

ASHTON GATE PRIMARY SCHOOL



PE POLICY

Rationale:

The following 'Physical Education Policy Document' for PE at Ashton Gate Primary School is designed to provide a high quality, broad and balanced PE curriculum that meets the needs of all pupils across the Primary age phase.

Aims of the policy at Ashton Gate:

- To develop the ethos of the school as a health promoting environment.
- To enable our children to enjoy physical activity, be healthy and manage themselves and their bodies in a variety of situations.
- To enable all children to develop a sense of personal achievement, fair play and teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

Physical Development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- To appreciate the value of safe exercising.

Social and Emotional Development:

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

Cognitive Development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgments.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To improve observational skills, the ability to describe and make simple judgments on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, Moral and Cultural Development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition – doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

The PE Curriculum:

In Reception Unit (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences.

Pupils in KS1 and KS2 engage in high quality PE during the course of the week. In KS1 the curriculum focusses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities during Forest School (Y3) and Year 6 Camp.

SWIMMING:

Children learn swimming in Year 4 with qualified swimming coaches and school staff.

SCHOOL SPORTS PARTNERSHIP (SSP):

Ashton Gate School is part of the Ashton Park SSP this allows the children to access competitive games, sports festivals with local schools and CPD training for teachers and support staff.

EQUIPMENT AND RESOURCES:

The school has outdoor playing areas, both hard court and astro-turf, which are adapted to suit the activity. The junior hall contains large gym equipment and is used for gymnastics, dance and ball games. There is a central PE cupboard for small equipment. This is accessible to the pupils only under the supervision of teachers and support staff.

RECOGNITION OF ACHIEVEMENT:

Throughout the school, sporting achievement and participation are recognised. Certificates and sporting achievements are awarded and recognised in assemblies, achievements are posted on the

website and newsletter and digital photographs of pupils participating in festivals and clubs are displayed on the website.

MONITORING, EVALUATING AND ASSESSMENT:

Time for observations is allocated by the Head of School and carried out and monitored by the school PE Co-ordinators. These judgements are based on 'Can Do' statements from the QCA Core Task documents.

EXTRA CURRICULUM OPPORTUNITY:

Extra-curricular activity is a valued part of Physical Education. By offering additional activities, this enables the pupils to further their interest in one or more sporting activity. Extra-curricular activities are offered on a 'seasonal' basis. They are offered by qualified teachers and external coaches and take part during lunchtimes, before and after School.

The number of opportunities has increased over the years, the children now have the opportunity to take part in football, cricket, netball, basketball, tag-rugby, cross country, swimming, golf, dance and gymnastics. We aim to introduce a new sport in each academic year when possible.

Letters are sent out to parents/guardians explaining the nature of the activities to be undertaken. It is returned with a signature, emergency phone number and information on any medical conditions or allergies. Copies of letters will also be available on the website.

SAFETY ISSUES:

Health and safety are integral to any PE environment or activity. The PE Co-ordinators work alongside the School Business Manager (Health and Safety co-ordinator) within the school.

The importance of safety in the PE environment is stressed immediately the pupils join the school and they are continually reminded of the need to look after themselves and others whenever participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in dangerous areas like the swimming pool, gymnastic hall and playground.

JEWELLERY AND CLOTHING:

All jewellery must be removed. If 'stud' earrings cannot be removed they must be covered by a plaster or micropore tape. If jewellery or any item of clothing deemed to be dangerous for participation in PE, cannot be removed due to cultural or religious beliefs, authorisation must be given in writing from the parents or guardian.

Pupils change into the agreed clothing and footwear for each activity. Children who do not have the appropriate PE kit may participate, provided they are wearing suitable footwear. If children are not wearing suitable footwear, they will be not be allowed to participate in the lesson. Parents of children who persistently forget their kit will be contacted by the child's class teacher. Long hair should be tied back. During hot weather appropriate hats may be worn (ie baseball caps). The PE co-ordinator will be informed of children who repeatedly do not bring in their PE kit.

For pupils to be excused from Physical Education lessons, the parent must have spoken to the teacher or they must have a letter written, signed and dated by the parent/guardian.

RISK ASSESSMENT:

Risk assessment is the careful examination of what could happen to pupils, colleagues or others in the teaching and learning situation. It should be applied wherever foreseeable risks or hazards may occur.

A hazard is anything that may cause harm, (lightweight, unattached football posts), a risk is the chance that someone may be harmed by the hazard. The role of the staff leading PE sessions is to decide whether a hazard is significant and if so, to determine and implement the precautions necessary to eliminate or minimise the risk presented. (BAALPE, 1995).

PUPILS UNABLE TO PARTICIPATE:

On occasion, some pupils may be unable to participate fully in PE due to health or wellbeing issues. Class teachers will use their judgement on how these pupils can still be involved in the lesson such as keeping scores, refereeing.