an adult present.*

Children not taking part

Children who are unable to take part in PE lessons due to health reasons should be expected to observe the lesson and be included in the assessment of activities undertaken by other members of the class if possible. If not, alternative work will be provided. Absence should be recorded for use in future events.

Accidents

Other than minor accidents the child should not be moved. All children must stop and sit down quietly and a responsible child sent to inform office staff, head-teacher or first-aider. The accident should be recorded and any knocks to the head followed up with a sticker and the standard letter, with parents being informed after school if deemed necessary by the class teacher.

This policy is the subject of constant scrutiny and review to reflect the changing needs and development of our children and staff.