



Physical Education Policy

**Pierview Academy
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Rationale:

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. Therefore both staff and learners should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have, with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual learners.

Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
 - By developing a positive attitude and interest in a wide range of physical activities
 - By raising awareness of issues regarding health related Fitness
2. To contribute to the physical development of each learner: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each learner:
 - Aesthetic appreciation and understanding of dance and gymnastics.
4. To help establish the individual child's self-esteem and confidence. To develop social skills (cooperating in groups and playing fairly to rules).

Guidelines

ALP - Pierview Academy will:

- Follow a broad and balanced PE curriculum fulfilling the demands of our PE curriculum.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible, into other curriculum areas (eg use of athletics data in ICT and number work in both numeracy and PE lessons).
- Develop programmes that meet the needs of all the learners, providing equal opportunities – inclusion of SEN and physical disabilities.
- Make allowances for learners with disabilities and medical conditions, taking into account learners with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

The P.E. Curriculum

Curriculum Framework

The PE tutor will deliver the PE lessons for the KS3, KS4 & Post 16 learners. Where appropriate learners will have PE delivered to them with their PE Tutor and/Learning Support Assistant and an appropriate qualification will be delivered alongside this.

Units of Work

The PE Tutor has developed a scheme of work for all the KS3, KS4 and Post 16 learners for the group delivered lessons. Learners will be working to a relevant qualification and will be stated on their timetable.

Basic Lesson Plan

1. Warm up - 3 to 5 mins gentle exercise or stretching.
2. Introduction (or revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in gymnastics.

Further Points to Consider

- Insist on the correct and safe PE kit - see section in Health and Safety.
- Use both teacher and learners demonstrations rather than verbal explanation wherever possible - make an effort to vary the learners chosen.
- Based on the needs of the learners, make sure they are comfortable and listening when instructions are being given.
- Teach boys and girls together - in general insist on mixed groups depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In dance and gymnastics, this will encourage less confident learners to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards learners refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring learners have opportunities to express and develop their own ideas. For example, learners create their own games with their own rules and scoring system.
- Some learners may need one-to-one lessons based on their needs and availability of the timetable; this will be provided whenever possible.

How PE teaching is monitored

PE is monitored termly & annually. There will be an assessment criteria that learners will be working towards, and where appropriate the learner can be aware of this to work to their targets.

Health and Safety

PE KIT

In the interests of safety and hygiene teachers and tutors must insist on learners changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Games and Athletics: Shorts and T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls

Dance and Gymnastics: As for Games but bare feet.

Outdoor Activities: Generally as Games, but otherwise clothing appropriate to the activity.

General Points

- The tutor teaching the class should also wear appropriate clothing.
- Jewellery (except stud earrings) must be removed. The teacher and tutors will not take responsibility for looking after jewellery.
- Learners 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).

Accidents

For minor injuries (bruises and bumps) learners should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the learner to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the PE Tutor should stay with the learner and send a tutor to find a suitable first aider. After the incident the PE tutor and first aider must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the PE Tutor to take note of any medical conditions of individual learners in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Equipment and Resources

Safety

Small equipment is checked by the PE Tutor on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the SMT and taken out of use. Learners should be made aware of safe handling of the PE equipment.

Locating equipment

Most of the equipment is kept in the sports cupboard (with access with the key in the main office). Anything else is brought and kept as and when needed.

Inclusion

Inclusion in Physical Education means that all learners have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all students learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball
- Giving all the learners an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequence.
- Considering the needs of learners with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum
- Considering ways in which to support ESL learners. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.

Recording and Assessment

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent PE tutor and the learner's LSA's to refer to. In line with overall school policy, the teacher should make notes of significant achievement against the progression maps for each PE unit. The following criteria should be taken into account and questions answered:

- Learner record of participation.
- The overall physical skill and ability of the learner.
- The ability of a learner to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the learner interacts with other members of the class.
- Is the learner motivated and enthusiastic?
- Does the learner have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the learner any specific problems which need to be addressed?

STAFF TRAINING

- The PE Tutor will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE Higher Level Tutor.

DISSEMINATION and REVIEW

All staff and governors will receive a copy of this policy. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Head teacher.