

# Springfield Junior School

## PE Policy

### Introduction

Through a broad, balanced programme of physical activities and learning experiences, the physical education curriculum aims to contribute to and compliment the aims of the school by providing every pupil with an equal opportunity to achieve their full potential.

The school believes that physical education experienced in a safe and supportive environment, is an important and unique contributor to a pupil's physical and emotional health, development and well-being.

### Aims

The physical education programme aims to:

- Allow pupil's to improve their self-confidence through an ability to manage themselves successfully and foster an appreciation of safe practice in a variety of situations.
- Give experience of success and progress through carefully structured challenges, thus developing confidence and reinforcing the pupil's positive self-image.
- Cater for all abilities and preferences through individual, team, co-operative and competitive activities.
- Promote an understanding of the benefits of exercise through a balanced range of relevant activities in which pupils can adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- Encourage positive attitudes towards health, hygiene and fitness.
- Cultivate a sense of fair play and sportsmanship.
- Importantly nurture an enjoyment and positive attitude to the subject both in and outside of school.

### Objectives

At Springfield it is recognised that all children have different starting points and that this informs planning so that Pupils' needs and abilities are matched by appropriate task setting. Our current curriculum programme is under review however all planning is based on progressive learning objectives which, combined with flexible and varied teaching styles, endeavour to provide appropriate, motivating and enjoyable, yet challenging learning situations for all pupils.

Where appropriate, Physical Education can be used as a vehicle to facilitate access to cross-curricular themes and life skills, rather than a subject that is exclusively associated with the acquisition of motor skills and techniques.

The children will be:

- made aware of their body in relation to others and their immediate environment and aim to promote the quality of movement. (Kinaesthetics)
- made aware of simple physiological changes before, during and after exercise, such as change in heart rate and breathing. (Physiology)
- Given opportunities to develop creativity, ingenuity and co-operation to be successful in achieving shared goals. (Teamwork)
- Given opportunities to develop personal characteristics including: initiative, self-reliance and self-discipline (Self knowledge)
- Given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (Problem solving)
- (Where available) given the opportunity to develop their skills in areas of their choice in extra-curricular time.

### Organisation, Resources and Training

The curriculum in this subject has been organised to ensure that children in both key stages have access to all areas specified in the national curriculum and go beyond its statutory requirements. As a primary school we have access to a grassed playing field and a heated indoor swimming pool, one indoor hall, an outdoor adventurous activity area (Trim Trail and Tyres) and a playground.

As well as this we have portable football and netball goals, some portable and fixed gymnastics equipment as well as mats and benches.

Equipment is checked regularly and stock replenished as often as budget allows. Teachers have access to equipment and literature, via the coordinator, and can always rely on advice when needed. There is also a specialist swimming teacher employed by the school.

Training is an area that needs to be utilised more to enable staff to feel confident in the delivery of Physical Education. Current budget restrictions have not allowed these opportunities at present. Therefore staff are encouraged to share good practice through planning and observations (where necessary).

### Planning and Delivery

The Physical Education curriculum and scheme of work developed at the school covers all areas of activity outlined as statutory in the PE National Curriculum 2000. Each year group covers certain aspects of the curriculum during the child's time at the school. In addition to this all pupils have the opportunity to swim during the school year and work with external coaches through the whole school initiative 'Springfield Life.' The current curriculum overview is being updated and previous planning available for the majority of curriculum areas for each year group, if required.

Most lessons throughout the school are taught as class groups by the class teacher, but some year groups will have the opportunities to work with coaches and teachers who have expertise in that particular area. Swimming lessons are always taught by the specialist swimming with another member of staff present.

The time allocated to PE has been cut to 1 hour per week. However, the pupils at Springfield will have opportunity to enjoy more than that hour through lessons in the swimming and by external coaches. All children will receive between one and two hours of PE per week depending upon whether they are swimming/under taking coaching in that half term. It is up to the class teacher to make provision for inclement weather conditions so that the children still get some form of exercise.

### Assessment / Monitoring

It is now statutory (from Sept 2000) that each child leaving a key stage is given an over-all NC level in this subject. The guidelines are specified in the NC guide for teachers. The school will follow these guidelines to give each differentiated group of children a 'best fit' NC level at the end of each school year (Outlined in the PE Assessment and Progression Document).

As well as this the end of year report will also form a formative assessment of a child's progress, strengths and weaknesses in this subject. The subject will be monitored and evaluated by the coordinator as outlined in school's development plan for monitoring and assessment.

### Health and Safety

Since this area now forms part of the new National Curriculum it is important that we understand that the safety of children in lessons is of paramount importance.

It is the responsibility of teaching staff to identify the possible hazards in PE through inappropriate use of resources and lack of clear instruction, and plan lessons accordingly. Parents receive recommended kit list and **teachers ensure that all children change their clothes for PE**. Children must wear appropriate footwear – trainers/pumps for games, athletics and outdoor activities; bare feet for dance

and gymnastics. All jewellery must be removed for PE and earrings which cannot be removed must be taped. Parents are asked to provide plasters for this purpose.

With regards to medical concerns such as asthma children must have access to their inhalers and encouraged to be responsible for taking them to and from their lessons. External teachers and coaches must be informed of any medical conditions prior to the lessons. Additionally, where appropriate, teachers receive advice from medical professionals to structure tasks where specific problems occur e.g. downs syndrome children need an examination to determine whether their atlas is suitable for certain gymnastic activities.

For additional health and safety guidance and support The BAALPE publication 'Safe Practice in PE' is available to all staff. It should be noted that, in the event of an emergency, phones are within a short distance of all PE lesson locations and First aid boxes are available from nearby classrooms, swimming pool and main office.

### Expectations of Staff

In order to model high expectations to the children staff are expected to:

- Change their own clothing and footwear for PE
- Monitor and check children for jewellery/watches
- Ensure that all children are changed for PE
- Ensure that hair is tied back, provide an elastic band where a child does not have a band themselves.
- Ensure that in gymnastics and dance a decision is made with regards to pumps – either all off, or all on, not a mixture.

### Role of the Coordinator

- The role of the PE Coordinator involves
- Signpost staff to other colleagues with expertise in particular areas of PE
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.

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