

# PHYSICAL EDUCATION POLICY



Learning to make the world a better place"

<b>Reviewed</b>	<b>Spring 2017</b>
<b>Next Review</b>	<b>Autumn 2018</b>

### **Introduction.**

This policy aims to meet the requirements of the New National Curriculum for Physical Education. It will clarify the general and activity specific components of Physical Education.

### **School Policy Statement for Key Stage 1 and 2.**

Physical Education at St John's Angell Town Primary School will be provided for all pupils using a whole school approach and utilising the components of the National Curriculum Programmes of Study. The QCA schemes, which are based on this approach, are used within each year group and within this structure, children will be given opportunity to plan, perform and evaluate their activities. The following elements are the basic components of the Physical Education we aim to provide in school:

1. **Physical Activity:** Children will be taught how to be physically active and to develop their personal fitness ;by expressing themselves through actions; by having the knowledge of relevant equipment and by developing whole body movement with flexibility, strength and endurance.
2. **Independence:** Children will become independent learners through solving problems and evaluating and modifying their work, by developing their skills through repetition and practice and being able to work co-operatively with self-discipline.
3. **Positive Attitudes:** Children will develop the concepts of fair play, success and failure relating to both independent activities and cooperative games. They will become aware of the effects of their actions, their own and others' strengths and weaknesses. Children will develop as confident learners who enjoy physical activity.
4. **Safe Practice:** Children should develop an awareness of safety with regard to themselves and others, in relation to the preparation of equipment, response to instruction; posture, clothing and personal hygiene.

### **Equal Opportunities**

The Educational Reform Act gives children entitlement to all areas of the National Curriculum, including P. E.

Sanctions should therefore not be used which would affect a child's participation in P.E.

However, if a child's behaviour or action is considered by the teacher to be a danger to either themselves or others then, for reasons of safety, that child will be withdrawn. The child, where possible, should continue to observe the lesson.

Each child will have the opportunity to fulfil their own potential. A wide range of extra - curricular activities exist to extend and develop specific skills and this may include selection for school team events. Written or oral permission will be obtained from parents or guardians for such occasions.

**Assessment And Recording.** Assessment will be carried out according to the requirements of the National Curriculum. The end of Key Stage statements for Assessment at Key Stages 1 and 2 include the following statements of attainment:

**Key Stage 1:** Children must be able to:

- i) Plan and perform simple actions and sequences, safely.
- ii) Practise and improve performance.
- iii) Describe what they are doing.
- iv) Know the effects of exercise on their body.

**Key Stage 2:** Children must be able to:

- i) Plan, practise, improve and remember more complex sequences.
- ii) Perform effectively, and make quick decisions.
- iii) Respond safely as individuals and in groups.
- iv) Swim unaided 25 metres.
- v) Evaluate self and peer performance.
- vi) Keep up energetic activity and understand the effect it has on their bodies.

### **Specific Requirements for Key Stages 1 and 2.**

The elements of Physical Education that children should experience in our school are:

- i) Athletic Exercises.
- ii) Dance.
- iii) Games.
- iv) Gymnastic Activities.
- v) Outdoor and adventurous activities.

### **Schemes Of Work**

These are outlined in detail within the QCA documents for each year group.

It is essential that each teacher follows the particular schemes for their year group in order that maximum continuity and progression is achieved throughout the school.

### **Specific Lesson Plans**

These are outlined in the Primary Framework and supplementary material produced (located in the staff room). These materials are recommended to complement the implementation of their P. E. schemes.

### **The Physical Education Lesson.**

Below is a general outline for the basic Physical Education lesson.

Each lesson should include:

- a) Warm up.
- b) Opening activity.
- c) Individual work - main theme.
- d) Pair/group work - main theme (if applicable) with or without apparatus
- e) Conclusion - could be a sequence or a small game.
- f) Warm down

### **Implementation of the National Curriculum for Physical Education.**

Children will experience a developmental programme of Physical Education, which includes the elements required to achieve success in Key Stage 1 and 2 assessment. Each class will have a minimum of 2 hours per week.

This will be promoted through:

1. **Athletic Exercises** - The children will experience all the requirements of the athletic component whilst addressing the other areas of the Physical Education curriculum (i.e. elements of athletics appear in the gym and games components).
2. **Dance** - It should include elements of quality, control, interpretation and communication, through expressive movement. It should include variations in shape, direction, speed, level, tension and continuity. Patterns of movement should involve stepping, twisting, turning and rhythm.  
In this way, dance can contribute to development in the following areas:
  - Artistic and aesthetic.
  - Cultural
  - Personal and social.
  - Physical Education, health and fitness.
  - Cross-curricular learning.
3. **Gymnastics** - In this school the emphasis will be on Educational Gymnastics, where children are given a task and determine their own movements to meet that task's requirements. The teacher's role is to improve a child's natural movements e.g. jumping, rolling, balancing, climbing, in terms of quality and control, with specific reference to:
  1. Type of activity - run, jump, rock, step, twist.....
  2. The body - what it does or is working on.
  3. Body weight management.
  4. Apparatus.
  5. Personal space; width, symmetry, height; direction; general direction i.e. forward, up; levels; high, medium, low; time; stop, start, quick, slow.
4. **Games** - The use of the Top Sport games resources in Key Stage 1 promotes the development of minor games in P.E. lessons. In Key Stage 2, team games are developed building on the skills acquired in K S 1. Games should promote the following experiences for all pupils:
  - Practice of skills.
  - Co-operative learning.
  - Self-esteem.
  - Skill acquisition.
  - Sense of fair play.
  - Experience of success and failure.

These should include:

- i) Individual practice.
- ii) Direct and less direct instructions.
- iii) Partner and group work.
- iv) Varied games.
- v) Movement off the ball.
- vi) Experiment and expression.

5. **Outdoor and Adventurous** - Although this is seen to be addressed mainly by visits; e.g. on residential weeks , it must also be taught in Key Stage 1. This can be achieved through simple orientation games and, especially in summer, should include maximum use of the school's extensive grounds.

Agreed by Governors: Summer 2014

Signed By: *Rev Rosemarie Mallett*

Designation: Chair of Governors

Next Review: Autumn 2018