

LETHBRIDGE PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY

“Sport has the power to change the world, the power to inspire, the power to unite people in a way that little else can. It speaks to people in a language they understand. It breaks down racial barriers and laughs in the face of discrimination. Our sporting champions spread hope and inspiration to the world”. Nelson Mandela on inspiration.

AIMS AND OBJECTIVES

- To introduce, promote and support interest in and enjoyment of a wide variety of sport and fitness activities
- Develop competence to excel in a broad range of physical activities.
- Children are physically active for sustained periods of time.
- Children engage in competitive sports and activities.
- Encourage children to lead healthy, active lives.

TEACHING AND LEARNING

Teaching and learning in physical education is based on the aspects set out in the National Curriculum for Physical Education.

The knowledge, skills and understanding in the programme identify how the pupils will make progress through:-

- Acquiring and developing movements and skills.
- Selecting and applying skills, tactics and compositional ideas in team game situations.
- Playing competitive games, modified where appropriate, applying basic principles suitable for attacking and defending.
- Evaluating and comparing their performances with previous ones and demonstrate improvement to achieve their personal best.
- Knowledge and understanding of fitness and health.
- Embedding values such as fairness and respect.

PHYSICAL DEVELOPMENT IN THE EARLY YEARS FOUNDATION STAGE

Physical education in the EYFS has less emphasis on the evaluation of performance and more on improving the key skills of co-ordination, 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.

To give all children the best opportunities for effective physical development, teachers should give particular attention to:

- Planning activities that offer appropriate physical challenges;
- Providing sufficient space, indoors and outdoors, to set up relevant activities;
- Giving sufficient time for children to use a range of equipment;
- Providing resources that can be used in a variety of ways or to support specific skills;
- Introducing the language of movement to children, alongside their actions;
- Providing time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists;
- Using additional adult help, if necessary, to support individuals and to encourage increased independent in physical activities.

CROSS CURRICULAR LINKS

Promoting pupils' spiritual, moral, social and cultural development:

- Spiritual development – pupils can gain a sense of achievement and positive attitude towards themselves
- Moral development – pupils can gain a sense of fair play based on rules/conventions of a game, and therefore accept authority
- Social development – pupils can develop social skills in activities which involve co-operation, collaboration, responsibility, loyalty and teamwork
- Cultural development – pupils can be enabled to understand the significance of dances from their own and other cultures.
- Literacy – pupils speaking and listening can be developed through the use of verbal feedback and evaluations of performances
- Numeracy – pupils understanding of measures can be developed through using body height in relation to distance jumped, use of measures to take pulses etc
- ICT – pupils can extract information about physical activities and sport, from the internet and use ICT equipment to evaluate performance. Pupils can record themselves and others during PE lessons, watch this back and evaluate areas for improvement. This can also show progression from the start of a unit to the end.
- Science – PE can help pupils gain greater knowledge and understanding about healthy life styles, humans and the body.

EQUAL OPPORTUNITIES

PE lessons can pose a challenge to some children who have specific special educational needs.

Lessons are adapted and extended for those who have a range of abilities, needs and interests by balancing challenge with the likelihood of success. Different approaches will be appropriate at different times. The use of classroom assistants is provided for those children who have specific needs and also a co-ordination group takes if needed.

Opportunities should be made available for all to experience success.

MONITORING AND ASSESSMENT

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Safety

Pupils understand all procedures and information regarding the minimising of risks associated with PE. Staff receive appropriate training and quality information in order to make high quality and justifiable decisions which will minimise risk in PE.

RESOURCES

A wide range of resources are available which are held centrally.

The PE Coordinator monitors the resources and is responsible for identifying any needs.

FACILITIES

On site facilities include 2 halls and 2 playgrounds. The school has use of a council run recreation field during school hours. There is also a public basketball court and tennis court nearby which can be used for lessons.

SPORT WORKS

KS1 and 2 have one session a week run by Sport Works which covers teachers PPA time. They are qualified coaches who cover the breadth of study through a variety of games and skills. They have a high expectation of children in order for them to all achieve and make good progress.

SWIMMING

Currently children in Years 3 attend weekly swimming lessons throughout the academic year. 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] and perform safe self-rescue in different water-based situations. Swimming is also offered to children in Key Stage 2 who are unable to swim at least 25m unaided to try to ensure that by year 6, all children are able to swim 25m.

AFTER SCHOOL CLUBS

A wide variety of after-school clubs take place throughout the year run mainly by outside agencies or parents. These include netball, football, dance and dodgeball.

***Approved by Governors February 2017
To be reviewed February 2019***