



MORGANS PRIMARY SCHOOL AND NURSERY

PE POLICY 2006

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1. School Philosophy

At Morgans School it is recognised that PE needs to build on the children's natural enthusiasm for movement, by expressing and testing themselves in a variety of situations.

Through Physical Education we aim to enable pupils to develop co-ordination, strength, stamina and skilfulness and to promote spatial awareness, intelligent reactions to situations and appreciation of physical excellence.

We believe that Physical Education should lead to a sense of well-being, a greater understanding of health and fitness, a healthy lifestyle and a feeling of self-confidence.

2. Why PE?

- Physical Education contributes to healthy growth and physical development, through physical activity.
- Physical Education has an important role to play in establishing a healthier nation, offering children the opportunity to understand the need for, and to develop healthy lifestyles.
- Those who are active in childhood are more likely to reap benefits associated with an active lifestyle in adulthood.
- Research has shown that when primary pupils receive regular exercise they perform better in all aspects of schooling, due to increased metabolism and alertness.
- The development of good gross motor skills and their refinement are important, in order to enhance self-image and raise self-confidence.
- Physical Education provides an essential opportunity to develop knowledge, skills and understanding of the body and its movement.
- Physical Education promotes children's artistic and aesthetic understanding within and through movement.
- Physical Education encourages development of positive attitudes and personal qualities, such as self-esteem, independence, empathy and tolerance.

3. The Aims of Physical Education at Morgans.

We aim to enable our pupils to:

- Receive regular exercise;
- Make informed decisions about the importance of exercise in their lives;
- Develop positive attitudes to participation in physical activity;
- Become skilful and intelligent performers;
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- Understand what it takes to persevere, succeed and acknowledge the success of other children;
- To discover their own preferences and aptitudes;
- Develop the appreciation of fair play, team play, honest competition and good sportsmanship;
- Foster self-esteem through the acquisition of physical competence and poise;
- Develop self-confidence through understanding the capabilities of one's self and others.

4. Areas Of Activity – General Aims

General Aims of Physical Education for Key Stages One and Two

Gymnastics: To establish skilful control of body movement (travelling, rotation, balance)

Dance: To develop an awareness of the body as a medium for communication and expression, and to appreciate the aesthetic qualities of movement through tempo. To include various type of dance styles.

Games Skills: To provide the opportunity for children to acquire a variety of games skills and to provide opportunities and practice for children to create their own games, and be introduced to the games that are part of our cultural heritage (Invasion, Striking/Fielding and Net-Wall)

Athletics: To encourage children to participate in, and develop their individual skills in running, throwing and jumping.

Swimming: To enable children to learn to enjoy being in the water and to be able to swim confidently and have a basic knowledge of personal survival techniques.

Outdoor and Adventurous Activities: To develop children's problem-solving skills with an emphasis on building trust and working as a team.

5. Planning and Assessment

Planning:

Half termly plans are developed and discussed by year groups, using the QCA schemes of work as a basis.

Resources:

- Top Dance
- Fit for tops
- Val Sabin Scheme of Work
- Books and additional materials are kept by the PE Co-ordinator.

Unit and lesson plans should be developed, using a variety of teaching methods, to ensure a balanced programme of work, allowing all pupils to develop their interest and to succeed.

The following factors should be taken into consideration:

1. Previous knowledge and experience.
2. Aims of the unit.
3. Organisational strategies.
4. Facilities (wet weather contingency plans) and equipment.
5. Safety precautions.

Each lesson should include:

1. Relevant warm-up, skills practice, concluding activity and cool down.
2. Differentiation.
3. Progression and continuity.

All classes have 2 sessions of PE a week –approximately 45 mins in KS1 and 1 hour in KS2 per lesson.

Swimming takes place in Years 3 – 6. In Year 3, both classes go swimming in the Autumn term, Year 4 in the Spring term and year 5 & 6 in the Summer term.

Nursery and Reception have at least 1 hour a day of outdoor activity.

Assessment:

Nursery assessment is through Hertfordshire nursery learning record.

Foundation Stage assessment is through the Foundation stage profile.

Key Stage 1 & 2 evaluation and assessment undertaken in PE is primarily of a verbal nature, and through a continuous process of observation. An assessment is given in the end of year reports to parents and carers.

Formal assessment will be introduced in Autumn 2006

6. Cross-Curricular Issues

It is important that we are able to use the skills of physical education in everyday life and realise how these skills relate to different areas within the school curriculum.

Physical education lends itself particularly well to lateral thought, transferral of skills and practical experience, providing excellent links with a range of subjects such as geography, mathematics and English.

Teachers are also encouraged to incorporate the use of ICT tools within PE. For example, using a digital/video camera to record sequences in gymnastics and/or dance for further observation, discussion and evaluation.

7. Out of School Hours Learning (OSHL)

The school provides out of school hours learning activities & clubs, such as football, netball, tag rugby, rounders, sailing, kwik cricket, country dancing cross country, gymnastics and dance & drama, these activities are delivered by staff.

Pupils are given the opportunity to participate in inter-school netball, football and rounder. Also rounders, cricket, tag rugby tournaments, swimming galas and athletics competitions.

8. Safety and Accident Procedures

Safety

Teachers are ultimately responsible for safety, however, children should be encouraged to recognise potential dangers and to become progressively more responsible to their own safety and that of others.

Working area and surface

Teachers should check working areas and surfaces for any potential dangers to ensure areas are safe (undergo risk assessment). Teachers should also consider their position in the room/hall/playground/field, throughout the lesson to enable maximum observation.

Equipment

Teachers should ensure that all equipment is safe for children to use. All staff must be fully conversant with the setting up of apparatus, particularly the large gymnastics equipment, and wall bars. If staff are unsure, they should check with the PE Co-ordinator. Pupils should be taught to lift, carry, place and use equipment safely.

Clothing

Children (and teachers) should wear appropriate clothing. Morgans PE kit comprises a blue t-shirt, navy shorts or tracksuit trousers, and trainers for outside PE. For gymnastics and dance, all children should have bare feet.

Children in Reception should undress to their underclothes or change into their P.E. kit
Children in Years 1-6 should have a complete change of clothes for PE, and not wear the same t-shirt or trousers as worn during the day.

Other safety considerations

Jewellery should not be worn during PE lessons. However, if stud earrings are worn they must be taped over. Tape or sweat bands should also be used for jewellery that cannot be removed due to religious significance. Shoulder length and long hair should be tied back.

Accident Procedure

If an accident occurs, the pupil should be sent to a qualified first-aider accompanied by another child or the first-aider called to the incident. The incident should be recorded on an accident form, as per school guidelines.

Extra Curricular Accident Procedure

During extra curricular activities, at least two members of staff should always accompany the children in event of an accident. Therefore one adult will be available to deal with the incident without leaving the other children unattended. A portable first aid kit should always be taken to off site events.

9. Participation

Any child not participating in the PE lesson should bring a note explaining the reason, but should still be involved in the lesson in some way, through observation, coaching or officiating.

Parents will be contacted if their child is a regular non-participant. Children who may be fasting are exempt from physical activities during this time.

10. Equal Opportunities and Inclusion

A well-balanced and planned PE programme should meet the physical and social needs of all pupils in an ethnically diverse society, allowing all children across the ability spectrum to succeed.

By setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment, teachers will create a positive and achievement orientated learning environment.

For those for whom English is their second language, care needs to be taken over the way in which tasks are presented and explanations given. Children should be encouraged to broaden their vocabulary, enabling them to use appropriate terms and language to describe their own and others performances.

Children with significant physical needs are supported by an LSA and are encouraged to join in as much as they are physically able.

11. Management and co-ordination

- The P.E. co-ordinator will monitor any changes in requirements
- Give help and offer ideas to other members of staff
- Monitor practice (observation, reviewing and planning)
- Attend regular INSET and disseminate information
- Manage resources
- Discuss planning with planning groups
- Evaluate the P.E. Policy regularly

12. Letters to parents/Carers re: incorrect PE kit or regular non-participation.

Date _____

Dear Parent/Carers,

It has been brought to my attention by your child's class teacher, that _____ has not had the correct PE kit in school on ___ occasions.

May I take this opportunity to remind you that Morgans PE kit comprises a Morgans t-shirt, navy shorts or tracksuit trousers and trainers.

Your child currently has PE on the following days:

Please ensure that your child has the correct kit with him/her on the necessary days. Thank you.

Yours sincerely,

Lucie Russell
P.E. Co-ordinator

13. Non-participants worksheet

Name _____

Class _____ Date _____

Write down the reason why you aren't taking part in today's PE lesson:

What sport is the class learning about?

What did the class do for a warm up?

Write down two things the class learned in today's lesson.

Who in the class has done well today and why do you think they did well?