



Sir John Lillie Primary School

Physical Education Policy

INTRODUCTION

This document outlines the Sir John Lillie Primary School ("SJL") Physical Education ("PE") Policy. This policy is reviewed on an annual basis or as circumstances require.

SJL believes that PE is a vital component of the holistic approach to learning. It should be experienced in a safe, supportive and challenging environment promoting the physical, emotional and social development and well-being of all student and staff involved.

PE is differentiated from free play or recreational play. It is the observation, practice and sequential development of specific skills that serve a purpose in a drill, small game or whole class activity. It provides opportunities for children to become knowledgeable about their bodies and their ability to manipulate their body in a given situation. PE should consistently work towards the attainment of a positive and proactive attitude of the individual towards their physical abilities and ideally carry into their everyday lifestyle choices.

Through planning, assessing and implementing the PE curriculum at SJL School, in accordance with the guidelines set by the Qualification and Curriculum Authority (1998), works from the school curriculum map across the academic subjects utilizing a mini-topic approach.

AIMS

By promoting PE at SJL we aim to:

- To make PE an enjoyable and meaningful experience to all students
- To integrate the physical and mental experience with other subject areas and outside school activities
- To encourage lifestyle choices that promote an active and health conscious approach
- To provide opportunities to students of all abilities, ages and ethnic backgrounds
- To promote a positive association with PE
- To raise awareness and develop appreciation for artistic and aesthetic understanding through movement
- To assist in establishing and fostering the self-esteem of all students through physical confidence and cooperation in physical activities
- To provide and develop experiences for interpersonal and interpersonal skills
- To provide education and experiences regarding the safe practice of physical activity.

SPECIAL EDUCATION NEEDS

Each Individual is unique and will enter a physical activity at a different starting stage compared to his/her peers. The emphasis should remain on catering for the needs of each child at their particular level, and utilising the various skills to the best of the group's advantage, while still providing opportunities for the development and improvement at the individual stage.

ROLES AND RESPONSIBILITIES

There are a number of persons responsible for the teaching PE in SJL. These are the Curriculum Co-ordinator, the Teaching Staff, the Senior Management Team, the Headteacher and the Governing body. Each member of staff undergoes an induction when they start work at SJL, during this their roles and responsibilities are explained in detail. For additional information about roles and responsibilities please refer to the individuals' job descriptions as well as the induction manual.

CLOTHING

- No alteration or adaption to the dress code outlined shall be accepted (unless organised and approved by a staff member prior to the lesson)
- Students who repeatedly do not bring suitable attire will have a letter of concern sent to their parent/carer.

Indoor PE

Years 1 - 6

Children shall arrive at school in navy blue shorts and white T-shirts (summer) or navy blue tracksuit bottoms or leggings and white long sleeve top (winter) only unless permission has been requested by a parent/guardian in writing for religious or otherwise significant reasons that still ensure the safe participation in physical activity. Children will wear trainers or plimsolls only – no school shoes are permitted, as grip is not acceptable.

Outdoor PE

Year 1-6

Children will arrive at school in navy blue shorts and white T-shirts (summer) or navy blue tracksuit bottoms or leggings and white long sleeve top (winter) only unless permission has been requested by a parent/guardian in writing for religious or otherwise significant reasons that still ensure the safe participation in physical activity. Children will wear trainers or plimsolls only – no school shoes are permitted, as grip is not acceptable.

Swimming

Year 4

Children will wear a swimming costume or swim briefs, a swimming hat and goggles. A towel must also be brought in.

Jewellery

Under no circumstances is any individual allowed to wear jewellery of any description (besides only a single stud in each ear) in any physical activity. Children may remove jewellery (no teacher is permitted) before each lesson, but teachers will not accept responsibility for its safekeeping. If for religious or other significant reasons a parent/guardian feels it necessary a child should keep any jewellery on his/her body during a PE lesson, then permission may be sought in writing to the either the Class teacher, PE co-ordinator or Headteacher. All staff members will not accept responsibility for any incident relating to the wearing of jewellery. It is for the safety of each child that SJL wishes to remove the potential hazards jewellery presents

Hair

Hair that is long enough to be tied back and taken away from the face should be (applies to both sexes) for safety and hygiene requirements

HYGIENE

SJL is unable to provide washing facilities so it is preferable that a wash, shower or bath the night/morning before PE and the night after is desirable.

EQUAL OPPORTUNITIES

We will provide equal opportunities to all our children, regardless of gender, race or disability. For more information on equal opportunities, please refer to SJL's "Equal Opportunities" policy.

TIME ALLOCATION AND SUBJECT CONTENT FOR PE

We follow the PE subject content as outlined by the national curriculum and the time allocation as recommended by ACTIVE mark from Sports England.

Key Stage 1

2 hours per week of PE.

1 hour PE lesson

15mins x 4 times weekly, physical activity

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Key Stage 2

2 hours per week of PE.

1 hour PE lesson

Year 4 swimming – 1 hour

Year 5 squash - 1 hour

Year 6 football - 1 hour

15mins x 4 times weekly, physical activity

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

SAFETY

In the hall

- Cleared of all tables, chairs and screens
- The bottom hall should be clean and dry after the lunches are complete
- Sufficient number of children where possible should assist in carrying and setting up apparatus with teacher supervision, remembering to bend only at the knees, keeping the back straight facing front on or side on to the direction of movement
- Apparatus should never be dragged, only lifted, but never above head height and always lowered gently
- The teacher should check apparatus before each lesson to ensure it is in a condition that is user friendly and safe for the purpose of use

The placement of equipment in the hall

- Apparatus should be placed with sufficient space between or around pieces/combination for children to move safely
- Mats are considered as apparatus not simply landing places
- If mats are used as landing places from other apparatus they should be well away from walls and apparatus other than the one being descended from
- Be aware of doors that open into the PE area

During the lesson

- The lesson should always begin with a warm up activity followed by stretches and then after the activity a cool down to end
- The teacher should always be positioned so an overall view of all tasks is possible and this includes when he/she is moving and motivating students during the lesson
- The teacher should encourage the efforts, improvements and results achieved by the students – remembering how important the ‘development’ and ‘progression’ of physical skills is as well as the attitude and overall achievements
- Encouragement attempts and demonstrations where possible by students of all abilities and use the opportunity to crystallise a point and positively reinforce.

The tasks and apparatus used to develop skills should be catering for the range of abilities existing in the class and providing some challenging aspect for all as well – some form of success in each lesson is ideal for an individual to remain positive and enthusiastic about participating.

- Children will not be encouraged to attempt moves that require significant support from a teacher (it is the discretion of the teacher as to his/her ability and training that support is offered).
- Children will be required to listen carefully at times to optimise the care and safety while executing specific moves (it is the discretion of the teacher as to the cheering/noise level desired when games are in progress).
- The teacher is never to leave the areas that the physical activity is taking place.
- In an emergency a child is to be sent to the office to seek assistance or a first aider is called to the scene.

ASSESSMENT

Assessment shall be continuous to provide information for teacher as to the progression and future work required for lesson. It should identify the efforts and achievements (strengths and weaknesses) of students.

Assessment in PE relies on observations by the teacher so a continuous assessment approach should provide ample information regarding the progression, effort and achievement of the children.

BEHAVIOUR

Due to the nature of PE it would be preferable that pupils in Key Stage 1 who require intervention due to misbehaviour remain in the immediate area and observe the rest of the lesson. This is to continue maximising their visual and audio learning of the skills at hand.

Key Stage 2 pupils who misbehave and require assertive action should preferably carry out theoretical work relating to PE whether in the immediate area or in an organised space with supervision. Of course, it is to the discretion of the teacher in charge.

EXTRA CURRICULAR ACTIVITIES

Where possible the PE activities that take place in or out of school time should be encouraged. The local community provides sources of possibilities, and it is the intention of SJJ to make these opportunities available to the students. There should be activities available for the social participant who seeks fun and enjoyment with others and/or continued practice of specific skills or game, as well as the more able performer who seeks training and competition at a high level.

The playing of friendly matches between schools is desirable, promoting team unification and good sporting practices. To date, opportunities exist in the area of football, athletics, dodge ball and skittle ball.