



PE Policy

Signed on behalf of Governors.....

Date.....

Review Date: October 2016



Abbeyfield Physical Education Policy Statement

Aims of Physical Education

Physical Education provides opportunities for children to:

- Improve their health and fitness.
- Develop a range of physical skills.
- Increase their stamina and strength.
- Develop a creative and aesthetic understanding of movement.
- Develop an appreciation of fair play, honest competition and good sportsmanship.
- Set targets for themselves and compete against others, individually and as a team member.
- Develop positive attitudes to physical education.
- Establish self-esteem through the development of physical confidence.
- Understand the benefits of healthy eating and exercise as a life style.

Curriculum and School Organisation

During their time at Abbeyfield, children will be taught the knowledge, skills and understanding of five areas of activity:

dance, games, gymnastics, athletics and swimming and water safety.

There is progression from FS1 to Year 6 as outlined in the Scheme of Work.

Physical Education is taught as a separate subject and each class has two lessons per week, one indoor and one outdoor (weather permitting and hall availability). In Foundation Stage skills are taught through planned continuous provision.

Subject planning and evaluation is incorporated in year group planning to ensure that there is continuity across classes in a year group.

Detailed curriculum content can be found through the Val Sabin Schemes of Work for PE, IMoves dance planning, and any additional schemes of work, developed and adapted to suit children's needs.

All lessons are planned and differentiated to provide a balanced programme and during a year should include:

- competitive and non-competitive activities (including an annual school sports' day)
- individual, pair and group activities
- emphasis on both development of skills and tactical understanding, in order to be able to take part in full game versions of specific sports by the end of the Key Stage.
- use of direct and indirect teaching.
- possibility of participating in sports' events outside school.

Staff training needs are addressed through analysis of staff audit for PE.

Teaching Styles

- The *indirect* approach caters for the needs and abilities of all children and allows them to approach exercises that have been set up in their own way. The teacher gives encouragement and help to individual children. Interesting problems and good examples are shown to the class.
- The *direct* approach covers the formal teaching and coaching of specific skills. Teachers must understand the progression involved and take the children's ability into account.

Health and Safety

When working in PE lessons, children should be taught:

- About hazards, risks and risk control.
- To recognise the risks involved when using different types of apparatus and equipment and to take steps to control the risks to themselves and others.
- The importance of warm-up and cool down activities.

Clothing

Children must change for all PE lessons. For indoor work they should wear a white T shirt with black shorts or leggings. No footwear should be worn. For outdoor work, as above but with a tracksuit when cold and trainers for footwear. No jewellery should be worn for any activity and long hair should be tied back.

If kit is forgotten children should borrow from school. If good medical reasons (supported by a letter from home) are given for missing a lesson children should watch and be encouraged to evaluate others' performance.

Extra-curricular Activities

During the school year we offer a range of activities which may include:

Fundamentals, Long distance running, athletics, basketball, dance, small apparatus skills, rugby and cricket. Other sporting activities are offered throughout the academic year and different year groups attend different festivals through the Arches Package.

Inclusion

All children are fully integrated into all PE lessons and lessons are differentiated accordingly. If needed, we use teaching assistants to support certain children or adapt equipment. Many tasks are open-ended and all children can take part according to their ability. We ensure equal access and opportunity and question stereotypes which limit children's behaviour and achievements.

Assessments

Children are assessed against National Curriculum targets using the Real PE Assessment Policy, and progress is commented on in the annual report to parents. Also we have assessment books for each class to show photographs and self and peer assessment.

Resources and Accommodation

We have a P.E resources cupboard that has all the equipment for every lesson. We have outdoor provision across the foundation stage, main hall and playground for P.E. Gymnastic equipment is stored around the hall, including benches, mats and apparatus. All equipment should be returned to the correct place by a member of staff and not by unaccompanied children.

Teachers have access to published resources including the Real PE Schemes of Work, IMoves and year group folders.

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