

Physical Education Policy

Fountains Earth
Lofthouse CE Primary
School

Physical Education Policy

School Philosophy

At Fountains Earth it is recognised that PE needs to build on the children's natural enthusiasm for movement, by expressing and testing themselves in a variety of situations.

Through Physical Education we aim to enable pupils to develop physical literacy. We aim to provide children with co-ordination, strength, stamina and skill and to promote spatial awareness, intelligent reactions to situations and appreciation of physical excellence.

We believe that Physical Education should lead to a sense of well-being, a greater understanding of health and fitness, a healthy lifestyle and a feeling of self-confidence.

Why PE?

- Physical Education contributes to healthy growth and physical development, through physical activity.
- Physical Education has an important role to play in establishing a healthier nation, offering children the opportunity to understand the need for, and to develop healthy lifestyles.
- Those who are active in childhood are more likely to reap benefits associated with an active lifestyle in adulthood.
- Research has shown that when primary pupils receive regular exercise they perform better in all aspects of schooling, due to increased metabolism and alertness.
- The development of good gross motor skills and their refinement are important, in order to enhance self-image and raise self-confidence.
- Physical Education provides an essential opportunity to develop knowledge, skills and understanding of the body and its movement.

- Physical Education promotes children's artistic and aesthetic understanding within and through movement.
- Physical Education encourages development of positive attitudes and personal qualities, such as self-esteem, independence, empathy and tolerance.

We aim to enable our pupils to:

- Receive regular exercise;
- Make informed decisions about the importance of exercise in their lives;
- Develop positive attitudes to participation in physical activity;
- Become skilful and intelligent performers;
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- Understand what it takes to persevere, succeed and acknowledge the success of other children;
- To discover their own preferences and aptitudes;
- Develop the appreciation of fair play, team play, honest competition and good sportsmanship;
- Foster self-esteem through the acquisition of physical competence and poise;
- Develop self-confidence through understanding the capabilities of themselves and others.

Areas of Activity - General Aims

General Aims of Physical Education for Early Years, Key Stages One and Two

- Gymnastics: To establish skilful control of body movement (travelling, rotation, balance)
- Dance: To develop an awareness of the body as a medium for communication and expression, and to appreciate the aesthetic qualities of movement.
- Games Skills: To provide the opportunity for children to acquire a variety of games skills and to provide opportunities and practice for children to create their own games, and be introduced to the games that are part of our cultural heritage (Invasion, Striking and Net-Wall)
- Athletics: To encourage children to participate in, and develop their individual skills in running, throwing and jumping.
- Swimming: To enable children to learn to enjoy being in the water and to be able to swim confidently and have a basic knowledge of personal survival techniques.
- Outdoor and Adventurous Activities: To develop children's orienteering and problem-solving skills with an emphasis on building trust and working as a team.

Planning and Assessment

Planning

Unit and lesson plans should be developed, using a variety of teaching methods, to ensure a balanced programme of work, allowing all pupils to develop their interest and to succeed. The following factors should be taken into consideration:

1. Previous knowledge and experience.
2. Aims of the unit.
3. Organisational strategies.
4. Facilities (wet weather contingency plans) and equipment.
5. Safety precautions.

Each lesson should include:

1. Relevant warm-up, skills practice, concluding activity and cool down.
2. Differentiation.
3. Progression and continuity.

All classes have 2 sessions of PE a week.

Swimming takes place weekly throughout the Autumn and Spring terms for all children in the school. During these terms all the children also either one outdoor PE lesson a week or walk to the village hall for Dance and Gym lessons when the weather is inclement. In Summer term we endeavour to be outdoors for all our PE lessons, but, again, may use the village hall if necessary

Assessment

Evaluation and assessment undertaken in PE is primarily of a verbal nature, and through a continuous process of observation.

Cross-Curricular Issues

It is important that we are able to use the skills of physical education in everyday life and realise how these skills relate to different areas within the school curriculum.

Physical education lends itself particularly well to lateral thought, transferral of skills and practical experience, providing excellent links with a range of subjects such as geography, mathematics and English.

Teachers are also encouraged to incorporate the use of ICT tools within PE. For example; using an iPad with coach app or video camera to record sequences in gymnastics and/or dance for further observation, discussion and evaluation or analyse a shot technique in games.

Resources

All equipment is kept in the PE shed in the back play area. Please keep this tidy and return equipment as soon as possible. Any faulty equipment should be reported to the Subject Leader.

Safety and Accident Procedures

Safety

Teachers are ultimately responsible for safety; however, children should be encouraged to recognise potential dangers and to become progressively more responsible to their own safety and that of others. If an accident occurs, the pupil should be sent to a qualified first-aider or the first-aider called to the incident. The incident should be recorded on an accident form, as per school guidelines.

Working area and surface

Teachers should check working areas and surfaces for any potential dangers to ensure areas are safe. Teachers should also consider their position in the room/hall/playground/field, throughout the lesson to enable maximum observation. Be particularly vigilant in the village hall and please let the Subject Leader know if there are any issues.

Equipment

Teachers should ensure that all equipment is safe for children to use. All staff must be fully conversant with the setting up of apparatus. Pupils should be taught to lift, carry, place and use equipment safely.

Clothing

Children and teachers must wear appropriate clothing. For adults this is jogging bottoms and a top and trainers. Children's PE kit comprises a white t-shirt, navy shorts and plimsolls or trainers for indoor lessons, tracksuits, joggers and jumpers are recommended for outdoor lessons in winter. Letters will be sent home if correct kit is not brought on a regular basis.

Other safety considerations

Jewellery should not be worn during PE lessons. Shoulder length and long hair should be tied back. Ear-rings should be removed by the child. If this is not possible then the child should tape their own ears to cover the ear-rings.

Participation

Any child not participating in the PE lesson should bring a note explaining the reason or parent should provide a verbal explanation, but should still be involved in the lesson in some way, through observation, coaching or officiating.

Parents will be contacted if their child is a regular non-participant.