

VICTORIA DOCK PRIMARY SCHOOL



Working together for your children

PHYSICAL EDUCATION POLICY

Date reviewed: July, 2009

To be reviewed: November, 2012

“Physical Education has a significant role to play...Dance, gymnastics, games, athletics, swimming, outdoor and adventurous activities combine to provide a broad and balanced range of experiences. Each of these areas will enable growing children or young students to meet reasonable risks with competence and sound judgement.”

B.A.A.L.P.E.

Aims and Purposes of Physical Education

- Physical Education develops pupil’s physical competence and confidence, and their ability to use these to perform in a range of activities.
- It promotes physical skilfulness, physical development and a knowledge of the body in action.
- Physical Education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and in teams.
- It encourages positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities.
- Pupils learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Objectives

The National Curriculum 2000 states that pupils should develop their knowledge, skills and understanding of Physical Education through:

- Acquiring and developing skills.
- Selecting and applying skills, tactics and compositional ideas.
- Evaluating and improving performance.
- Knowledge and understanding of fitness and health.

Before Key Stage One and in line with the Early Learning Goals, children will have the opportunity to move and play, alone and with others, in both indoor and outdoor environments. They will have opportunities to find out and learn about their world and to develop a range of skills that promote their own physical development.

These experiences should:

- Develop manipulative and motor skills;
- Facilitate experience of spatial awareness, control and coordination;
- Include games play, for example chasing and dodging games, starting and stopping, experiencing stillness, throw-and-catch games, skipping and jump-rope games, other playground games;
- Involve movement, for example crawling, creeping, shuffling, jumping, landing, turning, rolling, swinging, climbing;
- Develop an awareness of health and the importance of caring for their bodies.

At Key Stage One, through Games, Gymnastics and Dance activities the main objectives are:

- To be able to plan and perform a variety of gross and fine skills with confidence and efficiency.
- To know how to create and play simple games.
- To be able to work cooperatively in small groups.
- To be able to sequence actions in short movement phrases.
- To be able to make decisions about their work and performance.
- To understand the benefits of physical activity on the body.

At Key Stage Two, through Games, Gymnastics, Dance, Swimming, Athletics and Outdoor and Adventurous activities the main objectives are:

- To be able to select and perform a wide range of skills with quality, control and consistency.
- To be able to play recognised and modified small-sided games.
- To understand and apply different strategies and tactics in recognised games.
- To know and apply rules in different competitive activities.
- To be able to plan and perform more complex sequences in movement.
- To know how to evaluate their own and others' work and suggest ways of improving performance.
- To understand the benefits of physical exercise on the body and recognise the importance of health and hygiene.
- To be able to swim unaided, at least 25 metres.

Organisation

<u>Time</u>	Foundation 1	1 hour per week
	Foundation 2	2.5 hours per week
	Key Stage One	2.5 hours per week
	Key Stage Two	2.5 hours per week

Schemes of Work

In line with Curriculum 2000, Schemes of work are in place.

The Foundation Stage plan activities related to the Early Learning Goals.

Key Stage One currently follow a new scheme written by the PE Subject Leader, term by term in line with QCA publications and The National Curriculum.

Key Stage Two follow schemes written by the co-ordinator, in line with QCA and The National Curriculum.

Provision for Children with Special Needs

Children who perform at a level significantly higher than the majority of their peers will be appropriately planned for. Particularly 'able', 'gifted' and 'talented' children will be placed on the school's Gifted and Talented register which will identify appropriate provision.

Children who need support to access the Physical Education curriculum will have an Individual Education Plan and be placed on the Special Needs Register.

Guidelines

Physical Education is a statutory subject which all children should participate in. Children well enough to be at school are well enough to participate, and only in exceptional circumstances, such as notes from doctors, may a child be excused from taking part.

Children with minor injuries which do not restrict them from attending school will take part in lessons as best as they safely can do so. At the very least, children will be helping the teacher delivering the lesson with equipment organisation and making observations and suggestions; putting on outdoor shoes and a coat when outdoors and changing into kit when indoors.

All lessons should:

1. Start with a warm up.
 2. Have an opportunity for skill development and practice.
 3. Allow children to incorporate skills practised into individual, pair and group work.
 4. End with a cool down.
- Children should be physically active for as long as possible.
 - Children should be allowed time to practise and develop their skills before learning another.

- All children should change for Physical Education. (Appendix I)
- Jewellery should be removed.
- Long hair should be tied back.

Staff should wear appropriate footwear and clothing.

All staff are aware of the publication 'Safe Practice in Physical Education' (B.A.A.L.P.E.).

Resources

- Outdoor equipment is stored in the external store and indoor equipment in the indoor store.
- It is the responsibility of all staff to ensure that equipment is returned tidily to its correct storage place at the end of the lesson.
- Each class teacher should establish a routine for the distribution and collection of equipment and report losses and damages to the P.E. co-ordinator.
- Children should be trained to handle, carry and take care of all equipment. (Appendix II)

It is the school's aim to foster a variety of extra-curricular activities including clubs and matches. Foundation and Key Stage sports days occur on an annual basis.

Visits and visitors to and from the school include coaches, teachers, professional organisations/clubs and I.N.S.E.T. administrators to promote physical activity.

Conclusion

Through carefully structured planning, pupils should build on their natural enthusiasm by watching, listening and expressing themselves in a variety of situations. They should enjoy communicating, collaborating and competing with each other, developing an understanding of how to succeed in different activities and learn how to evaluate their own successes and limitations.

Written by D. Kite

July, 2009

To be reviewed

November, 2012

Changing for Physical Education

Clothing is an important aspect of safety in physical Education. It should be well suited to its function, neither too loose to flap around, not too tight to restrict movement.

Children must change for all Physical Education lessons for reasons of hygiene and safety.

School policy:

- Gymnastics and Dance - plain black shorts and plain white tee-shirt.
- Games, Athletics and Outdoor Education - shorts and tee-shirt and/or tracksuit and trainers.
- Swimming - swimming trunks/costume and a towel.

All children should be changed for PE according to the above. Children without indoor kit will borrow black shorts and white tee-shirt from the supply held by the Key Stage Co-ordinator. Children without kit will assist with organisational activities and observe and suggest ideas to their peers as directed by the teacher.

A register will be kept by the Class Teacher of children not having kit and a letter shall be sent home (Appendix III). This is monitored by the P.E. Subject Leader. Should kit be missing for a third time, parents will be invited in by the P.E. Subject Leader.

Watches, rings, chains, bracelets and other adornments must be removed before the lesson.

Ear-rings in newly pierced ears cannot reasonably be removed. It is the school's policy that children with newly pierced ears may tape over the ear-studs with tape brought from home. A letter should be requested from the child's parent/guardian explaining the situation and an approximate date of when the child will be able to remove the ear-rings stated. Children unable to remove ear-rings themselves will take a letter home (Appendix IV), requesting that they are not worn on P.E. days.

See section 7.3 of Safe Practice in Physical Education.

Carrying Apparatus

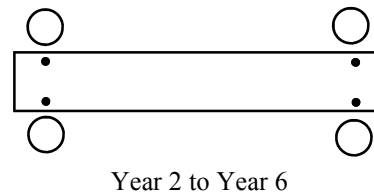
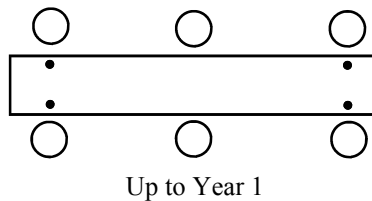
Children should learn to handle apparatus as soon as possible. When children are lifting a piece of apparatus they should:

- Know how many children should be holding it.
- Know where they have to hold it.
- Have a straight back with knees bent, ready to lift.
- Only lift when everyone is ready.

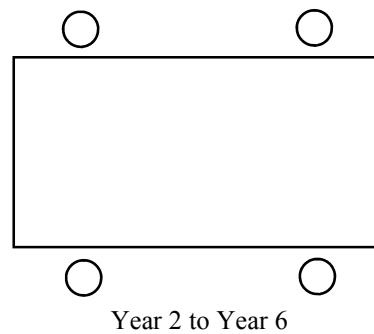
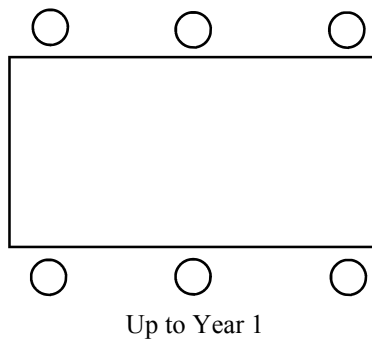
Benches and Mats

Children are spaced along each side of the bench or mat, not at the ends. This prevents children having to walk backwards or the apparatus landing on a child if dropped. The teacher should judge the number of children needed to lift and carry a bench or mat, but six are recommended up to Year 1 and four children up to Year 6.

Benches



Mats



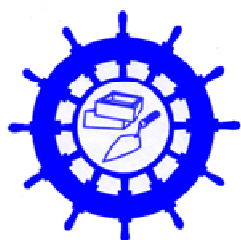
The bench or mat is pointed in the direction in which it is to travel (the front is the 'nose'), so that no child walks backwards.

Mats should never be dragged.



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 Telephone No. 01482 331998 Fax No. 01482 331998 Email: admin@victoriadock.hull.sch.uk
 Website address: www.victoriadockschool.co.uk

Head Teacher: Mr. D. Kite B.Ed. (Hons) Deputy Head Teacher: Mr J. Raw

<DATE>

Dear Parents

It has come to my attention that your child did not have the appropriate kit for Physical Education today.

Physical Education is a statutory part of the National Curriculum. I would appreciate it if you could ensure that your child has the appropriate P.E. kit on the required days.

For indoor P.E. your child will need black shorts and a white tee-shirt. When outdoors, trainers, shorts and tee-shirt (and/or a tracksuit depending on weather) is needed. A carrier bag/boot bag may be useful for muddy trainers/football boots.

May I remind you that your child has Physical Education on the days ticked below.

Monday	Tuesday	Wednesday	Thursday	Friday

Thank you for your co-operation and understanding.

Yours sincerely

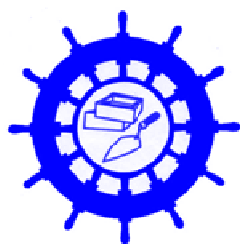
Mr. D. Kite
 Head Teacher





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Head Teacher: Mr. D. Kite B.Ed. (Hons) Deputy Head Teacher: Mr J. Raw

<DATE>

Dear Parents

It has come to my attention that your child has come to school wearing ear-rings on Physical Education days and is unable to take them out.

Due to health and safety reasons, children can not take part in Physical Education whilst wearing ear-rings so I would appreciate it if you could ensure they are not worn on days when Physical Education is timetabled unless they are able to take them out on their own.

May I remind you that your child has Physical Education on the days ticked below.

Monday	Tuesday	Wednesday	Thursday	Friday

Thank you for your co-operation and understanding.

Yours sincerely

Mr. D. Kite
 Head Teacher



INVESTOR IN PEOPLE

