

All Saints CE (C) Primary School, Alrewas

Guidelines for the Implementation of Physical Education

1. Introduction

- Physical Education is a foundation subject within the National Curriculum. These guidelines outline the purpose, nature and management of the physical education taught and learned at our school.
- The guidelines reflect the consensus of opinion of the whole teaching staff and have the full agreement of the governing body.
- The implementation of these guidelines is the responsibility of all teaching staff. The Physical Education Co-ordinator is responsible for monitoring implementation.

2. The Nature of Physical Education

Physical Education is about developing children's enjoyment, confidence and skill in physical activities. It promotes personal, social, intellectual and physical skills and an appreciation of the abilities of self and others. Through Physical Education we aim to foster co-operation, tolerance and self-esteem.

We try to promote an enjoyment in physical activity for all children as part of the development of a healthy lifestyle.

3. The Curriculum

- Entitlement – General

There is one attainment target for Physical Education in the National Curriculum. The Programmes of Study emphasise that all children should plan, perform and evaluate their work and should participate in all aspects of the Programmes of Study. The greatest emphasis in the delivery of Physical Education should be placed on the actual performance aspect of the subject.

- Entitlement – Specific

The Programmes of Study outline the following areas of activities, which all children should participate in:

At Key Stage 1 – Games, Gymnastics and Dance

At Key Stage 2 – Games, Gymnastics, Dance, Athletic Activities, Outdoor and Adventurous Activities and Swimming.

At Key Stages 1 and 2 children should be taught Games, Gymnastics and Dance each year. Other aspects will be taught at appropriate points during the Key Stage.

4. Implementation

- Planning

Planning for Physical Education is carried out by individual class teachers, taking into account the facilities and resources available to us. Planning is based on the framework of activities found in the QCA Scheme of Work and modified versions of this as outlined by Physical Education representatives from the LEA. Planning addresses learning activities, learning objectives, differentiation and resources.

At Key Stage 1 and 2 Games activities are ongoing throughout the year, with Dance and Gymnastics for Key Stage 1 alternating every term, in Key Stage Dance, Gymnastics and Swimming are alternated over the 3 terms, with extra Athletics Activities in the Summer Term.

In all Physical Education lessons children will be encouraged to plan, perform and evaluate. Each lesson should provide an opportunity to develop and reflect on each element within this process where appropriate.

- Differentiation

We use the following methods for differentiation of learning activities:

- differentiation by task (a range of tasks with differing degrees of difficulty)
- differentiation by support/intervention (providing additional support where needed)
- differentiation by resources (providing a range of equipment to make tasks more/less challenging)
- differentiation by group structure (small group work, mixed ability groups)
- differentiation by outcome (allowing children to work at own pace and towards own targets)

- Special Needs/Inclusion

We aim to ensure that all pupils with specific disabilities or health conditions take a full and active part in all the physical activities offered both within and outside of school. We do this by modification of rules, activities and resources. We also ensure that, where appropriate, pupils take medication prior to or following physical activity.

- Teaching and learning

A range of teaching styles may be employed including whole class teaching, group work, partner work and individual activities. There should be opportunity to explore and experiment, to observe and analyse movement and to plan, practice, evaluate and refine skills and develop work of quality.

Emphasis must be placed on quality of movement and the attainment of the highest possible standard appropriate to the potential of individual pupils.

- Grouping Arrangement/Organisation

Children will be taught in their normal class groupings, some of which are mixed age groupings. Some activities, e.g. swimming, may be divided into further groupings. These may be based on ability or friendship groups according to the activity being undertaken.

There is no reason to group according to gender for any of the activities undertaken.

- Equal Opportunities

All Physical Education lessons will ensure an equal interest level for both boys and girls. Teachers will endeavour to choose activities, themes, music etc, which will be of interest to all children. Both sexes will be expected to participate in all activities.

- Cross-Curricular Links

There are some opportunities to link Physical Education activities with work being done in other areas of the curriculum. Where appropriate, Dance may be linked to topic work, Mathematics and Literacy. The use of ICT skills is, where possible, incorporated into the teaching of Physical Education particularly in Key Stage 2. It is most often linked with Games and Outdoor and Adventurous Activities which may involve mapping work and decision making activities.

Aspects of healthy living education will be taught when pupils investigate the short-term effects of exercise on the body and with focuses such as Healthy Eating Week, and organised events such as the skipping 'Jump Off' for the British Heart Foundation.

- Time Allocation

The time allocation for this subject is 90 – 100 minutes per week at Key Stage 1 and 2, which is divided into 2 weekly sessions.

Children begin to take swimming lessons from Year 3 to Year 5. Each Year group is allocated one term's worth of swimming lessons per year. The amount of time spent on swimming is reviewed regularly.

- Early years

We acknowledge that the development of physical skills is a very important part of the education of young children. Early years children in this school have the same

access to the physical education curriculum as Key Stage 1 children. They will focus in particular on the following skill areas:

- To develop fine/gross motor skills
- To develop sporting awareness
- To enhance awareness of whole self
- To promote healthy exercise
- To explore the way the body can be used
- To develop awareness of different parts of the body
- To extend social skills, turn taking, working in groups

5. Health and Safety

- Health Education, especially those areas relating to the effect of exercise on the body and the need for exercise to keep us healthy, will be addressed whenever appropriate during PE lessons.
- Guidance on health and safety can be found in the LEA booklet ‘ Safe Practice in Physical Education’. The school health and safety policy gives guidelines on reporting accidents.
- When engaged in physical education, children are expected to behave in a considerate and responsible manner, showing respect for other people and equipment. During PE lessons, children will be encouraged to discuss safety implications concerning themselves and others.
- The safe use of equipment will be encouraged at all times. All children will be trained to move, use and store equipment safely.
- All PE equipment is checked regularly. All staff have responsibility to report any defects in equipment to the head-teacher. Large equipment is checked and maintained annually.
- All staff must ensure that PE activities take place in a safe environment with a suitable surface. All activities, which involve children working above floor level, must have mats placed to indicate jumping off areas.

5.1. Clothing

- All children must change into appropriate clothing for PE activities. Shorts or PE skirts and T-shirts should be worn, with a tracksuit for outdoor activities in cold weather. Pumps should be worn for indoor and outdoor games activities and bare feet used in the hall for dance and gymnastics.

No jewellery may be worn for PE for safety reasons. Long hair should be tied back and swimming hats worn over long hair for swimming.

Members of staff should change at least their footwear and preferably clothes for PE activities.

6. Resources

- Physical Resources

The school has two hard playground areas marked out for netball activities. There is a large playing field with areas marked out for football, rounders and athletic activities.

The school has a hall for Dance and Gymnastic activities with a wall mounted climbing frame and mobile equipment stored around the hall. The hall is also marked out for netball, badminton and short tennis activities.

- Equipment

The school has a range of resources suitable for indoor and outdoor PE activities. These are stored in the PE shed off the main hall. A list of PE resources is available from the PE Co-ordinator.

Children are taught to collect and return equipment to the PE store. Gymnastic equipment is stored in the hall. Children are given the responsibility of moving this equipment safely at the beginning and end of each lesson.

7. Assessment

- Assessment of pupil's attainment is a continuous process and is integral to all teaching and learning. In Physical Education, assessments will be undertaken in each area of focus. Assessment can take place in a variety of ways:

Teacher observation of pupil performance
Self-assessment by pupils on their performance
PE diaries kept by pupils

Assessment by the teacher is recorded on assessment sheets as used by the school across the curriculum and using the expectations for achievement as outlined in the QCA Scheme of Work documents.

- Reporting

Progress in Physical Education is reported annually to parents in a written report.

8. Extra-Curricular Activities

- All Key Stage 2 children have the opportunity to take part in weekly After School Clubs. In the Autumn and Spring terms, netball and football activities are offered with the inclusion of rounders activities in the Summer term. These clubs are led by the PE Co-ordinator, Head-teacher, and AOTT's. Key Stage 1 children have the opportunity to attend a weekly Games club run by an outside agency.
- Parental and Community Links

The school welcomes the help and support of parents and other members of the community in the teaching of all aspects of Physical Education. The school regularly has visiting coaches in to focus on a particular area of the curriculum and we currently have parental help in after school clubs of netball and rounders.

9. The Role of the Co-ordinator

The PE Co-ordinator will undertake the following activities:

- Prepare guidelines and scheme of work
- Auditing and ordering of PE resources
- Maintaining equipment and resources
- Providing guidance, advice and support to other members of staff on PE
- Attending training courses, disseminating information and assisting in INSET
- Assisting in planning and assessment arrangements for PE
- Monitoring and evaluating the implementation of PE throughout the school

10. Monitoring and Evaluation

The school is currently looking into ways of monitoring and evaluating PE throughout the school.

Review Date September 03

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