

Physical Education and Physical Activity Policy
Stanford in the Vale Primary School

At Stanford in the Vale, we recognise the importance of physical activity in providing children with a broad and balanced curriculum. Gaining knowledge and understanding and developing a range of social skills are considered important aspects of Physical Education, as well as improving the physical skills, health and fitness of our children.

Aims

The following 'Physical Education and Physical Activity Policy Document' for Stanford in the Vale Primary School is designed to provide a high quality broad and balanced PE curriculum and daily physical activity opportunities that meets the needs of all pupils throughout Key Stage 2, Key Stage 1 and the Foundation Stage.

Rationale

To promote the health and fitness of each child and to develop an appreciation of the benefits of an active life style, now and in the future.

To ensure children are physically active for sustained periods of time

To give each child a greater understanding of their own physical capabilities and an appreciation of individual differences.

To enable each child to experience a sense of achievement and enjoyment through physical activity.

To develop a knowledge of safety procedures and an understanding of safe practice, including the need for rules and regulations.

To help each child learn how to co-operate with others.

To develop the ability to apply knowledge, skills and concepts appropriately and effectively in a variety of situations.

To develop the ethos of the school as a health promoting environment ensuring all children lead healthy, active lives.

To contribute towards the 5 Every Child Matters outcomes of Enjoy and Achieve, Be Healthy, Stay Safe, Make a Positive Contribution and Economic Wellbeing

To contribute towards the recommended target of all children to participate in a minimum of 2 hours high quality PE and Sport per week.

To use PE, sport and physical activity to bring about whole school improvement through improving attendance, behaviour and attainment of pupils

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.

Ensure every child has to opportunity to represent Stanford in the Vale in a competitive sports fixture.

FOUNDATION STAGE

- Physical development in the Foundation Stage is about improving skills of coordination, control, manipulation and movement. Physical development has two other very important aspects. It helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of well-being.

THE NATIONAL CURRICULUM

- Children at our school are taught using a creative, cross curricular approach. Where possible, physical education is integrated into this curriculum. Children's physical education experiences will be grouped under the National Curriculum requirements.
- Key Stage 1 -
- Pupils should be taught to:
- 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
- Key Stage 2 - Pupils should be taught to:
- 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.

Swimming

- In particular, pupils should be taught to:
- 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.
- All areas of activity will involve pupils in the continuous process of planning, performing and evaluating, safety, health related exercises and working with others.

Assessment

- Elements of each unit taught, will be assessed and recorded to inform planning. The assessment data will be passed onto the next teacher to inform planning and ensure progression.
- Assessment will be mainly through teacher observation, but will include the general observations of other adults, information collected from the pupils, and where appropriate, written parent and carer permission, photographs & video evidence
- Records of assessment are found on 'Classroom Monitor' and are continually updated by members of staff against National Curriculum statements.

Health and Safety

All staff will implement the following health and safety guidelines.

Dress Policy

- Members of staff, will change their clothing and footwear to teach physical education.
- When the lesson is indoors pupils will wear their PE kit with bare feet at all times. If a child has verrucaes they will also take part in gym shoes. When the lesson is outside pupils will wear their PE kit and trainers.
- Football tops, and other fashion clothing items are not acceptable PE kit.
- Long hair will be fastened back and jewellery and personal effects will be removed. If a child forgets their PE kit they will be given the opportunity to borrow clothing, or will be fully involved in the lesson in an alternative capacity.

Risk Assessment

Each area of activity and activity facility will be preceded with a risk assessment procedure.

As part of this it is essential to ensure that:

- a systematic approach to risk assessment is adopted by the PE co-ordinator and findings recorded and shared with others
- pupils understand all procedures and information regarding the minimizing of risks associated with PE
- regular assessments are carried out of risks associated with general procedures (e.g. for changing), facilities, activities, equipment and exercise practice
- staff teaching PE receive appropriate training and quality information in order to make high-quality and justifiable decisions which will minimize risk in PE

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PE Co-ordinator

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