

Physical Education Policy

Providing opportunities for children to lead healthy and active lives, which inspires all, through a high quality curriculum

PE Policy September 2020

Woodlands Academy aims to lay the foundations for a lifelong participation in physical activity by developing the physical skills of each child to their fullest potential and raising children and parent's awareness of the importance of physical activity.

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 that 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.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- To inspire and encourage the enjoyment of physical activity.
- To develop an understanding of the positive effects of exercise and the importance of a healthy lifestyle.
- To develop skillful use of the body, the ability to remember, repeat and refine actions; and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply tactics and compositional ideas.
- To develop the ability to observe, evaluate and improve performance.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well being.
- To develop social co-operation, positive attitude and the ability to compete with a sense of fair play.

Values	Physical Education can provide	Possible Evidence
Democracy	<p>Pupils are taught about the need for different roles and different responsibilities, including team work and decision making.</p> <p>A pupil voice for PE & School Sport (e.g. re curriculum, extra-curricular activities, kit).</p>	<p>Pupils know how to behave in PE in a way that is acceptable socially.</p> <p>Pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers.</p> <p>Pupils can work individually and in teams and make informed choices.</p> <p>Pupils are fully engaged in all lessons</p>
The Rule of Law	<p>Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities.</p> <p>Pupils learn to work individually and in groups.</p> <p>An established ethos in PE with regard to how to win and lose fairly and understand good sportspersonship.</p> <p>Competition against oneself is encouraged in addition to competition against others.</p>	<p>Pupils can play within the rules in any activity.</p> <p>Pupils can understand the need for rules, adhere to them and can develop rules for activities that they create.</p> <p>Pupils adhere to and understand the rules of safety.</p> <p>All pupils can solve problems on their own or with others.</p> <p>Pupils demonstrate good social skills.</p> <p>Pupils know and adhere to the rules and social etiquettes related to any type of competition.</p>
Individual Liberty	<p>PE recognises individual differences.</p> <p>There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework.</p> <p>Pupils are taught safely and about safety.</p> <p>There is a buddy and mentoring system in PE.</p>	<p>Pupils respect individual differences and are confident to express their opinions and respect others' views.</p> <p>Pupils are able to make judgements about their own and others' performances.</p> <p>Pupils feel safe in curricular and extra-curricular activities and during off site visits.</p> <p>Pupils use the buddy and mentoring system to build confidence and this is apparent in how they work together.</p>

<p>Mutual Respect and Tolerance</p>	<p>Pupils are taught about historical, cultural and religious differences, through a variety of PE activities.</p> <p>The culture in PE respects cultural differences.</p> <p>Pupils are taught about the environment and different activity contexts.</p> <p>There are appropriate rewards and sanctions in PE for inappropriate behaviour.</p> <p>The school engages in competition and encourages competition within and across the community.</p>	<p>Pupils will know, understand and be able to articulate different styles of dance and the historical aspects of various activities.</p> <p>Pupils avoid stereotyping groups.</p> <p>Pupils can articulate their own beliefs.</p> <p>Pupils respect PE equipment and school buildings/facilities.</p> <p>Pupils respect the countryside and venues during off site visits.</p> <p>Pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions.</p> <p>All pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations.</p>
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All children should participate in all PE lessons. If a child is injured and unable to participate in Physical activity, they will play an active role in peer assessment/coaching or leadership activities.

Equal opportunities

At Woodlands Academy we are committed to ensuring that all children irrespective of gender, race, colour, religion, language, ability or disability gain equal access to the curriculum; by identifying and over-coming possible barriers to participation in P.E.

Health and safety

- Good class control, planning and preparation are fundamental to delivering safe PE lessons.
- Safe practice and procedures should be an element of every PE lesson. i.e. not lifting uni-hoc stick above the thigh, not running / jumping in front of someone.
- All children are taught how to move and use apparatus in a safe manner under the supervision of the class teacher.
- All gymnastic equipment, once set out, must be checked before the children use it.
- The indoor / outdoor space being used must be checked for potential risks at the beginning of each lesson and risks removed, i.e. trip hazards.
- Inhalers and epi-pens must be readily accessible.

Planning

Units of work are structured throughout the year so that the children are receiving a broad and balanced curriculum. The planning is based on the National Curriculum. Planning for each half term in the PE subjects folder acts as a guide when planning individual lessons and is adapted to suit the class ability and individual children. Each year the skills learnt from the previous year's lessons are built upon and the variety of skills increased.

Teaching

A variety of teaching and learning styles are used in PE lessons. The main aim is to develop the children's knowledge, skills and understanding and this is done through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and encourage the children to evaluate their own work as well as the work of other children. Within lessons the children are given the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

Links to Literacy and Numeracy

At Woodlands Academy, we understand the importance of developing literacy and numeracy in all subjects. Some of the ways we include literacy and numeracy in PE lessons are; playing different sports that will allow the individuals involved to calculate scores, points, success rates, distance, time, angles etc. Teachers also use mental Maths as a way to calm students during transitional periods.

Literacy is often used during warm ups. Students will use literacy TAGtivate as a way to prepare their bodies for physical activity as well as develop literacy skills.

Learning Environment and Resources

Children are involved in their own learning and should learn through observation, practice and consolidation.

The physical learning environment (Sports Hall, field or playground) is managed effectively to enable the fulfilment of the stated success criteria of each lesson.

Throughout the year children have experience of learning in both the Sports Hall and outside and staff choose the environment according to the suitability of the activity.

All small PE resources are stored in the PE cupboard situated in the Sports Hall. This door is kept locked and the room should not be accessed by anyone apart from teaching staff. It is the staff's responsibility to ensure equipment is stored tidily and safely after they have used it. Any lost or damaged equipment should be reported to the Head of PE as soon as possible.

Large apparatus and equipment is stored in the PE shed, located on the back carpark. All staff ensures that they and pupils have safe access to all apparatus. Pupils are taught how to handle apparatus safely to and from storage positions (4 children carrying a bench, table or mat and all facing forwards).

PE Kit

- Children should come to PE ready to participate.
- Children have the option of getting changed into fresh clothes at the end of their lesson.
- 1 Bonus point per item of clothing changed is awarded to children, this is linked to the academy's reward system.
- Children should be in bare feet for gym / dance, as this allows for better quality work.
- No jewellery should be worn during PE / sport activities. Long hair must be tied back.

Assessment

Teachers set realistic, yet challenging targets which take into account National Expectation of progress and each individual pupil's starting point. Classroom monitor generates targets after staff enter baseline data for end of year results. These targets are used to track progress. The data manager sets targets from the 'baselines. An average mainstream pupil, working at the expected age-related level should make 1 stage of progress per year. Classroom Monitor breaks this down into 6 sub-stages with a value of 3 points. For pupils at Woodlands 2 points of progress over a year (2/3rds of a stage) is considered strongly good progress, 1 point is considered good progress. Pupils making 3+ are considered to be making outstanding progress. This takes into account our pupils' low starting points and their learning needs. For pupils in the significant needs cohort who have profound learning difficulties, 1 point per year is considered strongly good progress with between 0.5 and 1 point considered good progress and 2+ points considered outstanding progress.

Monitoring

The PE policy will be reviewed annually. Any changes that are required to make the policy more suitable for our cohort will be made.

Paul Wyles 09/2020

Review Date: 07/2021

