

Beaver Road Primary School

Physical Education

Date	Review Date	Coordinator	Nominated Governor
January 2017	January 2018	Not yet appointed	Chair of Curriculum Committee

Physical Education provides a vital contribution to a pupil's physical development and well-being. A broad and balanced physical education curriculum, experienced in a safe and supportive environment, provides for pupils' increasing self-confidence in their ability to control themselves and their bodies within a variety of movement situations.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a School community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To ensure pupils appreciate the importance of a healthy and fit body, and understand the factors that encourage health and fitness.
- To develop a pupil's ability to work independently and to respond appropriately and sympathetically to others.
- To promote a broad base of knowledge, skills and understanding of movement.
- To encourage pupils to give their creative and expressive abilities physical form.
- To work with other schools to share good practice in order to improve this policy.

Objectives

To enable pupils:

- To remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To select, link and apply skills, tactics and compositional ideas.
- To evaluate their own and others' work, and use these evaluations to develop their own skills.
- To develop a sense of responsibility towards their own and others' safety and well-being.

Teaching Guidelines

Physical education, experienced in a safe and supportive environment, provides vital contribution to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

Teaching styles incorporate a variety of individual, paired and group activities. Pupils work in co-operative, collaborative and competitive situations that aim to cater for the strengths and needs of every pupil. These, experienced within a range of areas of activity, aim to promote the knowledge, skills and understanding of movement skills. In this way a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background is also developed.

Pupils are also provided with opportunities to develop their creative and expressive abilities through dance and improvisation. They are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of skills.

The teaching of PE in the Foundation Stage covers the development of early and basic physical skills, through play activities that support the development of these skills, ensuring the children:

*“Move with confidence, imagination and in safety;
Move with control and coordination;
Show awareness of space, of themselves and of others;
Recognize the importance of keeping healthy and those things which contribute to this;
Recognize the changes that happen to their bodies when they are active;
Use a range of small and large equipment;
Travel around, under, over and through balancing and climbing equipment;
Handle tools, objects, construction and malleable materials safely and with increasing control.”*

Physical Development Early Learning Goal. DFES

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The physical education curriculum at Key Stage One and Key Stage Two follows the Key Stage One and Key Stage Two National Curriculum for Physical Education, and includes gymnastics, dance, games and swimming for Key Stage One with the addition of athletics and/or outdoor and adventurous activities for Key Stage Two.

All these activities will be adapted for suitability to the ages and abilities of the pupils concerned. To ensure safe use of apparatus children will be taught about its appropriate use, movement and placement.

Pupils are expected to wear suitable clothing for all types of physical education; details of this are to be found in the parents' handbook, where the rules for clothing and safety in PE, including clothing and jewelry rules, are detailed.

Curriculum Planning

This is organised in three stages:

Long Term Planning

This is based on the National Curriculum for physical education, which details what is to be taught over the Key Stages and provides the basis for planning physical education activities for each year group. This is undertaken by the physical education coordinator and varies little from year to year, unless there are changes to the National Curriculum. It is monitored regularly and evaluated annually by the physical education subject leader.

Medium Term Planning

This takes the long-term plan and organizes the teaching of Physical Education into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short Term Planning

Short term details the physical education activities that take place over two weeks. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the

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environment and the resources they use, when undertaking physical activities.

Role of the School Council

The School Council will be involved in:

- organising surveys to gauge the thoughts of all pupils;
- helping in reviewing the effectiveness of this policy with the Governing Body

Monitoring and assessment

The physical education curriculum is monitored on a regular basis by the subject leader, who studies pupils' performances, monitors teaching practice and planning and ensures parity of entitlement for all pupils across the School. S/he identifies the training needs of the staff and plans the training programmes. S/he also attends training for coordinators and subject leaders run by outside providers.

More important to the School, however, are the formative assessments, which are informal, continuous and ongoing, and identify the needs of the individual pupils. These are incidental, form part of the physical education activities, and are used to inform the pupil's future developmental areas.

Additional Educational Needs (AEN)

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the class organization. (See Teaching Guidelines)

However when a child has very specific additional needs, support is provided firstly by the School's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the School during the lessons.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.

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Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the subject leader, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Links

▪ Health and Safety	▪ Health and Safety - Responsibilities
▪ Risk Assessment	▪ Workplace Environment
▪ Medical and First Aid	▪ Accidents and Emergencies
▪ Reporting of Injuries, Diseases and Dangerous Occurrences	▪ PE Safety

Headteacher:	David How	Date:	30/01/2017
Chair of Governing Body:	Paul Barker-Matthews	Date:	30/01/2017

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Physical Education	<ul style="list-style-type: none"> To ensure pupils appreciate the importance of a healthy and fit body, and understand the factors that encourage health and fitness. To develop a pupil's ability to work independently and to respond appropriately and sympathetically to others. To promote a broad base of knowledge, skills and understanding of movement. To encourage pupils to give their creative and expressive abilities physical form. 		✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	Y	Y	Y	Y	Y	Y	Y

Question	Equality Groups															Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
		✓			✓			✓			✓			✓			✓			✓			✓		Yes	No
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
																									Yes	No

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	✓			✓			✓			✓			✓			✓			✓					✓					
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

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Policy Evaluation				
Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

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