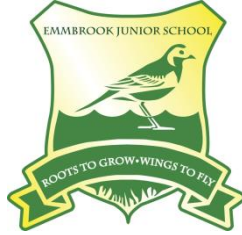


Emmbrook Junior School



Physical Education Policy

Responsibility of: Curriculum and Pupil Achievement (CPA) Committee

Date of Policy: December 2015

Date of Review: November 2017

2014 Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self-confidence will be strengthened so they make good academic progress whilst gaining increasing resilience and respect for the community.

Introduction

This policy states the principles on which the planning, implementation and evaluation of Physical Education in the curriculum are based. This policy will be reviewed by the staff and the governing body on a regular basis. The implementation of this policy will be monitored by the subject leader and the Head Teacher.

The Nature of Physical Education

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We provide a broad PE scheme of work based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils on a regular basis.

Aims

- To provide students the best possible physical activity experiences regardless of race, age, ability or location, so as to encourage a lifelong healthy lifestyle pattern.
- To promote positive attitudes towards health, hygiene and fitness.
- To provide a supportive environment for enjoyable participation in a wide variety of physical activities, through the development of skills and good codes of behaviour.
- To foster an appreciation of safe practice.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To develop psycho-motor skills through a range of relevant movement based activities.
- To provide talented and gifted students the opportunity to reach their potential and provide an age-appropriate participation pathway.
- To encourage and empower those less active children to take part and enjoy physical activity
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- To ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent Emmbrook Junior School in a competitive sports fixture.
- Provide all children with at least 2 hours a week of physical activity

Teaching Guidelines

- Ensure all children are wearing correct PE kit (See below) and all teachers change in to appropriate clothing to teach PE lessons.
- Ensure a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Ensure children understand the importance of warming up
- Ensure children have opportunities to consolidate old skills and learn new ones

- Use both teacher and pupil demonstrations
- Give children opportunities to apply skills in carefully planned game scenarios
- Give pupils opportunities to develop tactics and strategies for both defence and attack in team games
- Differentiate activities so that low ability children are supported and high ability are challenged
- Minimise the 'inactivity time'
- Integrate, where possible; into other curriculum areas (e.g. use of athletics data in ICT and number work in both numeracy, Oral and written evaluations in English, SMSC and PSHE).
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

PE Kit

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. Children are expected to bring their PE kits into school on a Monday morning and take them home on Friday afternoon.

School PE kit consists of:

- Plain white or green T-shirt with school logo
- Plain white or black shorts
- Plain black tracksuit bottoms
- Plain black sweatshirt, no hoodies, zips or pockets
- Trainers (not plimsolls)

General points

- The school has a procedure about the wearing of jewellery during PE based on issues of health and safety and the procedure is regularly reviewed. Any proposed changes may be discussed with parents/carers via the Parents' Forum.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children without PE kit should complete a PE observation sheet. This sheet is then handed to the Head Teacher at the end of the lesson. A letter is then sent home. After 2 reminder notes have been sent home and the child persists in forgetting their kit then the teacher will contact the parent. At the start of each term, records are refreshed and the above procedure is repeated from the start.
- Year 3 and 4 children get changed in the same classroom
- Year 5 and 6, girls and boys get changed in separate classrooms

Assessment

Teachers assess children's work in Physical Education by making assessments as they observe them working during lessons. They record the progress that children make by assessing against skills and key learning objectives. These assessments will then feed in to the end year report to parents.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in Physical Education is the responsibility of the Physical Education subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Physical Education, being informed about current developments in the subject. In addition to this, they provide a strategic lead and direction for the subject in the school by writing the Physical Education Action Plan and updating the policy. The Physical Education subject leader provides the Senior Leadership Team with information through reviewing planning and topic coverage and reviewing the progress towards the targets in the School Development Plan. Samples of good work from each year group are collected and used to create a portfolio of work.

Health and Safety

All adults and children are trained in the use of Physical Education equipment and teachers carry out risk assessments of all lessons that include the use of equipment.

An important aspect of Physical Education is to develop the children's awareness of the need to work safely and with due regard to the health and safety of themselves and others. Teachers must refer to the school's Health and Safety policy for further advice and information. Annual health and safety checks are carried out to ensure that staff continue to be aware of the need for vigilance in this area. The teacher is the final decision maker about safety in their lesson. If there is any doubt about how to work safely, or the capacity to provide the necessary level of supervision then the activity should be postponed until advice from the subject leader or Head Teacher has been obtained. If activities are deemed to be dangerous then other alternatives should be sought.

All outside agencies are required to adhere to our health and safety policy, have up to date DBS checks and safety checks need to be carried out on any outside equipment brought in. Further information can be found in the health and safety policy.

Approved by Governing Body:

Chair of Governors

Date: 01.12.2015

Head Teacher

Date: 01.12.2015