



PE Policy

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Document history

Issue 2: This is a re-write based on the existing policy.

1 Introduction

Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes positive attitudes towards active and healthy lifestyles.

P.E. is a National Curriculum subject to be taught to all National Curriculum years and to the Reception class. National Curriculum P.E. is an entitlement of and should be delivered to the great majority of children in the key stage appropriate to their age. For the few children who need provision outside their key stage, appropriate arrangements must be made.

Children with physical or sensory disabilities will receive whatever available support and aid the school can arrange to make P.E. accessible. Where necessary, activities will be adapted to facilitate participation.

Differentiation by outcome will be more common than differentiation by task in P.E. and Games lessons. Progression will be evident in both the increasing demands of task and the children's ability to reflect on the quality of performance.

From September 2005, following DfES legislation, the school has been working towards the delivery of a statutory minimum of two hours PE per week; this figure will include games and swimming.

2 Planning

In planning for P.E., reference will be made to:

- (a) The Foundation stage curriculum, KS1 and KS2 schemes of work (which for the main part utilize the QCA schemes), that deal specifically with the scheduling of the areas of activity.
- (b) The National Curriculum P.E. Programme of Study.

3 Delivery

All classes throughout school will have timetabled periods for P.E. Swimming at Years 3 and 4 is timetabled separately. Children in years 1, 2, 5 and 6 will receive input at the appropriate level from Tameside's Sports' development team. Years 3 and 4 receive input from the Sports' development team during the final half term of each school year, following the ending of the 5½ term swimming programme.

Children will acquire skills and knowledge in the contexts of individual, paired and group/team activity.

The utmost regard will be given to safety considerations in the arrangements for P.E.

4 Monitoring, Recording and Assessment

KS1 and KS2 have schemes of activity, which specify P.E. by content in the half-terms of the key stage. A matrix of activities against half terms will be kept by teachers to record what is actually done. This will be supplemented, or superseded at the year groups mentioned above by Tameside's Sports' development coaches.

National Curriculum assessment will be based on the end of key stage level descriptions. The P.E. entry in the annual written report to parents will be based on this. A copy of the report will be kept in the child's file.

5 Kit

P.E. activities, indoor or outdoor, require a change of kit. Parents/carers and children should understand this requirement. Parents/carers must understand that withdrawal from a P.E. or swimming lesson requires a written communication with the school. Unexplained absence from a P.E. lesson or lack of kit on *two consecutive occasions will trigger* contact with parents/carers through a standard letter from school. Children must not wear jewellery for PE lessons. Children with earrings must remove them before lessons. Children with 'recently pierced' ears must provide plasters from home to cover the piercings.

6 Aims

6.1 Aims Intrinsic to P.E.

- (a) To be physically active and experience the range of activities in National Curriculum/ Foundation Stage Curriculum P.E.
- (b) To be able to consider and make judgments on the quality of physical activity.
- (c) To practise, refine and extend physical skills in meeting challenges and solving problems.
- (d) As required, be able to work individually, in pairs or in a group in the context of physical activity.
- (e) To develop an awareness and knowledge of the body, and of body changes during physical exercise.
- (f) To develop physical fitness, endurance, strength and coordination.
- (g) To respond creatively and physically to a range of stimuli.

6.2 Aims in the Context of P.E.

- (a) To acknowledge conventions of fair play and sporting behaviour as participants and spectators.
- (b) To handle both success and failure with consideration and to cope with limitations in performance.
- (c) To be always aware of the safety of others and their rights to respect.

7 Annex to the policy

7.1 Hollingworth Primary and Nursery School's Physical Activity Statement

Physical activity is any bodily movement produced by muscles, which results in energy being used. It is something that you do!

Schools have an important contribution to make in influencing the development of young people's health behaviours in preparation for a healthy adulthood.

**"Start young and make Physical Activity a habit of a life".* What is done in childhood and youth affects health and functioning later in life.

The importance of appropriate provision of physical activity within and beyond the curriculum is indicated in the statements below:

The Government's PSA (Public Service Agreement) target is:

"All pupils to spend 2 hours each week on high quality PE and School Sport by 2008"

The NHSS criteria for a healthy school are:

***"Ensures a minimum two hours of structured physical activity each week to all of its pupils in or outside the school curriculum"*

The PSA target regarding obesity is:

7.2 "Halt the year on year rise in obesity among children under the age of 11 by 2010"

School has a key role to play in providing the support, encouragement and opportunities young people need to help them meet the recommended daily levels of physical activity as it is essential for a child's development. This is taught mainly through National Curriculum's PE and PSHCE programmes, but also it should be embedded within the ethos of the school.

However, the teaching of physical activity is far more complex than simply passing on information to pupils. To instil behaviour change so that young people learn to love being active, requires the ability to motivate pupils to be active, but also to feel good about being active. Positive experiences of physical activity are critical to the promotion of active lifestyles and it is vital that young people acquire the understanding, competence and confidence to be independently active. The teaching of physical activity should therefore embrace the following principles:

Exercise can be a positive and enjoyable experience
Exercise is for all
Everyone can benefit from exercise
Everyone can be good at exercise
Everyone can find the right kind of exercise for him/her
Exercise is for life
Excellence in physical activity is maintaining an active way of life.

***** Ideally all young people should participate in one hour per day of moderate physical activity** (any activity which causes you to breathe harder than normal and to become warmer):

Brisk walking/cycling

Swimming

Dance/aerobics

Most sports.

Additional recommendations:

At least twice a week this hour of physical activity should include some activities which help to enhance and maintain **muscular strength, flexibility, and bone health. Activities that enhance strength and flexibility include:**

Body conditioning

Resistance exercises

Circuits

Gymnastics.

Weight-bearing activities that enhance bone health include:

Gymnastics

Dance

Skipping

Aerobics

Sports such as basketball.

This one hour of activity can be accumulated throughout the day and can be carried out as part of walking/cycling to and from school, physical education, breaktime activity, sport, active play or structured exercise (eg. 'wake and shake'). Most of all it should be enjoyable, fun and an opportunity to develop social and moral behaviour, whilst **"making physical activity a habit of a life time!"**

The 'Take 10' programme:

In order to ensure that all classes meet the statutory minimum requirement of 2 hours' quality physical activity per week, school introduced the 'Take 10' programme to compensate for any potential shortfall in the delivery of 'standard' PE activities. This programme, which can be delivered in short, daily bursts, not only seeks to deliver activity, it also seeks to challenge the mind in setting activities that require co-ordination and concentration. The activities are fun and the majority supported by music and/or rhyme to enhance the provision. The 'Take 10' programme is used in all classes from Reception through to year 6. The programme is therefore fitted into the timetable in short, 'fun-sized' bursts, which not only benefit physical well being, but also enhance access to other aspects of the curriculum.

The scheme ensures that for most children, the 2 hour minimum is equalled and exceeded- to their benefit.

References to

National Healthy School Status **

Sport England

The British Heart Foundation*, ***

8 Guidelines for pupil changing arrangements

8.1 Rationale:

Physical Education (PE) is a statutory element of the National Curriculum. The very nature of this subject requires pupils to change into appropriate clothing in order to actively participate. The importance of changing for physical activity is emphasized in the National Curriculum, which makes it clear that the pupils at Key Stage 2 must be taught why wearing appropriate clothing is good for their health and safety. However, in the context of early or late maturation, changing for PE can cause much anxiety, which subsequently can influence pupils' perceptions of the subject and create difficulties for the school. For many children the changing experience is the most influential in determining whether PE is an enjoyable and positive experience. Primary PE is particularly critical because it sets the seed for future participation and lifelong involvement in physical activity. The anxiety caused by changing can significantly influence pupils' views about PE and lead to a variety of avoidance strategies. In consideration of the 'Every Child Matters' agenda, it is the Governing Body's responsibility to ensure that the climate and conditions for changing are in place in terms of each pupil being encouraged to be healthy and safe.

8.2 Summary:

It is recommended that pupils should always change for PE. At Hollingworth Primary School, this means that we should collectively make adequate, sensitive and sensible arrangements for changing and take into consideration the needs of pupils from different religious and cultural backgrounds and those who mature at a much earlier or later age than their peers.

Since we possess no purpose-designed changing accommodation, we will adopt the following option:

- Girls and boys will change in different rooms.

This option will be effective in years 3, 4, 5 and 6.

If for whatever reason, this is not possible on a given occasion, then the teacher must make a decision as to whether or not the session should go ahead or be cancelled.

8.3 Guidance: Girls and boys change in different rooms...

Girls and boys change in different rooms. This could involve girls remaining in the classroom and boys using an alternative space, such as the library, the room at the rear of Y6 or the Green Room or vice versa. The toilets *might* also be an option, provided changing is tightly controlled in this area, as there is greater risk changing in the toilets, since this option has the same difficulties as having purpose-built separate accommodation, that of adequate supervision of two single sex groups. The ideal arrangement would be the supervision of each group by an appropriate member of staff, i.e. boys being supervised by a male member of staff and girls by a female member of staff. At Hollingworth, because of the nature of our staffing, this cannot always be guaranteed. It is very clear that changing should be supervised by two members of staff, one for each sex. What is fundamentally important, though, is that the children should be supervised by a member of staff and that changing should take place in a room and not on the corridor, even in an alcove.