

RED BARN PE POLICY

“To succeed...You need to find something to hold on to, something to motivate you, something to inspire you.

Tony Dorsett

American NFL football player.

“Physical Education is about pupils learning about themselves; their capabilities; their potential and their limitations. It is the foundation of all sports participation. It goes beyond the individual and understanding themselves – it’s learning how to work with and to respect others”

Lucy Pearson – England cricketer

At Red Barn, we believe that Physical Education, experienced in a safe and supportive environment, is a unique and vital contribution to children’s physical, emotional development and wellbeing. Our school aims to encourage all children to participate and enjoy exercise so that a healthy lifestyle can be continued into adulthood.

The Physical Education Curriculum aims to provide for pupils’ self-confidence and promotes the six sporting values from the legacy of the Olympics: **Teamwork, Self Belief, Passion, Respect, Determination and Honesty.**

AIMS for all children

1. To contribute to the Physical Development of each child: size, strength, fitness, speed, gross and fine motor skills.
2. To develop a positive attitude and interest in a wide range of physical activities.
3. To promote positive attitudes towards health, hygiene and fitness.
4. To contribute positively to children’s self – confidence and to develop social skills – cooperating in groups, following rules, playing fairly and listening to others ideas.
5. To foster an enjoyment and positive attitude to the subject in school.
6. To develop a sense of fair play and sportsmanship, understanding what it takes to succeed, persevere and acknowledge success of others.

OBJECTIVES

1. All children will participate in a range of movement activities in order to develop personal physical skills.
2. Children will be made aware of simple physiological changes that occur to their bodies during exercise.
3. Be given opportunities to develop imagination and cooperation to achieve shared goals (team work).

4. Be given the opportunity to succeed and enjoy the subject as well as be stimulated and challenged.
5. Be given the opportunity to develop areas of activity of their own choice in extra-curricular time.

The PE Curriculum

Since the introduction of the school sport grant funding, we have endeavoured to ensure that we are committed to delivering a high quality PE Curriculum and have ensured that all children receive a minimum of 120 minutes per week. All classes are timetabled to use the hall, playground or field twice a week. With extra opportunities provided by the School Games Organisers, the number of minutes per week for a large proportion of children is significantly more. All children throughout each key stage will be given the opportunity to plan, perform and evaluate during PE lessons. Children will work in groups, pairs and as individuals. All PE lessons should be enjoyable, safe and yet challenging. The ideas associated with fair play, honest competition and the idea of doing one's best is actively encouraged and praised during lessons.

The curriculum in this subject has been organised to ensure that children in both key stages have access to all areas specified in the National Curriculum and go beyond its statutory requirements.

- The teaching of PE is encouraged to be linked to other areas of the curriculum.
- Numeracy – collecting data, recording results
- Science – effects of activity on health, muscles etc.
- Literacy - use of specific words relating to the activity
- Recording and celebrating achievements
- Personal, social and health education – learning about the benefits of exercise and healthy eating/living
- Spiritual, moral, social and cultural development – respecting other's levels of ability, working and cooperating with others effectively and developing a better understanding of themselves and each other. PE contributes to the teaching of PDL in a variety of ways and on the whole, they two are inextricably linked. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. PE also develops the ability to work together co-operatively whilst overcoming difficulties within structured activities enabling them to then use these skills in varying contexts of 'real life'.

Community links:

We are linked with a variety of local schools, colleges and sporting clubs which ensure that our school is well catered for in terms of school sport and PE opportunities.

Our PE leaders:

The member of staff responsible for the management and development of PE throughout the school is Sue Gardiner, Gemma Loveless and George Milburn (shadowing 2016/7) who will:

- Seek to enthuse pupils and staff about PE and promote high standards of achievement and high quality provision.
- Advise and support staff in the planning, delivery and assessment of PE.
- Manage and develop all resources for PE.
- Monitor and evaluate PE throughout the school, ensuring continuity and progression.
- Keep up to date with current developments by attending courses, liaising with the SGO, and use this as a basis for staff development activities.
- Provide opportunities for our gifted and talented pupils to participate in appropriate activities both in and out of school.
- Provide opportunities for *all* pupils to participate in appropriate activities both in and out of school.
- Continue to promote and raise the profile of PE throughout the school.
- Continue to make use of opportunities provided by partnership for both children and staff and maintain the levels of participation for the Your School Games Kitemark status.

Assessment, Record Keeping and Reporting:

Teachers assess children's work in PE by making assessments as they observe them working during lessons and using photographic or video evidence to support their assessments. They record the progress made by children against the learning objectives for their units and in line with the previous National Curriculum level descriptors. They record the information in their assessment files and use the information as a basis for future planning in conjunction with the PE leaders. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Inclusion:

We aim to provide a programme, which allows all children to access the curriculum. Children with SEND will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the PE Manager and SENCO.

Gifted and Talented:

Effective learning in PE is inclusive of all pupils. In line with the school's Gifted and Talented Policy, these pupils will be recognised and nurtured through:

- A well differentiated programme of learning in PE lessons
- The school's extra curricular programme of PE and sport
- School links with sports clubs in the local and wider community

Health and Safety:

The safety of children in lessons is of paramount importance. The BAALPE publication 'The Safe Practice in PE' is our point of reference for safe working in PE.

Class teachers are to ensure that:

- PE clothing is worn (in line with that stated in the school uniform policy, including correct footwear.)
- Long hair is tied back with a soft band.
- No jewellery is worn, including earrings.
- They have received a letter from the child's parents if they are unable to do PE, otherwise they will be expected to participate in the lesson.
- They set an excellent example by wearing appropriate clothing when teaching PE and conducting themselves in a safe and appropriate manner.
- They will ensure that all equipment is safe to use prior to each lesson and any queries are directed to the PE manager immediately and are not used if the teacher is unsure.
- Throughout the school, children are taught how to lift, carry, assemble and use equipment safely. Staff are also trained in this area by the subject leaders.