



*Learning through hard work, friendship and fun.*

# **Mill Lane**

# **Physical Education Policy**

Adopted and ratified by governing body: March 2018

Review date: March 2020

P.E is the development of knowledge, skills and understanding of physical activity through a continuous process of planning, practice, exploring, performing and evaluating.

## **Aims**

All children should be provided with opportunities and encouraged to:

- experience a wide range of physical activity
- enable children to develop and explore physical skill with increasing control and coordination
- develop confidence and competence in performing different skills
- develop positive attitudes to physical activity
- improve social and interpersonal skills
- appreciate the efforts of others, as well as their own
- respond positively to different challenges
- persevere and make sustained efforts to develop and improve their own performance
- pursue habits and interests that promote a healthy lifestyle
- become increasingly aware of how physical activity affects the body

## **Inclusion and Equal Opportunities**

All children are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion and special educational need. It is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific sensory and physical needs, adaptations to the curriculum may be necessary to ensure that children have every opportunity to succeed at their particular stage of development.

## **Appropriate dress**

Children are expected to wear the school PE kit in order to ensure safe participation during sessions. They must change for PE:

**black shorts or jogging bottoms, plain white t shirt and pumps or trainers (usually for outside)**

## **Teaching and learning**

- Children receive two hours of PE a week
- PE is taught by class teachers and Kirklees swimming teachers.
- Lessons use a variety of teaching and learning techniques, with children involved in collaborative or individual work, and evaluation and reflection.
- PE lessons may be planned to fit into a topic where possible, though often the P.E curriculum demands specific skills which are not linked with topic work.
- Sport specific coaching may take place – this may be as part of the two hour curriculum provision, part of special topic work, or linked to a sporting event.
- A PE scheme of work covering early years, key stage 1 and 2 is available to assist planning.
- Staff CPD in PE is provided as needed.
- Assessment, in the form of verbal feedback during lessons, is an essential and integral part of P.E. Children are also encouraged to evaluate and be reflective
- Parents/carers are informed of children's progress in P.E in the end of year annual reports.
- In the early years, regular observations are made and recorded in the area of 'Physical Development'.
- Mill Lane Primary school attends Batley and Kirklees PE network meetings

## **Participation**

Where a child is well enough to attend school, they should participate in all lessons.

Exceptions to physical participation:

- an injury or incident during the school day where the teacher/coach uses professional judgement that the child should not take part in PE
- a letter from home or a doctor
- an ongoing injury or medical condition eg. broken ankle

In such circumstances where a child must not take part in the physical aspect of the PE lesson, they will still be included in the planning, delivery or evaluation of the lesson eg. scoring, providing feedback on performance, setting up of equipment, timing.

In exceptional circumstances where the health and safety of the child who is unable to take part in the lesson is at risk, or where their non-physical contribution to the lesson compromises the outcome of the lesson itself, a child will be asked to complete a classroom based task in another class.

## **Health and safety**

- jewellery must not be worn during PE
- where children are in barefoot for a lesson this should apply to the whole class - verrucae can be covered with a plaster or pumps
- children should be shown and trained in how to carry or move equipment such as mats, benches, boxes
- adults should check equipment before use eg. tying back of ropes, mats in place (with a clear purpose)