

# PARLEY FIRST SCHOOL



## PHYSICAL EDUCATION (P.E.) POLICY

### Statement of Philosophy

At Parley First School we believe Physical Education helps to develop thinking, selecting and applying skills which are important for progression across the whole curriculum. We encourage our children to choose to adopt a healthier lifestyle and develop a positive attitude towards physical activity and sport. The school believes that Physical Education experienced in a safe and supportive environment makes a vital and unique contribution to a pupil's physical and emotional health, development and well being.

Unicef Article 29: *Education should develop each child's personality and talents to the full.*

Unicef Article 31: *All children have a right to relax and play and to join in a wide range of activities.*

**Parley is a Rights Respecting School**

**This policy should be read with reference to Parley First School's policies for Safeguarding and Child Protection Procedures, Whistle Blowing, Equal Opportunities and Inclusion. Reference should also be made to the Code of Conduct and to the Good Practice Guidance produced by the LA.**

### Aims

Through Physical Education we aim:-

- to deliver a balanced programme which promotes physical activity, physical development and a healthy lifestyle whilst providing opportunities for all children to achieve their full potential.
- to develop social co-operation and positive attitudes in our children so that they may participate and compete with a sense of fair play, show tolerance and understanding to other children and develop their self esteem and confidence.
- to build the children's problem solving skills which arise through playing games, devising their own games and in improving their own performances.

- to promote and develop safe practice in P.E. and to provide equal opportunities for all our children regardless of gender, race, background or ability.
- to develop artistic and aesthetic awareness as well as linguistic understanding through participation, observing and evaluating performance leading to development and improvement of skills.

### Objectives

The objectives of teaching Physical Education at Parley First School are:-

- to enable all children to develop and explore physical skills with increasing control and coordination.
- to encourage all children to learn and play with others in a range of group situations.
- to develop the way children perform skills and apply rules and conventions for different activities.
- to increase children's ability to use what they have learnt to improve the quality and control of their performance.
- to teach children to recognise and describe how their bodies feel during exercise.
- to develop the children's enjoyment of physical activity through creativity and imagination.
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To boost children's self-esteem and confidence.

### Teaching and Learning

We use a variety of teaching and learning styles in P.E. 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 other children and we encourage the children to evaluate their own learning as well as the learning of other children. Within lessons we give the children opportunity both to collaborate and to compete with each other and to experience and use a wide range of resources.

### Differentiation

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.
- setting tasks of increasing difficulty.
- grouping children by ability and setting different tasks for each group.
- providing a range of challenge through the provision of different resources.

Children's individual physical abilities will be considered in the planning and teaching of P.E. in order to motivate them by the feeling of success and to develop a positive attitude to physical activities.

### Extended Learning Opportunities

Children with a particular interest or aptitude in P.E. can be given the opportunity to extend their learning in a variety of ways, for example, being encouraged to participate in inter school events, representing the school in festivals, galas and tournaments, participation in extra curriculum clubs and by joining community clubs.

### Physical Education Curriculum and Planning

P.E. is a foundation subject in the National Curriculum. Our school uses a combination of the QCA scheme of work, TOP schemes and LCP schemes as a broad basis for its curriculum planning in P.E. Various other schemes supplement these as well as input from community experts ( subject to funding and availability). As required we teach dance, games core skills, gymnastics and outdoor adventurous activities at Key Stage 1. In Key Stage 2 we teach dance, gymnastics, games, athletics, swimming (dependent on funding) and outdoor adventurous activities.

Children in Key Stage 1 will have access to a minimum of two hours of Physical activity each week. This includes two curriculum sessions, daily Wake and Shake, being encouraged to use resources for active playtimes (e.g. Huff and Puff equipment), fit breaks and participation in lunchtime and after school clubs.

Children in Key Stage 2 will have access to two hours of curriculum sessions and have the opportunity to aim to increase their weekly Physical activity to about three hours. This can include daily Wake and Shake, being encouraged to use resources for active playtimes (e.g. Golden Mile), fit breaks and participation in lunchtime and after school clubs.

The curriculum planning is carried out in three stages ~ long-term, medium-term and short-term. The long-term plan maps out the P.E. activities covered in each term during each year group (See appendix A). This can be flexible to accommodate input from community experts.

All P.E. lessons aim to include a specified warm-up, skill development, application of skills, reference to knowledge and understanding of fitness and health, opportunities for children to evaluate their own performance and that of others and ending with a cool down.

We plan the P.E. activities so that they build upon prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the schemes of work, so that the children are increasingly challenged as they move up through the school.

## The Foundation Stage

We encourage the physical development of our children in the Reception Classes as an integral area of their learning. As the reception Classes are 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. They should develop confidence and control of the way they move by travelling over, under, around and through equipment, both large and small. We give all the 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, including spatial awareness.

## Inclusion

Where pupils have specific disabilities or health conditions, the school ensures that they are able to participate in all physical activity opportunities both curriculum and extra-curricular. This is approached through modifying activities (e.g. equipment and rules), parallel activities (participation in a different way), adapted games which can be played by all, or separate activities as an alternative. TOPS schemes give excellent ideas for inclusion.

## Equal Opportunities

At Parley First School, we aim to provide equality of opportunity for all children, whatever their age, ability, gender, race or background so that they have equal access to all areas of the curriculum. All children have the opportunity to participate fully in P.E. lessons and activities in order to fulfil their potential.

## Assessment, Recording and Reporting

Assessment for Learning is at the heart of our teaching and learning approach. Children are assessed throughout each unit of work as part of an ongoing process brought about by observation and discussion, also maybe involving photographing or videoing learning. Teachers are able to identify children working on track, above and below age related expectations.

A class record sheet records overall progress throughout the year across all aspects of learning in line with the National Curriculum and QCA.

This information is used to assist teachers with the completion of the 'Understanding Physical Development, Health and Wellbeing' section of the annual report to parents and to ensure appropriate continuity and progression.

In the Foundation Stage, children's progress will be recorded on the Foundation Stage Profile under the area of learning for Physical Development.

## Resources

There is a wide range of resources to support the teaching of P.E. across the school.

Indoor resources are kept in the P.E. trolleys in the Hall and the large apparatus in the cupboard areas in the Hall or around the edges of the Hall. Children in Key Stage 2 will help

set up and put away this large equipment safely, under adult supervision, as part of their learning.

Outdoor resources, including playtime toys and Huff and Puff equipment, are kept in the Key Stage 1 and Key Stage 2 sheds. There is also additional outdoor equipment in trunks in the courtyard area. Outdoor equipment, specific to Reception Classes is kept in their shed.

The field and playground areas are used extensively for outdoor games and athletics activities.

The pupils are encouraged to:-

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (with adult supervision)
- Be aware of any safety procedures relating to the handling or carrying of resources.

The P.E. subject leader should be kept informed of any issues relating to resources.

#### Clothing for P.E. Activities

Indoor P.E.

- school blue t-shirt, tucked in shorts
- P.E. shorts
- bare feet where possible
- no jewellery (if earrings cannot be removed, they should be taped over)
- long hair tied back

Outdoor P.E.

- as above with the addition of outdoor trainers
- tracksuit/joggers/sweatshirt
- no jewellery
- long hair tied back

#### Good Practice Guidance

**The Dorset LA, in conjunction with the P.E. Adviser has recommended that, after children reach Year 2, wherever possible, designated single sex changing rooms or areas should be used. If this is not possible and boys and girls change together, in a classroom for example, consideration can be given to utilising furniture or screens to provide discrete areas.**

## Role of the Physical Education Subject Leader

The P.E. subject leader is responsible to the Head teacher and will ensure that the following points associated with the role are considered and carried out where appropriate. The role is:-

- to lead the development of P.E. at Parley First School
- to provide support to staff, where appropriate
- to ensure standards and expectations remain high in each year group through effective monitoring of the subject
- to keep up to date with local and national developments in P.E.
- to maintain and replace equipment, including appropriate storage of equipment
- to manage the P.E. budget
- to ensure health and safety standards are adhered to, including carrying out any appropriate risk assessments (e.g. for festivals, galas and other sporting events)
- to liaise with Sports teachers within the Pyramid to support local inter school events
- to encourage as many children as possible to participate in a range of inter school events
- to support and organise intra school events, including an annual Sports Day
- to encourage young sports leaders within our school
- to liaise with clubs within the community and forge links with the pupils, encouraging healthy lifestyles
- to ensure that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents
- to monitor the implementation of the P.E. Policy and review the success of P.E. within Parley First School
- liaise with the Governor for P.E. ~ currently Jo Dickenson

JE/MP December 2011

Policy to be reviewed 2 years

Reviewed : December 2012

Next Review Due : Autumn 2014

## Appendix A

## Curriculum Map ~ Year 1

Lesson	Autumn Term approx. 14 weeks	Hall out of use for 4 weeks	Spring Term approx. 10 weeks	Summer Term approx. 14 weeks		Hall out of use for 2 weeks
35 minutes ~ Hall	Gymnastics 10 lessons		Dance 10 lessons	Dance 6 lessons	Gymnastics 6 lessons	
45 minutes ~ outside	Games 12 lessons	OAA 2 lessons	Games 10 lessons	Games 14 lessons	OAA 2 lessons	

*Children need 2 hours (excluding changing time) of Physical activity per week which can be made up of curriculum time and other physical activity e.g. extra minutes of P.E. lessons, golden time, wake and shake etc.*

## Curriculum Map ~ Year 2

Lesson	Autumn Term approx. 14 weeks	Hall out of use for 4 weeks	Spring Term approx. 10 weeks		Summer Term approx. 14 weeks	Hall out of use for 2 weeks
40 minutes ~ Hall	Gymnastics 10 lessons		Gymnastics 6 lessons	Dance 4 lessons	Dance 12 weeks	
45 minutes ~ outside	Games 12 lessons	OAA 2 lessons	Games 10 lessons		Games 14 lessons	OAA 2 lessons

*Children need 2 hours (excluding changing time) of Physical activity per week which can be made up of curriculum time and other physical activity e.g. extra minutes of P.E. lessons, golden time, wake and shake etc.*

## Curriculum Map ~ Year 3

Lesson	Autumn Term approx. 14 weeks		Hall out of use for 4 weeks	Spring Term approx. 10 weeks		Summer Term approx. 14 weeks		Hall out of use for 2 weeks	
45 minutes ~ Hall	Dance 4 lessons	Gymnastics 6 lessons		Gymnastics 6 lessons	Dance 4 lessons	Dance 8 lessons	Gymnastics 4 lessons		
45 minutes ~ outside	Striking/ Fielding 6 lessons	OAA 1 lessons	Invasion 7 lessons	Invasion 5 lessons	Net/Wall 5 lessons	Net/Wall 3 lessons	Athletics 8 lessons	OAA 1 lesson	Striking/ Fielding 2 lessons

*Striking/Fielding ~ Cricket*

*Invasion ~ Hockey*

*Net/Wall ~ Volleyball*

*May also include Football and Tag Rugby practices for inter school competition.*

*Children need at least 2 hours (excluding changing time) of Physical activity per week which can be made up of curriculum time and other physical activity e.g. extra minutes of P.E. lessons, golden time, wake and shake etc.*

## Curriculum Map ~ Year 4

Lesson	Autumn Term approx. 14 weeks		Hall out of use for 4 weeks	Spring Term approx. 10 weeks			Summer Term approx. 14 weeks		Hall out of use for 2 weeks	
45 minutes ~ Hall	Dance 6 lessons	Gymnastics 4 lessons		Gymnastics 4 lessons	Dance 4 lessons	<i>Music Workshop 2 lessons</i>	Dance 5 lessons		Gymnastics 7 lessons	
45 minutes ~ outside	Striking/ Fielding 6 lessons	OAA 1 lesson	Invasion 7 lessons	Invasion 5 lessons	Net/Wall 5 lessons	Net/Wall 3 lessons	Athletics 8 lessons		Striking/ Fielding 2 lessons	OAA 1 lesson

*Striking/Fielding ~ Rounders*

*\*Invasion ~ Netball*

*Net/Wall ~ Tennis*

*\* May also include Football and Tag Rugby practices for inter school competitions*

*Tba ~ Swimming*

*Children need at least 2 hours (excluding changing time) of Physical activity per week which can be made up of curriculum time and other physical activity e.g. extra minutes of P.E. lessons, golden time, wake and shake etc.*