

FLITWICK LOWER SCHOOL

Policy

Physical Education



Philosophy

We believe that physical education educates children in and through the use and knowledge of the body and its movement. It promotes physical development giving all children the opportunity to engage in worthwhile activity. Through the involvement in planning, performing and evaluating we will promote qualities such as commitment, integrity, fair play, enthusiasm and concern for quality as well as success. We want children to adopt an active, healthy life style, take part in physical activities and value the safety of themselves and others.

Aims and Outcomes

Our aim is to provide opportunities for all pupils attending the school over a period of 4-5 years to cover and understand to the best of their ability the Early Learning Goals in the Foundation Stage Guidance and the National Curriculum Attainment Targets. Through physical education we expect our pupils to:

- Access activities associated with the National Curriculum for PE
- Establish an 'active school' ethos and environment
- Understand the need for health and safety issues and safe practice
- Develop the skills required to be able to take part effectively on their own, with partners, in groups and in teams, in both competitive and co-operative situations
- Recognise, understand, appreciate, comment on and improve their own performance and that of others
- Foster self esteem through physical confidence and competence
- Understand the changes that take place to their bodies through exercise and the importance of exercise to obtain a healthy lifestyle.
- Celebrate each others' sporting achievements both inside and outside school in a weekly celebration assembly

This policy also links into the following policies:

- Teaching and Learning
- Assessment and Monitoring
- Curriculum

Implementation

PE makes a significant contribution to the development of cross-curricular links, especially through problem solving and decision making; assists with development of communication and numeracy skills; ICT through videoing, collecting and interpreting data to evaluate performances; links with the expressive arts, e.g. Music, drama as well as personal, social, health and safety education. A broad, balanced programme for each key stage is laid down in the Curriculum Guidance for the foundation stage and the National Curriculum Programmes of study (i.e. QCA schemes of work). Work should be differentiated by task and outcome to meet the needs, ages, abilities and interests of children using the 'STEP' acronym - Space, Task, Equipment and People.

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Special Educational Needs

Planning for children with Special Educational Needs will need to relate closely to their Individual Education Plans. Special safety precautions in determining the appropriate nature and level of an activity will be necessary when a child is inexperienced, immature, has a disability or demonstrates a behavioural disorder. For information about specific learning difficulties, disabling conditions and behavioural difficulties, please see p80 Section 3.5.13 (Individuals with Special Needs) in Safe Practice in Physical Education and School Sport (2012) (2016) - afPE.

Delivery

A code of conduct will be followed by all classes.

This is an integral part of each lesson and is as follows:-

Children are expected to:

- Inform the class teacher of any medical condition via a letter from parents/carers
- Remove watches and jewellery
- Have long hair tied back, removing any hard headbands
- Walk quietly to and from the hall or playground
- Always be aware and considerate of others at all times
- Listen carefully when given instructions
- Never call out except in an emergency
- Always carry pieces of equipment correctly
- Not touch any apparatus or equipment unless asked to do so
- Learn how to collect and put away apparatus and equipment
- Wait until the apparatus has been checked by an adult

Sports Day

All children are encouraged to take part unless there are special reasons why they are not able to do so. The range of events organised allows all children to achieve some measure of success, in a team or as an individual. Foundation and Key Stage 1 Sports Day take the form of a Multi Skills Festival. Key Stage 2 Sports Day involves individual and team races.

The Organisation of Resources

Physical Education equipment is stored within the school hall or shed. PE lessons may take place on the large playground, the playing field or in the hall and a trolley is available to transport equipment.

Role of the Physical, Wellbeing, Health and Lifestyles Curriculum Group

The PWHL Curriculum Group will:

- Lead physical activity development and liaise with outside agencies.
- Be a source of ideas and encouragement to other members of staff providing guidance and support.
- Organise the necessary teaching resources for PE, maintaining and updating equipment.
- Provide training in and arrangement of methods of assessment and record keeping in line with the Foundation Stage Curriculum and the National Curriculum.
- Maintain and raise the profile of physical activity in all aspects of school life.

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- Provide appropriate on-going training for all staff, including teaching and non-teaching staff through Central Bedfordshire CPD portfolio and outside organisations.
- Encourage all pupils to participate in physical activities during playtimes and lunchtimes e.g. activities lead by trained Year 4 play leaders.
- Provide extra curricular clubs and activities out of school and after school.
- Embed health related exercise principles into the PE Curriculum - ensure that knowledge and understanding of fitness and health is integral to all PE lessons and has cross curricular links to other subjects, such as Science, English and Maths.
- Ensure that all pupils have access to a minimum of 2 hours curriculum time of high quality PE and sport each week, along with further opportunities to take part in out of school clubs, for example Mid Beds Soccer and clubs offered through other outside agencies.
- Further club links and ensure that all children are aware of appropriate community sporting activities, e.g. Ampthill Rugby Club and Flitwick Cricket Club.
- Offer a broad and balanced activity programme which is inclusive to all pupils through using schemes of work, such as Basic Moves/Multi-skills, Val Sabin, Aegon Tennis activities and TOP activities

Evaluation

The whole staff will review the policy regularly and identify inset requirements. This policy is taken into consideration when identifying issues for the school improvement plan. At the present time the school has achieved a Silver Sports Kitemark Award and is looking to maintain or improve on this accreditation.

Policy Agreed by staff:	S. Giles, C. Mulligan. Y. Barber, L. Bullen and A. Crittenden
Policy Agreed by Governors:	
Last Review Date:	January 2017
Next Review date:	
Signed:	