

John Ruskin Primary School and Language Classes

P.E. Policy

Co-ordinator: Kat Hilliard

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Next review: 2026

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"Be responsible, be fair, stay positive and care"

P.E. POLICY

Why P.E.?

Physical Education is a vital component in children's physical development and their overall well being.

An effectively delivered P.E programme contributes to a child's physical fitness, helping balance a lifestyle often characterised by sedentary activities and less than healthy eating habits. P.E. also helps build self-esteem, as the individual successfully meets various physical challenges. Positive social skills are also developed as children take part in various team sports and other activities requiring communication, co-operation and fair play. Encouraging self-awareness about the workings of the human body and general fitness contributes to a healthy attitude towards life.

Aims and Objectives

We aim to.....

- Provide a broad and balanced curriculum of physical activities.
- Foster positive attitudes and co-operation
- Raise awareness of the benefits of P.E. for a healthy lifestyle
- Develop an understanding of the short and long term beneficial effects of exercise
- Provide equal opportunities for pupils to reach their full potential, regardless of race, gender, cultural background or physical ability.
- Make P.E. an enjoyable activity

What will be taught?

Key Stage 1 -

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.
- Begin to evaluate their own and others performances and skills.

Key Stage 2 -

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In many of the activities children are provided with opportunities to plan, perform and evaluate their own and others' performance.

Swimming -

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Health and Safety

It is essential that children are made aware of safety issues both for themselves and others in all P.E. activities. They will be taught effective warm-up (cool down) activities, including the teaching of how their bodies work: information including the cardiovascular system and effective maintenance of muscle strength and tone.

Use of equipment

Children are shown the correct way to carry and use equipment, (e.g. two children to a bench, four children to a mat). Equipment is inspected on a regular basis and any repairs carried out as soon as possible. Large pieces of equipment are checked by an adult before being used by children. There will also be instruction of safely using smaller pieces of equipment, e.g. rackets. Pupils will be taught to hold equipment properly, allow safe distances between themselves and other children and to follow rules before throwing balls to other children.

Clothing

All children need to change for P.E. They are made aware of the need for changing and wearing appropriate clothing for different activities. Shorts / leggings, T-shirts and bare feet are required for all indoor P.E. T-shirts and shorts can be purchased from the Main Office in school, for all ages. Track-suits or leggings and long sleeved tops are allowed for outdoor P.E. when the weather is cold. For swimming, all children need to wear swimming hats which, can be bought from the school office.

Glasses should be removed before a P.E lesson unless this would be an impediment to their safety. All watches have to be removed.

Footwear

All children need to wear appropriate trainers or plimsolls for P.E. Footwear must be firmly laced up at all times. Children should be barefooted for indoor P.E.

Teacher Supervision

Younger children change in the classroom / hall with teacher supervision. Children in year 6 are allowed to change in greater privacy, but still must be supervised by the teacher. All teachers are required to have at least a change of footwear for P.E. In case of an accident all children will be required to stop their activities at once so that the injury can be dealt with.

Jewellery

Please see page 21 of the school code. All earrings must be taken out except small studs. No other jewellery is allowed.

Equal Opportunities

All children are given equal access to the P.E. curriculum. Issues relating to religious beliefs are approached with sensitivity.

Special Needs

Activities should be appropriate and differentiated according to the individual needs and abilities of the children.

Assessment

P.E. skills and attitudes are informally assessed by teacher observation (and planning is adapted accordingly). Swimming is assessed by the metres swum independently. Children are encouraged to assess their own abilities and performances. On school reports teachers inform parents of their children's progress and interests in P.E. The PE coordinator reviews the attainment of each class / year group at the end of the summer term and takes actions accordingly. The PE coordinator observes lessons in every year group over the course of the year and discusses their learning with the pupils.

Extra Curricular Activities

For all year groups there are opportunities for children to take part in supplementary activities. These might take the form of after school or lunchtime clubs, competitions with other schools or in-school tournaments.

Progression

Many activities in Physical Education involve the development of co-ordination, knowledge, skills and understanding that often follows the process of planning, performing and finally evaluating. There are also individual attitudes and skills which progress as children take on new challenges. These areas of independent approach to one's physical involvement are complemented by development of their interaction with others: an increased sense of fair play and ability to communicate and co-operate. The progression of these parallel areas of development is not always easy to track. The use of assessment results, pupil feedback and observation (and following the scheme of work) will improve planning and increase the likelihood of maximum progression.

Wet Weather Provision

Any outdoor lesson lost due to bad weather is replaced with either an indoor or outdoor one at a convenient time in the same week.

Staff Development

The P.E. Co-ordinator assesses staff needs and provides support in various areas in the curriculum. This might take the form of Inset activities, lesson observations, class workshops, support books or informal discussion. The school works closely with the London PE and School Sports Network and this includes the delivery of a "team teach" program every year, where 3 – 6 members of staff work alongside an LPESSN staff member to develop their PE teaching. The PE network also deliver an staff INSET yearly to support staff in areas identified.

Children without P.E. Kit

Children in school on P.E. days are expected to take part in the planned activity, unless a signed note is provided by the parent or guardian explaining an injury or illness. In the case of a forgotten P.E. kit there is a supply of shorts and T shirts to loan to children. These items of clothing must be cleaned and returned by the next day. Children who are not doing P.E. will take work to another classroom unless the teacher thinks the child's attendance of the lesson will support understanding of a particular concept or skill e.g. rules for a new game.

Resources

The P.E. resources are stored in the P.E. cupboard just beyond the top floor, and in the large cupboard by the big playground. We have a range of equipment that is appropriate for both Key stage 1 & 2. Only adults are allowed to remove and replace equipment.

Statement to Parents / Carers

P.E. is a National Curriculum subject and an important part of the school curriculum. We have a policy of equal opportunities and expect all pupils to participate in all activities. If for any reason a child cannot participate, we ask parents to notify the school by letter. **Children without a letter from a parent or carer will be expected to take part.**

Communication with Parents / Carers

Parents / carers are informed of what their child will be learning in PE via the Parents Information leaflets sent out each term. Twice a year, PE is the focus of the "Curriculum in Action" section of the school newsletter which gives parents the opportunity to better understand their child's learning in PE through photographs and direct quotes.

Language Unit Classes

The majority of children in the Language Classes have gross and fine motor difficulties. Many have specific Occupational Therapy programmes. All these children have a specific gross motor session each week. All classes have a P.E. session which allows access to the National Curriculum Programmes of Study at KS1 and KS2.

Interaction with LPESSN

The P.E. co-ordinator and school as a whole is supported by London PE and Schools Sport Network. This link is essential to INSET training and in other sports related links outside of the normal curriculum. The P.E. co-ordinator maintains this relationship for the purpose of pupil learning and teacher development.

Scheme of work

The school uses the LPESSN schemes of work for all areas of the PE curriculum – gymnastics, games and multi skills. These are lesson plans which provide clear differentiation and also encourage the use of key vocabulary. In each lesson, there is an opportunity for children to evaluate their learning.

