

Perry Hall Multi-Academy Trust



Physical Education Policy

Rationale

Physical Education helps to develop thinking, selecting and applying skills, which are important for progression across the whole of the curriculum. At the Perry Hall Multi-Academy Trust (PHMAT) we encourage our children to choose to adopt a healthier lifestyle and develop a positive attitude towards sport. We believe that Physical Education experienced in a safe and supportive environment makes a vital and unique contribution to a pupil's physical and emotional health, development and well-being. Also, we have a clear understanding that physical education is more to facilitate play rather than an individual's ability. Pupils at PHMAT schools are encouraged to be more active during break times through the use of playground equipment, organised activities and participation in extra-curricular activities.

Aims

- To provide pupils the best possible physical activity experience regardless of race, age, ability or location, so as to encourage a lifelong healthy lifestyle pattern;
- To enable children to develop and explore physical skills with increasing control and co-ordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children perform skills and apply rules and conventions for different activities;
- To increase children's ability to use what they have learnt to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To provide a range of extra-curricular activities.

Staff

Each teacher takes their own class for P.E. and swimming. All staff are expected to teach all areas of the curriculum. Swimming is taught in conjunction with the staff at the swimming baths. When recruiting staff we actively seek staff with specific subject knowledge. If we are unable to recruit a specialist staff with an interest we are given the time for training. All staff have basic training in the teaching of P.E. Training for staff is met through the P.E. subject leader following an audit of needs. All staff are encouraged to contribute towards the use of our facilities/ physical activity provision.

All staff are encouraged to run an after school club. During this time, parents are invited to come to watch training sessions and any matches/ tournaments.

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

P.E. curriculum planning

PE is a foundation subject in the National Curriculum. Our schools use the national scheme of work as the basis for their curriculum planning in PE. We have adapted the national scheme to the local circumstances of the

school. In Key Stages 1 and 2 we teach compulsory dance, invasion games and gymnastics, plus other activities: swimming and water safety, athletics and outdoor and adventure in Key Stage 2. We allocate and average out 2 hours per week for PE and Games.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews the plans.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work and extra-curricular activities, so that the children are increasingly challenged as they move up through the school.

Children attend swimming lessons in Year 4 at Perry Hall Primary School and Year 5 at Berrybrook Primary School, with a short course in Year 6 for weak swimmers. A hall timetable is planned each term. Staff are allocated times appropriate to activities. Sports Days are held annually.

Contribution of P.E. to teaching in other curriculum areas

- *English*

PE contributes to the teaching of English in our schools by encouraging children to describe what they have done and to discuss how they might improve their performance and in the use of specific vocabulary e.g. use of prepositions.

- *Information and communication technology (ICT)*

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

- *Personal, social and health education (PSHE) and citizenship*

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

- *Spiritual, moral, social and cultural development*

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Extra-Curricular Programme

With extra-curricular activities, our schools aim to extend, enhance and enrich the range of opportunities that children can experience. We provide a variety of activities for all age groups over the course of a year. Opportunities include intra and inter-school competitions and also non-competitive activities. The schools provide a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. Pupils are also offered the opportunity to go on residential visits that promote being healthy, friendship and independence. Year six have the chance to take part in a cycling proficiency course.

Equal opportunities

We teach P.E. to all children, whatever their ability, as P.E. can provide a broad and balanced education to all children. All children should be able to benefit from all the activities. Children should be taught in mixed ability groups where appropriate.

Inclusion

Where pupils have specific disabilities and/or health conditions, the school will ensure that they can take an active part in all physical activity opportunities offered both within and outside of school. This is approached through modifying activities, parallel activities, adapted games which can be played by all, and separate activities.

Safety

Safety is of paramount importance in P.E. We encourage pupils to consider their own safety and the safety of others at all times, i.e. appropriate conduct within the lesson.

- Staff are all aware of basic safety within the P.E. curriculum and regularly remind children of rules to ensure that they are safe.
- Children who forget their kit are reminded verbally. Parents of persistent offenders will be notified and reminded that P.E. is a statutory part of the National Curriculum.
- No jewellery is allowed during a P.E. lesson. If earrings cannot be removed they should be safely taped. Long hair should be tied back. Footwear appropriate to the activity is to be worn.
- When swimming all staff are aware of regulations and emergency procedures.
- A risk assessment has been carried out for transportation and changing of pupils. This is held in the risk assessment file.
- Staff are asked to undertake a brief inspection of all equipment and playing surface each time it is used. Children are encouraged to report any problems with equipment immediately.
- There are sufficient qualified first aiders in school who are known to staff. There are detailed records kept of all pupils with medical conditions.

Assessment

Teachers assess children's work through formative feedback as they observe them working during lessons. They assess the progress made by children against the learning objective for the lesson. Pupils are encouraged to assess themselves and each other in order to improve their performance and level of skill. Pupil attainment and progress is shared with parents through school reports. Information on any gifted and talented pupils is given to the gifted and talented co-ordinator.

Resources

There is a wide range of resources to support the teaching of PE across our schools. Equipment is accessible to children only under adult supervision. Our school halls contain a range of large apparatus which we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school fields and playgrounds for games and athletics activities and an off-site swimming pool for swimming lessons. The resources are audited annually. Large equipment is located around the hall easily accessible to pupils so as to reduce the risk of lifting or tripping within a stock room. Large equipment is inspected regularly each year using a contractor recommended by the LA. Small equipment is shelved in boxes and bags and is checked by teaching staff.

A variety of facilities are also available off-site, which are accessed throughout the year via day trips or residential.