



# **PE POLICY**

**July 2015**

**To be reviewed September 2018**

## Rationale

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

Holme School seeks to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

## Aims

The aims and objectives of our PE relate directly to those of the school: namely that we endeavour to provide an educational experience that is stimulating, challenging and of a high quality in its delivery and content.

In order to do this we aim to:

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
2. Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
  - a. To enable pupils to see PE as:
    - i. A major feature in our lives, related to employment, leisure and culture.
    - ii. Part of a wider body of knowledge and skills, eg interpersonal and problem-solving skills.
  - b. To enable pupils to:
    - i. Understand and use safe practice and to appreciate its importance in PE.
    - ii. Understand the short and long term effects of exercise on the body.
    - iii. Understand the role of exercise in a fit and healthy lifestyle.
3. Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim.
4. Enable pupils to work independently and as part of a group or team in varied activities so PE contributes to the development of core skills such as communication by speech.
5. Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
6. Develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.
7. Allow pupils to develop informed opinions and be able to support them in reasonable argument.

## Objectives

These objectives relate directly to the aims for PE at Holme School and are intended to show how the aims are put into practice.

1. Staff should provide a variety of experiences and activities during the course of study and during a PE lesson if possible and appropriate, for example:
  - a. Games
  - b. Dance
  - c. Swimming
  - d. Indoor and Outdoor activities
  - e. Individual and group activities
  - f. Problem Solving
  - g. Communicating PE ideas to others by means such as speaking
  - h. Listening and appraising.
  - i. Practising and refining skills
  - j. Using repetition in order to improve
2. The National Curriculum should be used as the basic core skills for the Schemes of Work. Rules, vocabulary and games skills such as attack, defence and fielding will be taught. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.
3. Staff should refer to work in other curriculum areas when appropriate:
  - a. Pupils should follow written and verbal instructions accurately.
  - b. Safety is further enhanced by emphasis on the following:
    - i. The need to wear correct clothes/equipment.
    - ii. The need to follow rules.
    - iii. How to lift, carry, move and place heavy equipment.
    - iv. The need for warm-up and recovery period when exercising.
    - v. How to swim and be safe when around water.
    - vi. General safety rules when engaged in Outdoor Education.
4. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. Our schemes of work identify planned opportunities for pupils to develop a range of desirable personal qualities.
5. There should be opportunities for individual and/or group activities so as pupils can express their feelings verbally and learn how to work cooperatively as well as on their own.
6. Staff should encourage pupils to improve in a particular sport or skill over a period of time.
7. Staff should adhere to the Class reward systems in order to encourage pupils to achieve their full potential and experience a feeling of achievement.
8. Pupils should be encouraged to share their experiences/culture with others in order to enhance the quality of learning and to develop socially and inclusively.
9. Staff should attempt to show the enjoyment and benefits that PE and Sport have given us. This can be done by carefully phrased comments and well-chosen resources.
10. As a school that believes in inclusion we will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them, particularly on health and fitness issues.

## PE Kit

Pupils are expected to bring their own kit to each physical education lesson. The agreed PE kit is listed below:

|   |  |  |
|---|--|--|
| Indoor:<br>Shorts,<br>T-Shirt,<br>Plimsolls | Outdoor:<br>Tracksuit Bottoms<br>Jumper<br>T-Shirt<br>Trainers | Swimming:<br>Swimming Costume (no baggy shorts)<br>Towel<br>Swimming Hat |
|---|--|--|

Holme School has a policy of no jewellery during PE lessons; children will be asked to remove or tape over all earrings and remove watches before swimming or PE.

Pupils who fail to bring the correct PE kit may not be able to fully participate within the lesson.

## Sports Premium

As a result of the Sports Premium Funding the school has been able to continue its links with Pennine Sports Partnership and Project Sport. We have been able to provide the children with quality equipment and resource the school for the future sustainability of PE within school.

Pennine Sports Partnership lead teacher training sessions in dance and helped identify children who excel within sport. They have provided the school with opportunities to participate within a wide range of sport against other schools in the area (See School Calendar). They have provided training courses both within competitive games and gymnastics which has allowed for further staff development within these areas.

Every child has access to two hours of high quality PE delivered and supported by specialists. The areas are split into:

|                   |                                  |                           |
|-------------------|----------------------------------|---------------------------|
| Competitive Games | Gymnastics                       | Athletics                 |
| Dance             | Outdoor and Adventurous Activity | Swimming and Water Safety |

This funding has allowed us to target pupils less engaged in sport and increase understanding amongst staff of competitive sports and dance within mixed aged classes. It has enabled us to develop active playtimes further and offer a wider variety of active after school clubs. It has helped develop an enthusiasm and excitement amongst the children as they access a wider variety of sports from specialist staff. We have recently been awarded the Gold Kite Mark from Sainsbury's School Games for sport within our school.

The funding in the future will be aimed at developing the outside area to allow us to sustain and develop the good practice within Holme School. This will include levelling the pitch area and developing playground marking and resources

# Health and Safety Policy in PE

The effective management of safety has four main components:

1. Risk Assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:
  - a. The use of appropriate kit.
  - b. Checking PE areas are free from sharp objects and broken glass.
  - c. Location of safety equipment.
  - d. Reporting accidents.
3. Control to include:
  - a. Where to find safety information.
  - b. Regular safety checks.
4. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

## Risk Assessment and Planning Before a Lesson

All staff are required to familiarise themselves with the Health and Safety policies of the school. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy.

Before a lesson starts staff should:

1. Have procured any necessary safety equipment and undertaken any specific safety measures.
2. Know how and when to use any particular facilities and equipment.
3. Have identified the quantity and condition of the equipment to be used by pupils.

In identifying risk staff should:

1. Identify hazards.
2. Identify cause and effect.
3. Examine working methods.
4. Investigate safety literature for advice.
5. Remove hazards where possible.

In case of emergency staff should:

1. Be familiar with evacuation procedures in case of fire or other emergency.
2. Know the location of, and when and how to use, fire fighting equipment.
3. Know the location and identity of members of staff trained in First Aid.

## Control

Teachers should be aware of:

1. Where to find information.
2. Kirklees Health and Safety Policy.
3. School Health and Safety policy and where to find it.
4. The procedures for reporting accidents, particularly those that constitute an emergency.
5. The school's behaviour and discipline policies.

## **Other**

1. Where appropriate, PE Equipment is annually checked by appropriate agencies.
2. Periodic safety checks of PE equipment are carried out by members of staff EG basketball and netball hoops are checked before a unit of work commences.
3. All staff are First Aid trained

## **Inclusion in PE**

Holme School is committed to inclusion. PE provision reflects this commitment and the utmost is done to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole-school inclusion policy. However Physical Education is by definition active, and some of the activities in PE have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants. This is most likely to be the case when the behaviour of individuals is in question.

Inclusion will be implemented as follows:

- Standard activities and expectations as planned.
- Adapted activities and expectations in line with individual pupils'.
- Different activities planned in line with individual pupils' needs.

Inclusion issues will be considered and acted upon in consultation with parents, children, the school's senior management team and having sought guidance from BAALPE, the school's Inclusion policy and from the LEA if necessary.

## **Extra Curricular Activities**

Holme School prides itself on its excellent reputation and record in PE and sport. As such we run a wide variety of extra-curricular clubs on an open-access basis.

To respond to parental feedback that more competitive games should be included we make links with other small schools to form teams.

## Cross Curricular Links

Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

|   |   |
|---|---|
| <p><b>1. Science</b></p> <p>Health and Fitness.</p> <p>Drugs and Abuse.</p>                                       | <p><b>2. Maths</b></p> <p>Speed.</p> <p>Distance.</p> <p>Time.</p> <p>Measuring.</p> <p>Recording.</p> <p>Handling Data.</p>  |
| <p><b>3. English</b></p> <p>Speaking and Listening.</p> <p>Subject-specific vocabulary.</p> <p>Report Writing</p> | <p><b>4. Geography</b></p> <p>Map-reading.</p>  |
| <p><b>5. Music</b></p> <p>Rhythm.</p> <p>Tempo.</p>   | <p><b>6. ICT</b></p> <p>Use of stop watches.</p> <p>Use of digital camera and digital video.</p> <p>Use of spreadsheets for recording and interpreting data.</p> <p>Use of the internet</p> |