



Sport Elevation Physical Education Policy

The information provided here is a guidance to support your school in putting together a comprehensive Physical Education Policy.

This has been prepared by Sport Elevation in line with the National Curriculum.

Introduction

This document is designed to support schools to:

- Provide a broad, balanced and progressive Physical Education curriculum.
- Be the first step in ensuring that the requirements of the National Curriculum for Physical Education are met.
- Comply with the school's general aims, beliefs and philosophies.

Rationale

Physical Education should enable all pupils to work towards becoming independently active within the school and community, as it makes a significant contribution in helping establish the necessary knowledge, skills, understanding and attitude essential in maintaining an active and healthy lifestyle.

Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action.

Physical Education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, groups and teams. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

Aims

The aims of the Physical Education programme are directly related to the overall aims of the school, which advocates an inclusive policy.

The Order for Physical Education in the National Curriculum provides a basis for us to deliver a broad and balanced programme which assists us to fulfil our main aims which are:

- To promote physical development, physical activity and to teach children the benefits of maintaining an active lifestyle.
- To provide opportunities for all children to achieve their full potential through a positive, stimulating and caring environment.
- To develop social skills and positive attitudes.
- Allow the children to become independent learners
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency [acquiring and developing].
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas [selecting and applying].
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance [improving and evaluating].
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising [knowledge and understanding of fitness and health].
- To develop the ability to work independently, and communicate with and respond positively towards others [working alone and with others].
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being [applying safety principles].

We aim to deliver a physical education programme, which promotes physical and social competence and provide the opportunity for pupils to develop knowledge and understanding through movement and to develop inter-personal skills and qualities such as self-esteem and confidence.

We also aim to provide children with an opportunity to extend their physical skills through a comprehensive and stimulating extra-curricular programme, which draws upon the skills taught in the curriculum proper and help forge links between the school and the community.

Curriculum Organisation

This will provide clear information on how physical education is organised within the school. The information should relate directly to National Curriculum requirements. Pupils should be taught the Programmes of Study for:

- Invasion Games
- Net / Wall Games
- Striking & Fielding Games
- BCFST i.e. Athletics, Dance, Gymnastics

N.B. Swimming activities and water safety must be selected unless pupils have completed the full key stage 2 teaching requirements during key stage 1.

A curriculum map identifying the areas of activity for each year group and each term would be beneficial in providing an overview of the physical education curriculum. The school physical education curriculum must deliver the National Curriculum statutory requirements whilst meeting its aims and objectives for physical education, with the resources, facilities and staffing available.

Where appropriate, information should be included about staffing, groupings, pupil numbers, non-participants and wet weather provision.

This section should also make reference to the school's philosophy on out of school hours learning and provide details about the range of physical activities available.

Time Allocation

This will ensure that the National Curriculum requirements are fulfilled.

Indicate the time allocation and organisation of each activity area related to the overall curriculum map / plan. It is important that the time allocation reflects the whole school philosophy towards physical education and the Government's aspiration of pupils to spend two hours a week participating in physical activity, including physical education and extra-curricular activities.

Time allocation and frequency must be considered carefully when planning the physical education curriculum.

Tip: Consider time allocation for use of indoor spaces for each class and what time of day do the pupils have PE?

Out of Hours Opportunities

Aims of the extra-curricular programme need to be clear and relate to the PE Curriculum aims.

Also aim to provide children with an opportunity to extend their physical skills through a comprehensive and stimulating extra-curricular programme, which draws upon the skills taught in the curriculum proper and help forge links between the school and the community.

Tip: Consider writing a list of activities that are available and the rationale behind them e.g., age, gender and ability and list any clubs within the community that your school clubs complement or enhance.

Assessment Recording and Reporting

This section should make reference to the overall school policy on assessment, recording and reporting. Additional information related specifically to physical education should be outlined.

The main method of gathering evidence and assessing achievement in physical education will be made through lesson observation and listening to pupil's answers, discussions and evaluations.

The learning objectives or outcomes identified using the Sport Elevation System can form the basis of pupils' assessment.

The teaching and learning activities and the organisation of those activities must provide appropriate assessment opportunities. The teacher should record evidence of progress and achievement in relation to the levels of attainment.

Connection should be made in terms of how the assessment informs reporting.

Tip: How does the ongoing formative assessment relate to the end of key stage summative assessments/reports?

Tip: State what records are kept, why, where and by whom?

Information from assessments should be used to inform planning – in what way is this done?

Reference should also be made to the schools policy on rewards e.g., merits, achievements, certificates and trophies.

Continuity and Progression

Mapping of activity across the year and the key stage will show optimum continuity. Continuity is important to maintain sustainability. The foundations of a 2 to 3 year plan will be laid and there will be progress from year one.

The PE Curriculum

Sport Elevation devise the PE Curriculum using the topics you have subscribed to, to give the pupils maximum opportunities in a range of sports.

Equipment and Resources

- Staff knowledge of equipment – what is available?
- Responsibilities in terms of purchasing and maintaining equipment
- When are gymnastic equipment inspections done and by which contractor?
- Reference to how pupils are taught to manage and use the apparatus safely and effectively
- Percentage of the school budget that is available for PE?
- Reference to access to equipment at break and lunchtimes

Reference should be made to:

- Facilities
- equipment (see appendices) [This should also include gymnastic apparatus]
- supportive and relevant documentation e.g., books, iPad visuals
- human resources including external support e.g., coaches

Plus additional information on the:

- storage of equipment/apparatus
- pupil access to and handling of the equipment/apparatus
- monitoring, replacing and developing the resources

The Learning Environment

PE displays – where, how, when, who is responsible for ensuring that this supports the work going on in PE?

Cleanliness of the hall – should be suitable for bare foot work in for dance and gymnastics – state when this happens in the week so that staff can check its being done to a satisfactory standard.

Playground – is it free from hazards – it should be stated as to when it is swept each week.

Checks should be made on lighting and ventilation to learning and storage areas.

Faults and inadequate arrangements should be reported to someone to be dealt with – who is this person and how is it done?

Health and Safety

This section should reflect whole school Health and Safety policy, emphasising the importance of a safe working environment, set procedures and codes of behaviour for developing pupils understanding of safe practice within physical education to ensure their own and others' safety.

Physical education demands a high level of vigilance (duty of care) due to the nature of the subject. All personnel working with pupils, within the context of physical education, must be aware of their responsibilities and the relevant health and safety procedures including accident and emergency evacuation from all working environments.

Reference may be made regarding the code of dress for physical education for both staff and pupils – **what are the procedures for lost/forgotten kit?**

Reference to teaching health and safety in PE – should be an integral part of children's learning – how and when.

Procedures for jewellery, footwear and long hair should be agreed and **consistently** carried out.

What are the guidelines for supervision for changing and travelling?

What systems are in place for checking gymnastics equipment at the start of each lesson?

How are people who volunteer to assist with clubs inducted?

What procedures are in place to monitor these people?

Contribution to other areas of the Curriculum

The National Curriculum identifies specific links between Physical Education and other areas of the curriculum e.g., Literacy, Numeracy, Science etc., This section should outline explicit examples of cross-curricular links, which occur within the school.

Reference should also be made to the contribution physical education can make to spiritual, moral, social and cultural development, citizenship and key skills, in particular communication, problem solving, improving own learning, and working with others.

Physical education also has the potential to contribute to thinking skills by providing a diverse range of learning experiences, which require pupils to think in different ways.

Special Educational Needs and Differentiation

The functions of any special unit within the school should be detailed in this section and any ability groupings within lessons including the more able.

The short term planning of physical education should take into account the need to differentiate to allow all children the opportunity to achieve.

Equal Opportunities

This should state the school's commitment to providing equal opportunities in the provision of physical education / activity and how this can be achieved.

Reference should be made to the National Curriculum statement on inclusion; providing effective learning opportunities for all pupils.

The following areas should also be considered: -

- gender stereotyping, including activities offered to pupils, display material and teacher/pupil communication.
- professional practice which highlights and reinforces discrimination in relation to ability/lack of ability.
- specific religious and cultural beliefs, customs and practice which may restrict access and opportunity.

Career Professional Development

Outline the process on how staff receives CPD within physical education.

Identify the strengths and weaknesses of the staff in terms of the topics on the PE NC.

Where will the staff access the PE course flyers and information?

Leadership and Management Roles

The line management for PE needs to be identified – who is the PE Co-ordinator responsible to?

What is the budget for the PE year and does it include swimming?

Where does the funding for transport come from?

Any external funding that is being applied for?

How the subject will be monitored and evaluated - who will carry this out?

If there is a formal timetable for the PE Co-ordinator/s to observe class teaching?

Tip: Consult with the Business Manager.

Community Links

Describe the links between physical education and the local community.

Is there a programme in place for contact with sports clubs, coaches, and extra-curricular activities?

Tip: Outline any specific examples of physical education contributing to the local community for example, open dance performances or after school activities.