



Where learning's an adventure

# Physical Education Policy

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## 1. Introduction

Physical Education (PE) makes an important contribution to the whole development of the child (physical, social, emotional, intellectual, ethical, aesthetic and creative) and has a considerable and worthwhile contribution to make in fulfilling the overall aims of the school. Physical Education experiences should be taught through the continuous process of:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- The Physical Education curriculum should also develop the child's co-ordination, agility, knowledge and understanding of fitness and health.

More specifically however, P.E. is concerned with the following aims:

### **Aims:**

The aims and objectives of the PE Department relate directly to those of Copenhagen Primary School as a whole.

"Where learning's an adventure"

In order to do this we aim to:

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
2. Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
  - a. To enable pupils to see PE as:
    - i. A major feature in our lives;
    - ii. Part of a wider body of knowledge and skills, EG interpersonal and problem-solving skills.
  - b. To enable pupils to:
    - i. Understand and use safe practice and to appreciate its importance in PE.
    - ii. Understand the short and long term effects of exercise on the body.
    - iii. Understand the role of exercise in a fit and healthy lifestyle.
3. Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for the Physical Education department.

4. Enable pupils to work independently and as part of a group or team in varied activities so as PE contributes to the development of core skills such as communication by speech.
5. Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
6. Develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.
7. Allow pupils to develop informed opinions and be able to support them in reasonable argument.
8. Promote a good behaviour all the time through PE:

### **Intended Outcomes**

Intended outcomes that we deem to be desirable from the PE programme include:

Skill acquisition	Creativity
Skill application	Movement appreciation
Knowledge	Movement observation memory
Understanding	Enjoyment
Awareness of safety	Competition
Rules - how to officiate	Challenge
Health/fitness principles	Leadership
Recreation in society	Leadership
Problem solving	Self control
Communication skills	Tolerance
Language terminology	Respect
Develop self esteem	Honesty
Sense of achievement/well being	Responsibility

## **Objectives:**

At Copenhagen Primary School we are aware about the important role of PE and sport in child's education. Every children in our school, whatever their circumstances or abilities should be able to participate and enjoy PE.

With PE we want to contribute to the physical, academic, social, cultural, emotional, moral and spiritual development of the child.

### Physical

- promote positive attitudes towards active and healthy lifestyles;
- improve the health and well-being (active children are less likely to be obese and more likely to pursue sporting activities as adults, thereby reducing the likelihood of heart disease and diabetes);
- promote positive attitudes towards active and healthy lifestyles;
- develop physical competence including enhanced motor control;
- promote physical skilfulness;
- promote the knowledge of the body in action.

### Academic

- provide opportunities for pupils to be creative;
- PE helps to improve concentration;
- Develop self-discipline and commitment through games and physical activities;

### Social

- work and socialize with both genders and all abilities;
- through PE, help child's ability to communicate;
- develop leadership potential;
- improve behaviour;
- give opportunities to introduce activities they may enjoy throughout their lifetime.

### Emotional

- develop confidence;
- create opportunities to be competitive and to face up different challenges;
- enhance self-esteem.

### Cultural

- introduce to children the rich cultural heritage of sport and exercise.

### Moral

- teach the principles which distinguish right from wrong;
- promote fair and honest behaviour;
- promote a behaviour that is the outcome of pupils having formulated acceptable ethical values and principles rules.

### Spiritual

- use PE to support the formation of pupils as people with feelings, ideas, emotions, options and beliefs.

### **1.1. What is Physical Education (PE)?**

P.E is the development of knowledge, skills and understanding of physical activity through a continuous process of planning, practice, exploring, performing and evaluating.

PE develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

National Curriculum for England and Wales; Physical Education; p15

### **1.3. The importance of Physical Education to the curriculum**

Physical Education (PE) and school sport develops pupil's physical competence and confidence, and their ability to use these to perform in a range of activities.

- It promotes physical skilfulness, physical development and a knowledge of the body in action;
- It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams;
- It promotes positive attitudes towards active and healthy life styles.

With PE, pupils:

- Learn to think in different ways to suit a wide variety of creative, competitive and challenging activities;
- Learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

Through this process, pupils discover their aptitudes, abilities and preferences and make choices about how to get involved in lifelong physical activity.

#### **1.4. What high quality PE and school sport can achieve?**

High quality PE and school sport produces clear outcomes that result in an increase in the children's:

- Knowledge, skills and understanding;
- Performance, attainment and participation;
- Fitness, health and well-being;
- Confidence and self-esteem.

The overall objective of the plan, known as the Physical Education and School Sport Club Link (PESSCL) strategy, is to develop an infrastructure that enables all young people (aged 5 to 16), to have their entitlement of a minimum of two hours each week of high quality PE and School Sport within and beyond the curriculum.

The reason why this is considered crucial is because there is strong evidence that high quality PE and sport is seen to underpin whole school improvement – where there is high quality PE and school sport there is improvement in issues such as attainment, behaviour, attendance, attitudes to learning, inclusion, healthy lifestyles, citizenship and leadership.

At Copenhagen Primary School we want to deliver high quality Physical Education and Sport as:

- It causes a positive change in the life of the school, developing a pride of belonging within the school community;
- Helps the school to develop its distinctive character and ethos;
- Develops pupils with relevant skills for his grown;
- Develops young people as leaders and active citizens;
- Brings about cultural change;
- Tackles disaffection;
- Develops interests and skills above the curriculum.

#### **1.5 – Promoting Healthy Life Styles**

**“Provide pupils with a range of opportunities to be physically active and make them understand how physical activity/sports can help to adopt a healthy and active lifestyle.”**

Fitness, health and well-being are a priority, where pupils should work hard and learning the value of strenuous exercise in improving fitness, and, at the same time they understand how physical activity and good healthy choices can help to avoid risk behaviors for their physical and social health.

The physical education curriculum can contribute to public health through the design and implementation of practices which promote active, healthy lifestyles through an inclusive, eclectic and multilateral approach (PE is for all, where all can do a wide range of physical activities and sports, and multilateral, which means, developing the child in all their dimensions).

To reach this goal (promote healthy life styles) is important to:

- Assess the amount of time, each children at Copenhagen School spends in physical activity and sport per week;
- Have pupils engaged in vigorous exercise for sustained periods of time (PE, lunch time clubs, after school clubs, out of school sport);
- Use warm-ups including high intensity, short duration exercise, testing pupils' speed, stamina, strength and flexibility;
- Teach/Learn about health and avoiding risks such as smoking, drinking and drugs is reinforced through PE and other subjects as Science;
- Liaise with parents/carers and local health services to ensure overweight/obese pupils receive support to keep them active and healthy, assessing and planning actions to fight this issues in the school.

## **2 - Breadth of study**

### **2.1. KS1**

During this key stage, pupils will be taught the Knowledge, skills and understanding through dance activities, games activities and gymnastic activities.

### **2.2. KS2**

During this key stage, pupils will be taught the knowledge, skills and Understanding through five areas of activity:

a dance activities

b games activities

c gymnastic activities

and two activity areas from:

d swimming activities and water safety (year 3)

e athletic activities

f outdoor and adventurous activities.

### **2.3. TIME ALLOCATION**

Copenhagen KS1 and KS2 will be involved in 2 hours PE a week.

### 3. Health and Safety Policy

All department staff are required to familiarise themselves with the Health and Safety policies of the school and department. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy.

#### People:

a) **Teachers** delivering physical education need to:

- understand their obligations relating to their duty of care
- be suitably experienced and competent to teach the physical activity being offered
- use regular and approved practice
- be aware of any child/pupil at risk
- ensure acceptable pupil behaviour at all times
- clarify the role of and monitor the work of other school staff, contracted workers and volunteers

b) **Pupils** engaged in physical education should be:

- given opportunities to think about safe practice in relation to themselves and peers
- guided to develop their knowledge and understanding relating to responsible participation and progress
- sufficiently skilled and confident in the tasks set
- appropriately supervised when undertaking a leadership role.

#### Context:

a) **PHYSICAL EDUCATION FACILITIES** should provide:

- hazard free playing surfaces
- sufficient space allocated to the activities
- a regular and systematic maintenance programme
- appropriate usage

b) **PHYSICAL EDUCATION EQUIPMENT** should be:

- inspected annually
- regularly maintained
- regularly monitored for wear and tear

- checked before use
- used appropriately and stored safely
- disposed of when condemned

## **Organization**

### a) **PREPARATION:**

- comprehensive schemes of work in place, differentiated to meet the needs of all pupils
- a safety policy and guidelines
- up to date risk assessment

### b) **PROCEDURES** should involve:

- safety rules and regulations clearly understood by both pupils and staff
- attendance and assessment records consistently maintained
- all accidents and near misses comprehensively logged and reported to the appropriate body where required
- communication with parents about school policies and practice

### **TEACHING STYLE AND CLASS ORGANISATION** should ensure that:

- pupil capability is matched to task
- the methodology is appropriate to safety demands inherent within the activity
- pupils are always appropriately prepared and confident through progressive practices.

## **Clothing**

- K.S.1&2 children should be encouraged to change for P.E. lessons for hygienic reasons, to facilitate ease of movement and for safety. Children should use appropriate footwear. If any children do not have appropriate footwear, all children have to participate in the session in bare foot for health and safety reasons.
- Shorts, T-shirts and soft trainers to be worn for indoor work - no work to be done in socks.
- Ideally no jewellery, stud earrings or hard hairbands to be worn.
- After changing, children should be encouraged to place their discarded clothing neatly in the cloakroom area.
- Encourage children to label all clothing and footwear to ease identification.

#### **4. Cross Curricular Links**

PE staff teach with other teachers from all departments within the school and bring their expertise to the teaching of Physical Education. Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

1. Science
  - a. Health and Fitness.
  - b. Map-reading.
2. Maths
  - a. Speed.
  - b. Distance.
  - c. Time.
  - d. Measuring.
  - e. Recording.
  - f. Handling Data.
3. English
  - a. Speaking and Listening.
  - b. Subject-specific vocabulary.
4. Music
  - a. Rhythm.
  - b. Tempo.
5. ICT
  - a. Use of stop watches.
  - b. Use of digital camera and digital video.
  - c. Use of spreadsheets for recording and interpreting data.
  - d. Use of the internet.

#### **5 . Assessment**

The PE Department will formally assess the progress of pupils at the end of each unit of work. Informal assessment is carried out on a lesson-by-lesson basis and may or may not be recorded, according to the preference of the individual teacher. In addition pupils complete a self-assessment booklet.

#### **6. Non-participants**

If pupils are not participating in P.E. it should only be for health or medical reasons and a letter should be sent into the school/teacher explaining the reason. Teachers should contact individual parents if a child consistently fails to dress appropriately.

Where possible, children who are not participating in P.E. for reasons of health or an inappropriate kit should be given a role so that they feel included and have an awareness of the "WILF" for the session. Such a role could be as a scorer, referee, commentator or a responsibility for equipment, or filling a worksheet reporting the PE lesson.

## **7. Equal Opportunities and inclusion**

The teaching is generally intended to be suitable for a mixed ability, whole class approach. However, when appropriate, ability groups will be set so that particular skills can be developed and all children are working on suitably differentiated tasks. The school aims to provide full access to the P.E. curriculum for children with special needs, whilst taking into consideration any relevant safety issues in accordance with the special needs policy.

We shall endeavour to ensure an equal interest in the subject for both boys and girls. The cultural diversity of our children will be recognised and respected. All children are encouraged to take part in and are taught all areas of the P.E. curriculum.