

# PE Policy



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## A Policy for Physical Education

### **Vision**

All children must experience a high quality, varied curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. Through a range of activities children will become physically confident in a way that supports their health and fitness which will also embed values of fairness and respect.

### **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

### **Teaching:**

Children experience two hours of PE each week. One hour of PE is delivered on games (e.g. football, tennis, cricket, football, hockey etc), athletics or outdoor adventurous activities. The other hour is delivered on either gymnastics or dance. Each PE lesson will include some type of warm up activity, followed by development of skills, application through focussed activities / games and a cool down.

### **Coverage:**

Pupils 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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Swimming and water safety

Deepcar St John's provide swimming opportunities as part of key stage 2. Sessions are delivered by swimming instructors provided by the Sheffield City Council. Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

## **PE curriculum planning**

Our school uses the national scheme of work as the basis for its planning in PE, adapted to suit our circumstances.

A daily plan is used for each PE lesson. The lessons for gymnastics are supported by the Real Gym scheme of work. Dance is supported by the iMoves scheme of work. Both the gymnastics and dance schemes are recommended by the LINKs Partnership group. Games lessons are linked to a sport are underpinned by specific skill based activities. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans and adapts them to suit the requirements of their class.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **PE Kit:**

Children are expected to change into their PE kit (as detailed in the school prospectus) for their PE lessons. Pupils are expected to change quietly and within approximately three minutes. All jewellery must be removed. Newly pierced ears may be taped by the child. Hair must be tied back with an appropriate head band or bobble.

### **Health and Safety:**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. The following guidelines should be followed:

- Hair tied back – no clips or hair bands (Alice or head bands) to be worn.
- No watches or jewellery.
- Ear piercings must be removed. Children must remove piercing themselves. Children cannot complete PE sessions if wearing earring including studs
- Children should have a change of clothing suitable for indoor or outdoor sessions.
- Verrucas – if being treated, indoors still bare feet, unless painful, then the child will observe the lesson.
- All children are expected to take part in physical activities, parental contact is needed for non-participation. Children who are excluded from the session can be included in the planning, observing and evaluation of others' performances.
- Those children who occasionally are unable to take part in a lesson due to illness or injury can observe the lesson and contribute to class and group discussions.
- The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.

### Gymnastics

Mats should only be used for jumping from apparatus up to 1 meter in height (e.g. tressell table). Anything higher than 1 meter should not have a mat underneath (e.g.

climbing frame, ladders, ropes). When carrying out forward rolls the children on the station should be supervised by a member of staff at all times.

**Competition:**

The school looks to offer all children of all abilities the opportunity to take part in competitive sport, through a range of after school activities and inter school competition.

**Resources:**

Indoor PE resources used for gymnastic and dance are stored in the hall. Games, athletics and outdoor adventurous activities resources are located in the PE container for outdoor lessons.

**Assessment:**

We track development of skills in PE using the Key Skills Checklists. These documents are highlighted and passed on each year to the next teacher. Teachers should also keep their own records of progress of skills in each area for next step teaching and reporting.