

Thames View Junior School

Physical Education Policy

June 2020

Introduction.

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

National Curriculum.

Thames View Junior School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the school's core values that underpin every aspect of our school life.

Purpose

At Thames View Junior School, Physical Education forms an important part of the education of each pupil. We aim to promote a holistic approach to develop an active, healthy and enjoyable lifestyle and encourage our pupils to have the motivation, confidence, physical and social competence, knowledge and understanding to maintain physical activity throughout life.

P.E. is about introducing children to the world of sport, which, combined with an enjoyment of exercise, will hopefully provide the foundations for a healthy and active lifestyle.

The aims of Physical Education at Thames View Junior School are:

- To promote positive attitudes towards physical activity.
- To develop social co-operation and positive attitudes towards others and to compete with a sense of fair play.
- To promote physical activity, physical skills development and a healthy lifestyle.
- To show an awareness, knowledge and understanding of safety when participating in physical activity.
- To encourage lifelong involvement in physical activity.
- To develop fair play through cooperation, collaboration and competition and manage, to varying levels of success, in competitive and co-operative situations and retain a proper sense of perspective in competition.
- To always try to achieve their personal best.
- To have age appropriate activities.
- To understand the need for rules in games.
- To provide equal opportunities for all children regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive.
- To provide equal opportunities for all children to achieve their full potential, through curricular and extra-curricular sessions.

Wider school Aims and ethos

This policy is based on our commitment to Strive for Excellence and supports our school aims:

This policy supports our aim of developing the children's knowledge, skills and understanding, so that they can perform, with increasing competence and confidence, in a range of physical activities. These include dance, invasion

games, cricket, racket sports, gymnastics, swimming, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

Non-Participation in P.E. Lessons

Children should only miss P.E. lessons on health grounds if this is requested by their parents or guardian either by direct contact with the school or in a letter to the teacher. Children who persistently forget their P.E. kit should be reminded of the importance of P.E. and if necessary, a letter should be sent to their parents asking for their co-operation. PE Teachers, Class Teachers and the PE Lead will work together in order to tackle it.

Consultation

This policy was amended by Miss. Bannigan, class teacher and leader of Physical Education in consultation with students and staff in January 2020.

Sources and references

Physical education programmes of study: key stages 1 and 2 (statutory guidance).

Procedure and Practise

At Thames View Junior School we strive to expose children to a range of different sports which will develop their self-confidence and self-esteem. Additionally, we believe the Physical Education should be inclusive for every child.

It is the class teachers' responsibility to plan effective lessons with clear learning objectives and measurable outcomes.

It is the responsibility of the subject coordinator to monitor the planning and assessment of physical education to ensure they fall within the whole-school objectives.

It is the nominated governor's responsibility to oversee the effectiveness of physical education in the school.

Organisation

The physical education curriculum has been organised to ensure that children have access to all areas specified in the national curriculum and go beyond its statutory requirements. In weekly schedules, each class has two hours of physical education: one hour indoor and one hour outdoor. Where possible, subjects between lower and upper school have been alternated to allow for ease of resource sharing. All children participate in a range of summer and winter sports and, at the end of some units, inter-class / house competitions are organised to allow children to participate in competitive team games.

Some sports taught across the school mirror opportunities that are offered by the School Sports Partnership (SSP) so children have the opportunity to take part in, and trial, for organised events that mean they can compete at borough level.

Swimming lessons are part of the year 5 program. Lesson durations are 45 minutes and the program is run over a 10 week period.

Resources

At Thames View, children have access to an indoor sports hall portable and fixed gymnastics equipment as well as many mats and benches. Outside, we have a large field where athletics activities can take place as well as a purpose-built basketball court and, on our playground, markings for two hockey pitches. As well as great facilities in which to teach, the school also has a well-resourced PE store and portable football and netball goals. Equipment is checked regularly and stock replenished as often as budget allows. Teachers have access to equipment and literature, via the coordinator, and can always rely on advice when needed.

Swimming is taught at Abbey Sports Centre in Barking, a short bus ride away.

Outside agencies, such as premier sports, come into school to teach PE lessons to different year groups throughout the year.

Assessment

Assessment for learning will be made through short term (daily/weekly) observations of children's work, through discussion with the children, and through their own self-assessment. Assessment of learning will be made through medium term (summative) assessments and longer term (formative) assessments.

Throughout the year, children will be trialled at certain sporting events:

Year 3-4: 400m, 50m, Speed bounce, Standing long jump, throwing, vertical jump

Year 5-6: 600m, 75m, speed bounce, Standing long jump, throwing, vertical jump

The result of each child will be carefully recorded by the class teacher. These results not only feed into trials, but provide the children with an opportunity to self-assess their current performance against their previous performances.

The subject lead is responsible for providing the staff with data record sheets but it the class teachers' responsibility to collect and record the data. The data is then submitted to the subject lead for assessment and selection purposes.

Monitoring and evaluation

The monitoring of the standard of children's work and of the quality of the teaching in PE is the responsibility of the subject leader. The subject leader supports colleagues in the teaching of PE, informing them about current developments in the subject. The subject leader is responsible for the monitoring of the quality of planning, which is fed back to middle leaders and respective year groups.

Pupil voice questionnaires are completed by a cross section of pupils across the year groups aimed at evaluating the subject from the perspective of the child.

Dress Code for Pupils

It is expected that children will wear the school PE kit during lessons. This includes:

- White school T-shirt/ Polo shirt
- Black or blue shorts
- Black plimsolls (indoors)/ trainers (outdoors)
- School jumper or fleece (optional due weather conditions).
- Hair band (if child has long hair)
- No jewellery or fancy hair accessories
- The pupils can work with bare feet indoors during gymnastics. Tights must not be worn.
- In outdoor P.E lessons, when it is cold, jogging bottoms and warm tops may be worn.

No hats, gloves or scarves.

Staff

Staff can come to school suitably dressed. They can wear trainers and dress comfortably for the P.E lesson

Extra-Curricular Activities

We are committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with local sporting clubs and organisations and the provision of extracurricular activities organised by the school is a positive experience.

Pupils are given regular opportunities to represent Thames View Junior School in various sporting events throughout the local community and are provided with opportunities for skill development sessions run by local sporting clubs. We also have links to various inter and intra school activities. Students are encouraged to participate in these events, where possible, to further promote an awareness of the value of physical activity.

Health & Safety

Physical Education is by its very nature a challenge to growing children. Pupils will be placed in situations where risk of an accident or injury is ever present. Therefore it is important for teachers to be aware of the importance of safety and to plan it in their work so as to minimise the risk of accidents to both pupils and teachers. The following list is a general outline of safe practice in P.E.:

- All forms of physical activity should be preceded by an appropriate warm-up.
- The pupils must be given tasks which are challenging, but within the scope of their ability.
- Teachers must carry out a risk assessment of all equipment before use and give pupils disciplined strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.
- Appropriate levels of lighting must exist to facilitate a safe working environment.
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall and after rain on the playground or on the grass as this may make the area too slippery to be safe.
- All jewellery, watches and religious symbols should be removed.
- Long hair should be secured as appropriate to the activity at all times.
- Appropriate clothing must be worn by pupils and staff.
- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.
- The Class Teacher and PE Teacher must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely.
- For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills. E.g. correcting a child's position during a gymnastics lesson.
- Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance.

Risk Assessment

Risk assessments should be carried out on any facilities that are used for sporting activities outside of the school grounds.

Annual safety checks and repairs are carried out on gymnastic equipment and staff should check apparatus when it is being taken out for use in lessons. If a potential hazard is identified it is immediately taken out of use and reported to the P.E. coordinator

Monitoring and review

The governor with responsibility for physical education is primarily responsible for the monitoring the implementation of the policy. This will be through annual discussion with the subject leader and the consideration of the evidence included in the subject leader portfolio. The Governor will report on this to the curriculum committee annually.

Other documents and appendixes

The PE policy should be read in conjunction with the school development plan.

Governor approval and review dates

This policy was written in June 2019 – subject to approval by the Governing Body. It is due for review in July 2020.