



# Intake Primary Academy

## PE Policy

2020 – 2021

# Intake Primary Academy Policy for Physical Education

This policy outlines the teaching, organisation and management of the Physical Education curriculum at Intake Primary Academy. The implementation of the policy is the responsibility of all the teaching staff. Physical education is a unique process of learning. It educates pupils in the knowledge of the body and physical activities; the skills to use their body efficiently and effectively; the understanding of how their body moves and the importance of a healthy and fit lifestyle.

## Vision

At Intake Primary Academy, we believe that physical education is a distinctive and essential provider of a pupil's physical literacy and well-being. Our children are inspired to engage in physical activity, raise their attainment, extend their potential and develop a lifelong active lifestyle. We provide an environment where children feel safe and supported. We aspire to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Children are encouraged to appreciate the importance of a healthy and fit body, and being to understand those factors that affect health and fitness.

## Aims

At Intake Primary Academy we aim to:

- Give our pupils opportunities for the progression, knowledge and development of skills through the enjoyment of physical activity, within a structured, safe and supportive environment.
- Foster a positive attitude towards fitness, health and hygiene.
- Understand what it takes to persevere, succeed and acknowledge the success of other children
- Give our children opportunities to develop their self-esteem and self-confidence through the acquisition of physical competence
- Ensure that each child receives a balanced programme of physical activities as set out in the National Curriculum.

## Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our Main aim is to develop the children's knowledge, skills and understanding and we do this 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 we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. timed challenges.
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

## Assessment and recording

Evaluation and assessment should be undertaken in PE through a verbal nature, and through a continuous process of observation. They should be assessed against the learning objective of that lesson. This information is then used to plan the future work of each child. This also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year

## Cross-Curricular

It is important that we are able to use the skills of physical education in everyday life and realise how these skills relate to different areas within the curriculum. Through the scheme of work, Corner Stones, we try to incorporate PE where possible.

### ICT

Teachers are encouraged to incorporate the use of ICT tools within PE. For example, using a digital or video camera to record sequences in gymnastics and/or dance for further observation,

discussion and evaluation. Teachers can also share videos and clips of WAGOLL (what a good one looks like) before a lesson and look at the specific movements needed to complete a specific skill, e.g. an underarm throw.

### Spiritual, Moral, Social and Cultural Development

PE supports the social development through the way we expect them to work with each other in lessons. Children work in a variety of group and individual situations and have the chance to discuss their ideas and performance. They are taught to develop a respect for other children's levels of ability, and encouraged to co-operate across a range of activities and experiences. This fosters an environment that allows a better understanding of themselves and of each other.

## Resources

There are a wide range of resources to support the teaching of PE across the academy. These are mainly housed in the PE cupboard, and the hall contains a range of apparatus for gymnastics. The children should be taught to help set up and put away the gymnastics equipment as part of their lesson in order to learn to handle equipment safely.

The children use the academy playground, sports hall and the field for games and athletics activities and the local swimming pool for swimming lessons during their time in Year 5.

## Extra-curricular activities

The academy provides a range of PE-related activities including football, multiskills and cricket for children at the end of the academy day. They are run by staff or Premier Team Coaching. These encourage further development of skills in a range of the activity areas. The academy sends details of the current club activities to parents at the beginning of each term. The take up for these is monitored to ensure a balanced take up and clubs are amended if any group is found to be misrepresented.

## Safety and Accident Procedures

### Safety

Teachers are ultimately responsible for safety; however children should be encouraged to recognise potential dangers and to become progressively more responsible to their own safety and that of others.

### Working area and surface

Teachers should check working areas and surfaces for any potential dangers to ensure areas are safe. Teachers should also consider their position in the room/hall/playground/field, throughout the lesson to enable maximum observation.

### Equipment

Teachers should ensure that all equipment is safe for children to use. All staff must be fully conversant with the setting up of apparatus, particularly the large gymnastics equipment, and wall bars. If staff are unsure, they should check with the PE Co-ordinator. Pupils should be taught to lift, carry, place and use equipment safely.

### Clothing

Children (and teachers) should wear appropriate clothing. Intake's PE kit comprises a white t-shirt, navy/black shorts or tracksuit trousers, and trainers for outside. For gymnastics and dance, all children should have bare feet.

Children in Years 1-6 should have complete change of clothes for PE, and not wear the same t-shirt or trousers as worn during the day.

### Other Safety considerations

Jewellery should not be worn during PE lessons. However, earrings can be taped up (by the child with their own tape) for the first 6 weeks during the healing stage but after that they should be removed. Tape or sweat bands (provided by the child) should also be used for jewellery that cannot be removed due to religious significance. Shoulder length and long hair should be tied back.

### Accident Procedure

If a minor accident/injury occurs, the pupil should be sent to a qualified first-aider with another child/adult or the first-aider called to the incident. The incident should be recorded on an accident form, as per academy guidelines.

### Extra-curricular Accident Procedure

During extra-curricular activities, at least to members of staff should always accompany the children in event of an accident. Therefore one adult will be available to deal with the incident without leaving the other children unattended. A portable first aid kit should always be taken to offsite events.

## Participation

Any child not participating in the PE lesson should bring a note explaining the reason, but should still be involved in the lesson in some way, through observation, coaching and officiating.

Parents will be contacted if their child is a regular non-participant. Children who may be fasting are exempt from physical activities during this time.

## Equal Opportunities and Inclusion

All pupils regardless of race, gender, ability, social origins or size are entitled to be included and be successful in physical education. All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extra-curricular involvement and use of resources and facilities. Our policy is to enable all our pupils to experience success in mastery, not ego-driven environment. Sensitive and informed grouping of pupils e.g. mentor, ability and age groups will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources are appropriate for the range of abilities.