



Melsonby Methodist Primary School Physical Education Policy

Document Status			
Date of Next Review	March 2017	Responsibility	<i>School Improvement Committee</i>
Success Criteria for review completion	March 2015	Responsibility	<i>Judith Stansfield (Chair)</i>
Date of Policy Creation March 2015	Adapted school written model	Responsibility	<i>Judith Stansfield Chair of Governors</i>
Date of Policy Adoption by Governing Body	Signed		
Method of Communication DB, school Website and hard copy file			

Aims and objectives

- To develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

These are met through the following sports and activities

- Gymnastics
- Dance
- Games
- Swimming
- Athletics

Multiskills

- Outdoor Adventurous Activities

PE also promotes health related fitness and builds self-esteem while providing opportunities for pupils to be creative and competitive.

Entitlement:

Although there is no minimum requirement for PE we generally timetable it for 2 hours a week within each class.

Teaching and Learning Styles:

All lessons include:

1. Appropriate warm-up with health related discussion.
2. Acquiring and developing new skills and reinforcement of old.
3. Using and applying skills in a situation.
4. Warm down.
5. Reference back to objectives and language learnt.

PE curriculum planning:

PE is planned over a series of units. All children have regular access to PE appropriate to their stage of development. Challenge for all is integral to our teaching and we encourage all pupils to reach their full potential through the provision of varied opportunities. Work is differentiated to aid children's learning. More-able children are given open-ended tasks. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

Equipment & Resources

Melsonby has access to the playground, hall, and a larger field in the village. These are timetabled at the start of each year.

- Equipment is stored outside in the large PE cupboard or in the hall cupboard. The pupils are taught to respect the equipment and its storage. It is the teaching staff's responsibility to maintaining the equipment on a regular basis.
- We employ Richmond Secondary School and external PE coaches to deliver some PE lessons during the course of the year.

Health & Safety

"Safety is paramount when planning PE activities." First Aid equipment is available, and staff know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from Asthma are readily accessible.

Regular checks is made on all equipment. The PE Coordinator should make frequent visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the PE Coordinator when any items need replacing or repairing. Any items constituting a danger are taken out of use immediately. All large items of equipment are inspected annually by an independent safety officer under a contract.

Children are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

Children are made aware of the safe practice when undertaking any PE activity, e.g. not lifting up Unihoc sticks, not jumping or running in front of others, etc. Children should understand the safety risks involved in wearing in appropriate clothing, footwear or jewellery. Good class control is fundamental to safety.

Staff are aware of medical conditions which may affect or limit a student's ability to participate in physical activity.

PE Kit:

All children should have a PE kit, which is different from the clothes and footwear worn during the remainder of the day. It should consist of a T-shirt and shorts, or a leotard, and either plimsolls or trainers as appropriate. These are named and kept in a named bag in the entrance hall and corridors during the week and taken home at weekends and holidays for washing. Tracksuits may also be worn for outdoor activities in cold weather.

Some cultures require particular garments to be worn that conform to their religious beliefs and traditions. This is discussed with the parents and/or leadership of the groups involved. Satisfactory arrangements are be made for the pupils involved to wear suitable clothing to ensure their safe participation in physical education lessons. Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to

work with bare feet. If anticipating barefoot work, children should wear plimsolls until a check of the working area has been made safe by the teacher in charge.

All jewellery is to be removed during PE, with the exception of stud earrings, which will be covered with tape for the duration of the PE lesson and bracelets worn for religious reasons that cannot be removed. These bracelets will be covered with a sweatband and secured by tape. The removed jewellery will be placed in the class valuables box for safe keeping. The school staff cannot be held responsible for any jewellery that is removed by a child and subsequently goes missing. Children wearing medical ID should hand them to the teacher to carry them whilst at the place of activity. Long hair should also be tied back and, for swimming lessons, children should be encouraged to wear swimming hats.

Some pupils will need to wear personal effects such as hearing aids or spectacles. In these circumstances, the teacher in charge should determine whether it is more or less hazardous for the pupils to actively participate wearing such items, both in terms of their own safety and that of other pupils. In the summer, children are expected to wear hats and sun cream. In the winter months, additional clothing is allowed. Teachers set an example to their pupils by wearing suitable and safe clothing and footwear for the activity.

Non-participation & Medical Procedures:

Children that persistently 'forget' their PE kit are reminded of the importance of PE and, if necessary, a letter is sent to their parents asking for their co-operation. Spare clothing is available in school. Children should only miss PE lessons on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher. Teachers are made aware of medical conditions and necessary treatment of children in their class, e.g. asthmatics, epilepsy and diabetes, etc.

All new medical knowledge of a pupil is sent to the admin school office and added to the school's medical register. Non-participants are still be included in the lessons. They can take the role of an evaluator, coach, etc.

Organisation, Lifting & Carrying of Gymnastics Equipment:

All gymnastic equipment is stored in the hall. It is stored neatly and in good order so that it does not become hazardous to everyday use of the hall and PE lessons.

Wrap Around Care / After School Clubs

The school provide a wide range of PE related activities to enjoy at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities home at the beginning of each term. The school also plays regular fixtures against other local schools as well as competing in tournaments organised by Richmond School. This introduces a competitive element to team games and allows the children to put into practice the skills they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Assessment & Recording:

Teachers should assess children's work in Physical Education by making assessments as they observe them working during lessons. Progress made by children against the learning objectives for their lessons should be recorded by the teacher in charge of the lesson.

Monitoring & Evaluating Physical Education:

The monitoring of the standards of children's work and of the quality of teaching in Physical Education is the responsibility of the class teacher and PE Subject leader. The work of the PE Subject leader involves supporting colleagues in the teaching of Physical Education, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This includes specialist coaches used during PPA and management time. The PE Subject leader will present an annual report to the Headteacher in which he/she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE Subject leader must therefore make full use of non-contact time to undertake lesson observations of Physical education across the whole school.