



# Filey Junior School

Widening horizons and reaching our potential whilst respecting the world and each other, within a happy, healthy and positive learning community

## Physical Education policy

**There are four main purposes to this policy:**

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

## Introduction

### **The importance of physical education to the curriculum**

At Filey Junior School we aim to instil a passion for PE and sports to ensure that every child has the opportunity to be the best they can in their PE lessons, sport and active playtimes. Through physical education and sport we aim to teach our pupils new skills and show them how to improve in a safe and stimulating environment. By providing a wide variety of sporting opportunities both in PE lessons and through playtimes and after school clubs, our pupils will become healthy and active young people ready for the next stage of their lives. We strive whenever possible to give children the opportunity to compete in competitions, both within school and against other schools in the area, to instil values of determination, respect, encouragement and communication.

### **The aims of physical education and how these contribute to the school's aims**

**The school aims to:**

- To ensure children are confident, safe and enjoy physical activity.
- To develop a range of physical skills, strength and stamina.

- To develop the fundamental skills of balance, coordination and agility.
- To develop an ability to select, link and apply skills, tactics and compositional ideas and perform them with control, co-ordination and fluency.
- To improve observational skills and the ability to evaluate their own and others work and use this skill to improve performance.
- To develop a sense of fair play and sportsmanship
- To cooperate and work collaboratively with others in a pair and as part of a team.
- To express ideas in dance form and appreciate the aesthetic qualities of movement.
- To motivate and retain a lifelong interest in PE and to recognise the importance of living and maintaining a healthy lifestyle.
- To provide opportunities for cross curricular learning within PE lessons.

## **Strategy for implementation**

### **Entitlement and curriculum provision**

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs.

Across the school, children take part in 2 hours of PE a week. This may vary slightly during the year, depending on what activities are being taught and timetabling. Many extra-curricular sports activities are also available during breaktimes, lunchtimes and after school.

### **Teaching and Learning**

Good lessons should contain the following elements:

- *Get Set Scheme* for PE should be followed in all lessons to ensure consistency and progression throughout the school.
- *purpose*: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- *progression*: Throughout the school, there should be a clear progression of skills where pupils' capabilities should be developed, with

increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills.

- **pace:** high levels of activity, avoiding dead spots, with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.
- **challenge:** high expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks.
- **Inclusion:** is achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.
- **pupils' responsibility:** in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practice and repeat movements in order to improve efficiency and the quality of their performances.

### **Inclusion**

No pupils are excluded from any physical education programme. If a child has an injury lessons should be adapted or a suitable role found for them to be included in the lesson.

Lessons provide good quality experiences that are suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, the integrity of activities is maintained and expectations take into account the individual needs of pupils.

### **Organisation**

The curriculum is planned to provide a balance of activities. Teachers plan lessons, using *Get Set 4 PE*, to ensure lessons are challenging and skills are progressing throughout the school.

Lessons should include warming-up exercises before the main tasks, and cooling down activities when appropriate. Opportunities are taken, where appropriate, to make links between physical education and other subjects. The use of ICT is actively encouraged to allow pupils to self and peer assess performances.

As swimming is a Statutory part of the National Curriculum, we have agreed to provide statutory swimming lessons for Year 3 pupils in the Summer term and top up swimming lessons for Year 5 pupils at the start of the Autumn term.

## **Learning resources**

There is a variety of equipment for the children to use and through the use of the Sports Premium, we are continuously adding to and replacing items.

It is the responsibility of the teaching staff, to ensure that the equipment is put away safely and tidily at the end of lessons and playtimes.

## **Safe Practice**

Risk assessments should be considered whilst planning lessons and safety aspects should be discussed with the pupils prior to activities. Pupils should be taught how to improve their own abilities to assess risks.

We attempt to balance the desire to minimise risk with the need for practical activity and the development of resilience. Risk assessments are carried out in accordance with the school's Health and Safety policy and with reference to AfPE Safe Practice in Physical Education & Sport (2012) guidelines.

First aid equipment must be available, and all staff should know what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. The subject leader makes frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger should be taken out of use immediately and the subject leader must be informed of any faults.

Pupils should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

Pupils should be made aware of safe practice when undertaking any activity.

Pupils should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and a code of practice for Jewellery in PE lessons is in place.

Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

## **Leadership and management**

### **Staff development and training opportunities**

To develop staff confidence and competence in teaching physical education:

- the subject leader will attend local PE Network meetings.
- Training needs are identified as a result of lesson observations.
- Other training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses and updates to be passed on to staff.
- The attention of staff is drawn to new safety guidelines which are published nationally or locally.

### **Leadership and management roles**

The headteacher is responsible for the overall implementation of the physical education policy. The overall PE lead (Claire Fenby) is responsible for tracking the use of Sports Premium Funding. The PE subject lead (Sam Hardy) will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

### **How the subject is monitored and evaluated**

The subject leader monitors standards achieved throughout the year by using allocated time to observe lessons. The rate of participation in extra-curricular activities and attendance at sporting fixtures, is monitored throughout the year.

### **Review**

This policy will be reviewed annually in line with the school's policy review programme.

