



# COBHAM PRIMARY SCHOOL

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## Policy for Physical Education

### **Rationale:**

Physical education is a unique process of learning. It educates pupils in the knowledge of the body and physical activities; the skill to use their body efficiently and effectively; the understanding of how their body moves and the importance of a healthy and fit lifestyle. The context is mainly a physical one.

We aim to enable children to become physically educated by giving them the opportunity to:

- Develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating movement
- Promote physical activity and a healthy lifestyle
- Develop positive attitudes
- Ensure safe practise
- Develop problem solving skills and interpersonal skills that will have a much wider application

### Objectives

The objectives, derived from the aims, will guide us in planning schemes of work and will form the basis for assessment of pupils and evaluation of the policy.

### **Develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating movement, by:**

- Knowing about factors which influence efficient and effective performance
- Knowing how to improve their own performance and that of others by engaging in the continual process of reflection, selection, refinement, adapting and evaluation.
- Practising and consolidating movement concepts and motor skills in dance, games and gymnastics. In Key Stage 2, pupils will also experience athletic activities, outdoor and adventurous activities and swimming in addition to the core program.

### **Promote physical activity and a healthy lifestyle, by:**

- Understanding the effects of exercise on the body
- Selecting and engaging in regular physical activity
- Being aware of opportunities in local clubs and the community that cater for primary age children



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## **Develop positive attitudes, by:**

- Exhibiting such personal qualities such as perseverance, self worth, well-being and humility.
- Understanding and show appreciation of fair play and good teamwork.

## **Ensure safe practice, by:**

- Understanding the importance of routine procedures and factors which affect safety.
- Appreciating the principles of safe practise and take responsibility for personal safe practise

## **Develop problem solving skills and interpersonal skills that will have a much wider application**

- Working collaboratively as individuals, pairs and members of a group in solving problems
- Expressing independent opinions
- Expressing interest, enjoyment, motivation and enthusiasm for physical activity

## **Principles of Teaching and Learning**

### **Differentiation and special needs:**

When planning and selecting materials, tasks, resources and teaching styles, we will take into account the needs of all pupils in terms of abilities and stages of development. Pupils with special educational needs will be entitled to the same access as their peers. In planning lessons, teachers will identify challenges for all pupils, modifying and adapting the task and/or equipment to include the least able child and to stretch the most able. Teachers will liaise with the SENCO and additional adult support will be sought if needed.

### **Breadth and balance**

The National curriculum physical education orders will be the basis of our physical education programme. At Foundation Stage, the activities will consist of pre-skills which are working towards the Early Learning Goal "Physical Development." In Key Stage 1, aims will be achieved through games, dance and gymnastics. At Key Stage 2, the core programme of dance, games and gymnastics will continue on a regular basis with the additional programmes of athletic, O&AA and swimming at different points through the key stage. The programme will include a variety of team and individual, co-operative and competitive activities, which when taught and organised well will allow pupils to work and play together for the mutual benefit of all.



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Within the planning of schemes of work, lesson plans and individual sessions, account will be taken of the range of learning styles that will be evident in any one class. Opportunities will be provided and activities selected to allow for such variety. Teachers will address the need for creative, interpretative, imaginative, social, cultural, aesthetic, moral and physical skills to be practised and mastered.

## **Cross-curricular skills and links:**

These are a valuable supplement to the National Curriculum and provide the children with an opportunity to further their skills and participate in competitions and large team events. Clubs available include:

Netball club

Football club

Rugby Club

Speed-stacking club

Dance club

Dodgeball Club

Circuit Training club

Zumba Club

All children have access to these clubs, depending on age and time of club.

## **Health and safety**

It is essential that pupils are taught essential life skills to enable them to participate safely and confidently in physical activities. Pupils are expected to work in a safe manner and be aware of what this means.

All teachers will plan their work with the safety of pupils in mind and are responsible for safety in their own lessons. They must be fully aware of the resources and equipment being used as well as the hazards provided by the circumstance.

Good discipline is essential. The children must be made aware of dangers and safety matters. Each teacher will have their own strategy to stop the class, and make sure their class is aware of this strategy. This allows the injury or matter to be dealt with and further help obtained if necessary. The noise level should always be such that the pupils can hear the teacher at all times. The teacher needs to be constantly observing all children.

It is important that children who have medical conditions within the class know where their inhalers or medicines are in case they are needed.



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## **Assessment recording and reporting**

Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment. These assessments will be directly linked to learning objectives.

Directives observation is the most obvious form of assessment in physical education. This may include watching performances, discussion, ability checklists, or children's responses to questions and criticisms of their own performances.

Summative assessment will be made based on how well each child is doing, using the attainment targets found in the National Curriculum.

## **Role of the subject leader**

The subject leader is responsible for developing long term curriculum plans for physical education, and reviewing the budget for the subject, and order any necessary resources that are needed for the following year. (Refer to job description for details)

## **Progress and continuity**

The planned scheme of work ensures that there is a clear progression between each year group, and subsequently each Key Stage. The scheme is also planned to ensure continuity throughout the school. It provides pupils will opportunities to develop a range of skills.

## **Differentiation**

Differentiation can occur through task, where the children are pursuing a similar activity, by using a range of related tasks according to their levels of ability.

Differentiation can be achieved by outcome, where the children take part in the same activities suited to the starting level of ability but expected outcomes will vary in order to challenge the more able pupils while providing everyone with a sense of achievement.

## **Special Needs**

Wherever appropriate, provision can be made for children with either special educational needs or physical disability. This may be in the form of an adaptation to the activities or may involve the support of a classroom or special needs assistant. Where possible, the pupil should be fully integrated to prevent highlighting the child's disabilities.

## **Dress code**

Pupils should be encouraged to change for P.E quickly and quietly. Teachers should also change to provide a model of appropriate clothing; sensible footwear is essential so the teacher can move without risk of slipping.

Boys:



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P.E: white or navy t-shirt, white or navy shorts and plimsolls

Games: white or navy t-shirt, navy blue jogging bottoms, navy blue jumper, white or navy shorts and correct footwear.

Girls:

P.E: white or navy t-shirt, white or navy shorts and plimsolls

Games: white or navy t-shirt, navy blue jogging bottoms, navy blue jumper, white or navy shorts and correct footwear.

Jogging bottoms and jumpers should only be worn in bad weather but should not be worn for gymnastics. During gymnastics and dance, it is advisable for children to wear bare feet, however for health and safety reasons this is not always possible. Long hair should always be tied back. Jewellery should be removed. If children have recently had their ears pierced, then they can be taped over with appropriate tape.

## **PSHE & Citizenship**

In physical education pupils in both Key Stages can form and develop skills and positive attitudes for developing relationships and learning to work with others.

Pupils learn rules and skills which help to keep them healthy and safe.

Pupils can learn to share, take turns, play and resolve problems.

In physical education in both key stages, pupils learn about the wider sporting and dance community, and learn to participate more fully in that community as they grow.

By the end of the key stages, they are more confident and informed about choices related to a healthy lifestyle.

## **Policy**

This policy was redrafted by Rebekah Winslade, P.E subject leader, in February 2014, and subsequently adopted by staff.