

PHYSICAL EDUCATION

The Importance of Physical Education

Physical education offers opportunities for children to develop their physical competence and confidence through acquiring and developing skills in a range of physical activities and contexts. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to develop their ideas in a creative, competitive way and to face up to different challenges as individuals, in groups and in teams. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They are increasingly able to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process and the promotion of positive attitudes towards active and healthy lifestyles, pupils discover their own aptitudes and preferences. They are then in a position to make choices about getting involved in lifelong physical activity.

(Based on DfEE, 2000 The National Curriculum for England, Physical Education QCA, London)

There are four main purposes to this policy:

- It establishes an entitlement for all pupils.
- It establishes expectations for teachers of this subject.
- It builds on pupils' prior learning and promotes continuity and coherence across the school.
- It states the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

This policy forms the basis around which we will plan and deliver the national curriculum requirements for physical education at Seaton Primary School.

Expectations

'During Key Stage 1, children build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other children in pairs and small groups. By watching, listening and experimenting with movement and ideas, they develop their skills in movement and their co-ordination, and enjoy expressing and testing themselves in a variety of situations.'

(QCA as before, direct quote)

'During Key Stage 2, children enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.'

(QCA as before)

- By the end of Key Stage 1, the performance of the great majority of the pupils should be within the range of levels 1 to 3. Most pupils are expected to achieve level 2.
- By the end of Year 4, the performance of the great majority of pupils should be in the range of levels 1 to 4. Most pupils are expected to achieve level 3.
- By the end of Key Stage 2, the performance of the great majority of the pupils should be within the range of levels 3 to 5. Most pupils are expected to achieve level 4.

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

The school aims to:

- Teach pupils to be more skilful in the ways they control their movements and develop co-ordination.
- Develop habits leading to a healthy and active lifestyle and promote physical well being.
- Help pupils understand how the body responds to activity.
- Develop pupils' confidence in applying and adapting a range of skills in a variety of settings.

- Foster an appreciation of the artistic and aesthetic aspects of physical activity.
- Contribute to pupils' social and emotional development, by developing their self-confidence and self-esteem.
- Develop personal qualities such as commitment, fairness, tolerance, and a concern for others.
- Develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations; to cope with losing and to retain a proper sense of perspective in competition.

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.

Pupils have experience of at least five components of the National Curriculum Programmes of Study (athletics, dance, games, gymnastics and swimming at Key Stage 1; athletics, dance, games, gymnastics, swimming and outdoor education at Key Stage 2), so that they have every opportunity to meet and exceed expected levels.

In Reception and Key Stage 1, pupils have approximately 1 hour of physical education a week, usually consisting of one outdoor games session and one indoor gymnastics or dance session. During the later part of the summer term, swimming replaces the indoor session. In Key Stage 2, pupils have two 35 minutes sessions consisting of one outdoor games session and one indoor gymnastics or dance session. During the later part of the summer term, swimming replaces the indoor session.

Teaching and Learning

All lessons have clear learning objectives and defined outcomes which are shared with pupils at the beginning of the lesson.

Building on previous learning is essential to achieve successful outcomes. Through repetition, application and refinement of skills, pupils' capabilities are developed, with increasing demand made on the physical and mental processes. Lessons follow a brisk pace, with high levels of activity. Clear expectations for high work rates to be maintained are important. The physiological benefits of exercise are explained, investigated and discussed and their link to health emphasized. To maintain a high level of coherence, all teachers reinforce pupils' previous understanding and establish links between curriculum experiences. High expectations are set for individual and group achievement and pupils are challenged and extended both physically and intellectually through interesting tasks. Differentiation is achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensure good progress for all levels of ability. Pupils are encouraged to make decisions. They are encouraged to take responsibility for equipment, group organisation, and elements of 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.

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 across the Programmes of Study. The scheme of work is based on "A Devon Approach to Physical Education". Teachers refer to the QCA schemes of work and plan units of work in detail to include outline tasks, risk assessments and assessment opportunities.

Lessons include a warm-up, stretches, main tasks and, when appropriate, cooling down activities.

Swimming lessons take place for all pupils from the Foundation Stage through to Year 6 during the later half of the summer term. Time restrictions and temperature of the water mean that most pupils receive 1-2 half hour sessions per week for between 5 – 7 weeks.

Full use is made of the field when conditions allow.

Learning Resources

There is a wide variety of games and athletic equipment to enable pupils to work with balls, bats and rackets, which are best suited to their age and stage of development. Most equipment is stored in the physical education shed in the playground. Larger gym equipment is stored in the hall.

Pupils are encouraged to select, collect and replace all equipment tidily, but it remains the responsibility of the staff to ensure that this is done properly.

Responsibility for inspecting equipment is outlined below.

Safe Practice

Safety should be paramount when planning physical education activities. All teachers must refer to the following guidelines:

- Safe Practice in Swimming (1993) – Devon Education
- Safe Practice in Physical Education (1999) – BAALPE
- Safety in Swimming Pools (1988) – Sports Council

(These documents are located in the subject leader's box file in the staff room).

Risk assessments should be included in lesson plans, 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.

First aid equipment is available in the main building outside every classroom and in each portable classroom. During swimming sessions, a first aid kit is available at the side of the pool. 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.

All large items of equipment are inspected annually by an independent safety expert under a contract set up by Devon Purchasing. Records of all inspections are kept in the subject leader's file.

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 (e.g. not jumping or running in front of others, not stacking benches on top of each other etc.).

Pupils should also understand the safety risks involved in wearing inappropriate clothing, footwear, watches or jewellery.

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 attends DCS physical education conferences
- The needs of individual members of staff (teaching and non-teaching) are identified as a result of the school's induction programme for NQT's and the performance management programme
- Staff and leaders attending training are responsible for passing on relevant advice and information to the rest of the staff. Where appropriate, this can be included in improvement planning and turned into practice

Leadership and Management Roles

The subject leader is responsible for overall curriculum planning, the management of the subject, the provision of equipment and its accessibility. The Headteacher is responsible for the overall implementation of the physical education policy. A named governor is designated to take a specific interest in the subject, focusing, with the subject leader, on evaluation and development plans.

How the Subject is Monitored and Evaluated

The subject leader monitors standards achieved throughout the year by using allocated time to observe lessons and extra-curricular activities. This is achieved by collecting teacher assessments of pupils' progress aligned with QCA's exemplification standards and the expected levels in the National Curriculum. Where particular weaknesses in skills are observed, modification of the curriculum and time allocation for particular aspects of physical education are considered and changes made when necessary.

Review

This policy is reviewed periodically in conjunction with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.