

PE POLICY

PHILOSOPHY

At Broomwood School we believe that PE, experienced in a safe and supportive environment, provides a vital contribution to children's physical, social and emotional health and development. We also believe that it teaches children, through experience, to know about and value the benefits of physical activity whilst at school and throughout life.

AIMS

Our main aims are to help children develop:-

- Motor skills leading to physical confidence and self-esteem.
- Evaluation skills and an appreciation of movement.
- An awareness of safety principles.
- An understanding of health and fitness principles.
- Personal and social skills.
- Problem-solving skills.

PE IN THE NATIONAL CURRICULUM

The National Curriculum provides the framework for PE at Key Stages 1 and 2. The programmes of study form the basis of the skills and concepts taught during each Key Stage and the Attainment Target describes the type and range of performance that the majority of pupils should characteristically demonstrate by the end of each Key Stage.

The 3 main areas of Games, Gymnastics and Dance will be taught throughout both Key Stages. The 3 areas of Athletics, Outdoor and Adventurous Activities and Swimming will be taught at points during Key Stage 2. The PE programme will be taught through a progressive yearly scheme of work. Activities will be grouped into units of work. The balance of the PE programme as a whole will be considered over both Key Stages together.

EQUAL OPPORTUNITIES AND SEN

Access to the Curriculum

All children will be presented with the opportunity to experience success and enjoyment in PE regardless of race, gender or ability. Whenever possible, appropriate provision will be made for those pupils who need activities to be adapted in order to participate in PE.

The School welcomes and values disabled people to be an active part of school life.

Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to monitor how many of our pupils. Staff, parents/carers and governors are disabled under the Disability Discrimination Act 2005.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

PLANNING

- **Long-term planning** is done on a whole school basis to ensure continuity and progression and a balanced coverage of the National Curriculum.
- **Medium-term planning** is informed by the Whole School Plan. Medium term planning grids and overviews are completed by each teacher. Copies of the plans are given to the subject co-ordinator and are kept in the subject file. These are used to monitor coverage, planning and progression.
- **Short-term planning** is informed by the medium term plan, with activities and objectives transferred onto the weekly foundation subject planner.

Planning should take into account the following end of Key Stage descriptions.

Key Stage 1

- Children will be encouraged to :-
- plan and perform simple skills safely.
- show control in linking actions together.
- improve their performance through practising their skills alone and with a partner.
- talk about what they and others have done.
- make simple judgements.
- recognise and describe changes that happen in their bodies during exercise.

Key Stage 2

Children will be encouraged to :-

- find solutions, sometimes responding imaginatively, to the various challenges they encounter in different areas of activity.
- practise, improve and refine their performances.
- repeat series of movements they have performed previously with increasing accuracy and control.
- work safely alone, in pairs, in groups and as a member of a team.
- make simple judgements about their own and others performance.
- use this information effectively to improve the accuracy, quality and variety of their own performance.
- sustain energetic activity over appropriate periods of time.
- demonstrate that they understand what is happening to their bodies during exercise.

CROSS CURRICULAR LINKS

The work is planned to link in with other aspects of the curriculum where this is appropriate. Also, if necessary, planning is done separately to teach specific skills when these do not relate to cross-curricular subjects.

There are many possible cross curricular links with PE and these will be developed over the Key Stages where appropriate. PE provides opportunities for children to develop language and listening skills. Links could also be developed with poetry and story, mathematics - especially problem solving, geography e.g.. mapping pathways, art, technology and music.

DIFFERENTIATION

The necessity to provide differentiated activities is present throughout both Key Stages. This may require class teachers to provide a range of different activities at different levels or the differentiation may be by outcome. It is important to ensure that all children are given tasks that are suitable to their level of attainment and that they are allowed to achieve success and feel that the learning experience has been worthwhile. It is as important to challenge the more able child as it is to support and develop the skills of the less able and children with SEN.

ORGANISATION AND TEACHING STRATEGIES

This will depend on the age range and ability of the children and the personal choice of each teacher. Teaching styles will vary according to the content of each lesson but will include a mix of whole class, group, paired and individual activities. Teachers will use their professional judgement to decide which strategy is most appropriate in any given situation.

RECORD KEEPING

Records will be developed throughout each Key Stage and transferred between teachers within the Key Stage. These will assist in making the annual report for parents and will be maintained in line with the school's assessment policy.

ASSESSMENT

At the end of each Key Stage children's attainment will be assessed in relation to the End of Key Stage descriptions in the National Curriculum document.

RESOURCES

The PE equipment is stored centrally in the PE store in the Dining Hall. The climbing frame is permanently installed in the Dining Hall and is swung out and bolted to the floor when in use. Mats, padded stools and benches are stored in the Dining Hall.

Books and Safety Guidelines

These are all kept in the PE box-file in the staff-room.

SAFETY

To ensure the health and safety of pupils undertaking physical education activities, a code of conduct specifically for PE has been agreed by the staff.

1. Proper clothing and footwear are essential in all PE and games activities. Children without suitable kit will be provided with kit. If kit is not regularly available, parents will be informed.
2. PE activities will be carried out barefoot, in pumps or trainers. Staff must decide which of these is appropriate for the activity being undertaken.
3. Children will not be permitted to wear watches whilst doing PE as they may cause injury to themselves or others. Piercings must be covered with tape or plasters.
4. Teachers should be aware of any drug therapy which a child may be undergoing, or any medical condition which may affect a child's sharpness of perception or motor control / co-ordination.

5. A suitably graded warm-up will precede the main part of every class.
6. Responsibility for health and safety remains with the class teacher when additional tuition or coaching is included in PE / games provision.
7. Teachers will ensure that apparatus and equipment used in PE and games is in good condition before use and will not use damaged equipment. Should any equipment be damaged it should be taken out of use and reported to the subject manager.
8. Children should only use equipment that they are able to carry themselves.
9. During gymnastics, mats should only be used where a child is asked to perform floor work or jump. Mats should never be used as a precaution against injury.
10. Staff should not be interrupted whilst teaching Physical Education. If the interruption is essential, all children taking part should be asked to stop what they are doing.

REVIEW OF POLICY

This policy will be reviewed and revised in line with the School's Policy Review Process.

Reviewed Autumn 2003

Reviewed January 2004

Reviewed November 2004

Reviewed October 2005

Miss L. Sowerby

Reviewed January 2008

Mrs L.Gray

Reviewed January 2009

C Eales

Accepted by Governing Body

Date