



Physical Education

Being an Athlete



All of our policies are underpinned by our Vision and driven by our Values of Friendship, Family and Fulfilment

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

Rationale

Safe practice in PE requires a whole school approach to ensure the safety and enjoyment of delivered lessons. This document forms part of the school's Health and Safety policy for the school.

The importance of physical education to the curriculum

Physical education develops pupils' physical competence, fitness and confidence, and their ability to use these to perform in a range of activities. It promotes physical skillfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles as well as physical fitness. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences, and how to make choices about getting involved in lifelong physical activity.

Expectations

By the end of Key Stage 1, the performance of the great majority of the pupils should be at the expected standard.

By the end of Key Stage 2, the performance of the great majority of the pupils should be at the expected standard.

The aims of physical education and how these contribute to the school's aims

The school aims to:

- Teach pupils to be more skillful in the ways they control their movements and develop co-ordination;
- Develop habits leading to a healthy and active lifestyle and promote physical fitness and well-being;
- Help pupils understand how the body responds to activity;
- Develop pupils' confidence in applying and adapting a range of skills in a variety of settings;
- Foster an appreciation of the artistic and aesthetic aspects of physical activity;
- Contribute to pupils' social and emotional development, by developing their self-confidence and self-esteem;
- Develop personal qualities such as commitment, fairness, tolerance, and a concern for others;
- Develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations; to cope with losing, and to retain a proper sense of perspective in competition.

Strategy for implementation**Entitlement and curriculum provision**

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interest and needs. Pupils have experience of athletics, dance, games, outdoor education and swimming.

Across the school, up to 2 hours of curriculum time is allocated to physical education each week. This may vary slightly during the year, depending on what activities are being taught. Intensive courses of swimming will take place during the year.

Asthma (See Medical Policy)

Children who suffer breathing problems during PE/Games lessons will normally know how to cope with these themselves, but teachers should be familiar with the procedures to be taken if the symptoms become more serious.

Children should be encouraged to exhale in the event of an attack. Children who suffer from asthma should carry, or have available, their inhalers.

A sensible warm up activity is particularly essential for asthmatics. Prolonged strenuous exercise e.g. cross country should be avoided.

Sight Problems

It is important that those children who suffer from impaired vision cope as independently as possible.

All apparatus and equipment must be stored in the same place. Support will be needed for those with more severe problems. It is important that the child is able to feel the shape, texture and receive guidance as to the positioning of the equipment.

Should a child have a visual impairment then it is essential that medical clearance be gained before the child is allowed into chlorinated water. Goggles may be needed in some cases as a matter of course. Impaired vision sufferers should be encouraged to wear distinguishable swimwear. Care must be taken to ensure that such children do not collide with others or bang heads on the poolside.

Hearing problems

Before any PE/Games activities are entered into clear methods of communication must be established between the teacher and the child.

Teaching methods may need to be modified for demonstration purposes.

In swimming a partner (where possible) should be assigned to the child, with short slow instruction given.

Equal Opportunities

The school will challenge gender stereotypes and all pupils will have the opportunity to take part in all games and mixed teams will be encouraged.

Organisation

The curriculum is planned to provide a balance of activities across the National Curriculum

Lessons include warming-up exercises and stretches before the main tasks, and cooling down activities when appropriate.

Opportunities are taken, where appropriate, to make links between physical education and other subjects.

Transport time is included as part of the physical education time allocation for any classes attending swimming lessons at Five Rivers Health & Wellbeing Centre.

Full use is made of the field when conditions allow.

Each class will be allocated at least one session in the hall for indoor physical education.

Gymnastics and Dance

Prior to the start of the lesson it is the teacher's responsibility to check the safety of the apparatus. Should any apparatus be found to be 'unsafe' the head teacher and PE Coordinator's should be informed immediately and the apparatus removed from use.

During the lesson the children should be taught to wait their turn, be cooperative and courteous.

The children should **never** be left alone in the hall when using the apparatus.

Games

Additional clothing, to those stated, may be worn during cold weather. Trainers/football boots must be worn on outside surfaces.

Children must be supervised when moving large apparatus – netball stands, goal posts – to and from the store.

Swimming

Swimming lessons at Five Rivers Health & Wellbeing Centre are allocated to each class for 2 terms a year. Children are supervised in the pool at all times.

The teacher/instructor should be able to see all the children and the pool bottom at all times throughout the lesson.

In the main swimming pool, the teacher/instructor should not enter the water unless in an emergency.

Swimming groups should be counted on entry and exit of both the coach to/from the swimming pool and the actual changing rooms at the swimming pool.

Changing should be adequately supervised.

Teachers teaching swimming should be suitably qualified and/or supervised.

Children must not wear jewellery in the water and it is their responsibility to ensure its safety unless the teacher takes this responsibility through collecting items.

The instructors should split the children into ability groups. They should be swimming in water of a depth suitable to their ability.

Any children with epilepsy should be supervised by a parent/ designated adult during swimming lessons.

Coaches

Coaches from Premier Sports are used over the course of the year to ensure the delivery of High Quality Physical Education. Coaches are employed under the guidance of the PE Coordinator and the Head Teacher.

After school activities

Each child wishing to take part in after school activities must have the permission slip signed by their parent or guardian.

Learning resources

There is a variety of games equipment to enable pupils to work with balls, bats and rackets, which are best suited for their age and stage of development. Most equipment is stored in the physical education cupboard in the hall or the PE shed outside.

Responsibility for inspecting equipment is outlined below.

Safe Practice

Safety should be paramount when planning physical education activities. All teachers must refer to the following guidelines:

Safe Practice in Physical Education (2000) – BAALPE

(This document is located in the Headteacher's office)

Safety aspects should be discussed with the pupils prior to activities. Pupils should be taught how to improve their own abilities to assess risks.

First aid equipment must be available, and all staff should know what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. Any items constituting a danger should be taken out of use immediately and the PE coordinator and Head Teacher must be informed of any faults. It is the responsibility of the class teacher to check and risk assess all equipment and surroundings before undertaking an activity.

Pupils should be made aware of safe practice when undertaking any activity, (e.g. not lifting Hockey stick above their head, not jumping or running in front of others, etc).

Pupils should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercing.

Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

Accidents

The prevention of accidents largely depends on the skill, knowledge and example of the teacher who should also strive to encourage a sense of responsibility amongst the children. The children should be led to understand the part in their own safety and in the safety of their peers.

Leadership and management

Staff development and training opportunities

Teachers should make the PE Coordinator and/or Head Teacher aware of any issues regards training and the PE coordinator should offer staff the opportunity of courses to assess and implement improvement in any training needs.

Leadership and management roles

The PE coordinator is responsible for overall curriculum planning, for the school. The Headteacher will manage the subject, the provision of equipment and its accessibility and is responsible for the overall implementation of the physical education policy.

The subject is coordinated by Mrs. E. Wilkinson.

How the subject is monitored and evaluated

The PE coordinator will monitor training needs, areas of weakness and improvement by means of planning and observation of lessons.

Clothing

Children and adults should dress appropriately for physical education. Children should wear the following:

Indoor

- Shorts/Skort
- T-shirt
- Bare foot or Trainers

Outdoor

- Shorts/Skort/tracksuit bottoms (if cold)
- T-shirt / sweatshirt (if cold)
- Trainers

All hair should be securely tied up and no jewellery should be worn.

PHYSICAL EDUCATION POLICY

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