



Haydon Wick Primary School

Physical Education Policy

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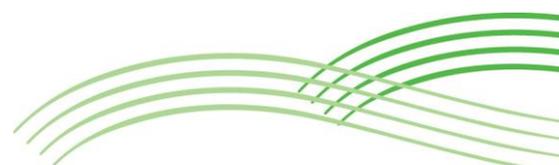
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Rationale

At Haydon Wick Primary school, we recognise the importance of physical education in providing children with a broad and balanced curriculum. Gaining knowledge, understanding, and developing a range of social skills are considered important aspects of Physical Education, as well as improving the physical skills, health and fitness of our children.

Aims

Our aims in the teaching of P.E. are that all children will:

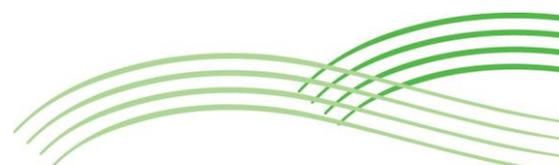
- Develop and explore physical skills with increasing control and co-ordination.
- Work and play with others in a range of group situations.
- Develop the way they perform skills and apply rules and conventions for different activities.
- Increase their ability to use what they have learned to improve the quality and control of their performance.
- Develop positive attitudes towards health, hygiene and fitness.
- Appreciate safe practice when using equipment.
- Develop communication skills, encouraging the correct use of terminology.
- Develop personal characteristics like initiative, self-reliance and self-discipline.
- To provide children with opportunities to enjoy and succeed in the subject as well as being stimulated and challenged.

Teaching and Learning

Physical education is taught as a separate subject throughout the school. We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

Cross-Curricular Links

In every subject, we recognise and value the importance of cross-curricular learning and P.E. can contribute to the teaching of other subjects in our school, in particular Maths, English, science, ICT and P.S.H.E and citizenship. Teachers will make every effort to develop these aspects of the curriculum when, and where, this is appropriate.



Resources

- Gymnastics equipment is kept in a storage in the hall.
- Small apparatus for use in the hall is kept in the west Porch.
- Apparatus for some outdoor activities e.g. football/netball is kept in sheds adjacent to school playgrounds.
- Apparatus for some outdoor activities e.g. athletics/rugby/outdoors activities is kept in the shed.
- The subject coordinator has an annual budget to update equipment and to pay for staff to attend courses.

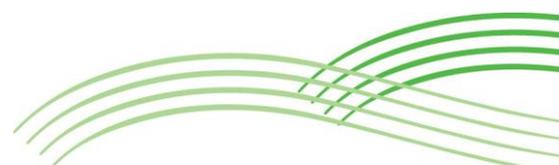
Planning

PE is a foundation subject in the National Curriculum. As required in Key Stage 1, we teach dance, games, gymnastics and outdoor and adventurous activities. In Key Stage 2 we teach dance, games and gymnastics, swimming and water safety, athletics and outdoor and adventurous activities. The class teacher and specialised PE coaches from Premier Sports deliver most lessons. Team Teaching is used to allow teachers CPD from coaches with expertise in these areas. Teachers use lesson plans related to the national curriculum programme of study for their key stage.

- Gymnastics lesson plans come from the Northamptonshire scheme written by Val Sabin. All teachers contain a file containing lessons relevant to their age group.
- Games and athletics lesson are also taught based on the above scheme.
- Dance is provided through radio workshops, country-dance and teacher stimuli.
- All KS2 children have the opportunity to participate in swimming lessons. Year 3 (and those in year 6 who haven't got their 25m) children swim once a week for 10 weeks in term 6.

The Foundation Stage

As the reception year is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.



Assessment, Reporting and Recording

Teachers observe and respond to children's work during P.E lessons and this enables the teacher to assess progress for each child. All children are working towards the end of Key Stage statements. Parents are informed of progress and attainment in the end of year reports.

Health and Safety

The general teaching requirement for health and safety applies in this subject and equipment is regularly inspected and maintained. Furthermore, the children are taught to handle apparatus safely from their earliest days in school and we encourage them to consider their own safety and the safety of others at all times.

Dress

We expect the children to change for PE into the agreed clothing for each activity being undertaken. For indoor lessons, children should wear shorts and a t-shirt or a leotard and ideally should have bare feet. When footwear is required daps are preferable to trainers indoors. Children should be dressed similarly for outdoors lessons on hard surfaces with additional warm clothing for cold weather. Children participating in football on the field should wear football boots and shin pads.

Inclusion

In all classes, there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- Grouping children by ability and setting different tasks for each group, e.g. different games;
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- Children with special educational needs including those deemed to be gifted and talented would be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the coordinator and SENCO (if applicable).

Extra-Curricular Activities

In Haydon Wick Primary School, we aim to ensure that pupils have the opportunity to become involved in extra – curricular clubs to further develop skills, talents and interests in sport. After school clubs are run by some staff and some incorporate friendly and competitive inter school matches. We also have outside companies, which offer extra sport clubs, such as football and gymnastics on a regular basis.

The Role of the Subject Coordinator

The subject will be monitored and evaluated by the co-coordinator. The work of the subject leader also involves acting as the Primary Link Teacher (PLT) with the local Schools Sports Partnership, supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Review of the Policy

At the end of each academic year, this policy will be discussed and if necessary revised in the light of any changes made locally and nationally.

