



Emersons Green Primary School

PE Policy

Rationale

PE is essential to the development of the whole child – academic, social, emotional, cultural, spiritual and physical. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem.

PE educates young people in and through the use of the body and its movement. It aims to develop physical competence so that pupils are able to move efficiently, effectively and safely and understand what they are doing. It is essentially a way of learning through action, awareness and observation.

Aims of PE

- To foster the enjoyment of physical activity, encouraging an active and healthy lifestyle.
- To develop pupils physical ability, strength, suppleness and stamina.
- To ensure children experience as wide a curriculum as possible.
- To make sure children are aware of their movement capabilities and limitations and to manage their body competently.
- To encourage children to build personal confidence, to work independently or co-operatively, developing an element of fair play, team spirit and coping with success and failure.
- To promote expressive and creative development as well as to develop quality of movement.
- To provide children with sporting opportunities beyond PE lessons, through sports days, clubs, festivals, lunchtime activities, residential visits and inter/intra-school tournaments.
- To encourage cross-curricular links within the PE curriculum.

Guidelines

1. **PE Curriculum.** The programmes of study will be taught following the school's scheme of work (see Appendix A). Each element will be taught as a block of lessons to ensure that the children develop particular skills before moving on to another element. Children should take part in 2 hours of high quality PE each week. If a lesson is lost in any one week, an alternative time should be found to make up the time.

2. **Teaching PE.** Teaching should follow a skills based model in each area of the PE curriculum with children being taught skills sequentially. Time to practice each skill should be given before the next skill is introduced. Games should be small sided, developing from 1 v 1 to larger games.

3. **Assessment.** All children should be assessed in PE according to the guidelines stated in the assessment policy. The main method of gathering evidence and assessing achievement in PE is made through a continuous process of teacher observations. This is informed assessment based on a knowledge of the pupil and the content of the work. A formal comment will be made to parents in a report at the end of the year.

4. **Inclusion.** All children should be included in the PE lesson. Their needs should be met through differentiation by resource, task or outcome. All children are required to do PE unless they are excused on medical grounds. This should be supported with a note from home. If a child is excused PE, they should still watch the lesson to keep up with the progress of the class.

In line with the school SEN policy the class teacher, with the support of the SENCO and the PE manager, is responsible for engaging an involving all children so that they learn and make progress regardless of ability and physical limitations. Refer to the table below for a range of ways of including young people.

Open Activities	All children can get involved in the same activity
Modified Activities	The task as a whole is adapted to make the pitch easier or harder to suit the needs of individuals
Parallel Activities	Children are presented with different activities from the same activity area, and use rules structures and equipment that suit their needs. For example, in net games, some children might play with short tennis equipment while others play 'polybat'.
Included Activities	Children take part together in an activity but different conditions apply to members of the group or class
Separate Activities	Children need activities specific to their needs, and these are not the same as those given to the rest of the class.

Where necessary the child will be provided with adult support.

5. **Equipment.** The collection and return of PE equipment should be checked by an adult to ensure that the children are safe and that the equipment has been returned to the correct place. Children should not use any of the equipment unless specifically instructed by the teacher. Equipment should not be put in to the P.E cupboard by children under any circumstances.

6. **Warm-up and Cool-down.** The children must warm up before any physical activity. The warm up should stretch the muscles that will be used and raise the children's heart rate so that they are warm for the activity to be undertaken. At the end of the activity the children should take part in a cool down so as to prevent soreness and stiffness.

7. **Clothing.** All children and adults should be appropriately dressed for PE. Children should wear shirt and shorts not worn in school on that day and PE training shoes. Shoes should not be worn for gymnastics and dance taking place indoors. Hooded tops are not to be worn.

Spare kit will be kept in each classroom for occasions when children forget to bring kit to school. This can then be washed in school. A letter will be sent home if children forget their P.E kit more than twice in succession.

8. **Changing.** Children should be correctly supervised when changing. For the older children it is acceptable for the teacher to stand outside the changing areas provided that he/she can hear clearly what is happening. Boys and girls in Upper KS2 should change in separate areas.

9. **PE Manager.** The PE Manager is responsible for the implementation of this policy, the monitoring of the teaching of the PE curriculum, managing resources, identifying staff development opportunities and evaluating assessment data.

Health and Safety

- Long hair must be tied back.
- All jewellery including stud earrings (except for the first 6 weeks after ears have been pierced when they may be taped) and watches must be removed before the lesson.
- All children should be warned about any potentially dangerous areas before beginning a PE unit. Where possible, equipment not required for a lesson should be relocated outside of the lesson area.
- Carry all portable apparatus, do not drag or bump it. For infants, 4 children should carry each mat and bench; for juniors, 2 are sufficient.
- All equipment should be checked for safety prior to use. Wall bars and ropes must be securely fixed before being used, and tied back or bolted when not in use. Annual safety checks and repairs are carried out on gymnastic equipment.

Note: All planning and activities in PE will comply with other current policies within the school.

signed

NAME Anna Bignell
5 May 2006

Review date – November 2007

Appendix:

A. Curriculum Map for PE.