



Holtsmere End Junior School

Physical Education Policy

Summer 2022

Intent:

To develop children's experiences and enable them to achieve personal success, the appropriate skills and confidence to partake in all sports. The skills and knowledge to be taught across the school is identified on the school's PE skills and knowledge ladder- this ensures that the learning is carefully sequenced and always builds on prior learning.

Implementation:

In our school we recognise that partaking in physical education is a statutory entitlement for all pupils during their time in Key Stage 2. We are committed to the principle that children need to learn the fundamental motor skills in order to enable them to develop the competence that creates confidence and leads to safe and successful participation in a wide range of sports. Physical Education also promotes opportunities for children to be creative, cooperative and competitive and to face up to different challenges both as individuals and in groups. Children learn to develop the notion of fair play, honest competition, good sportsmanship and dealing with both success and defeat. To accomplish this, we will help the children to do the following:

1 Aims

- To develop an understanding of the importance of exercise in maintaining a healthy life.
- To develop a positive attitude and knowledge of the importance of health, hygiene and safety principles.
- To appreciate and understand the concepts of fair play, honest competition and good sportsmanship.
- To maintain and increase physical mobility, flexibility, stamina and strength.
- To provide opportunities for children to plan and communicate ideas in a range of settings, e.g.: gymnastics, dance and games.
- To foster self-confidence and self-esteem through the acquisition of physical competence.
- To foster the social skills of co-operation, team work and collective responsibility.
- To foster an enjoyment and desire to participate in physical activities through leisure pursuits in and out of school.
- To develop an awareness of safety of themselves and others.

2 Objectives

Learning Objectives:

The children will be provided with opportunities to plan, perform and evaluate their work through:

- Responding; selecting; practising; devising and adapting
- sharing with and watching others- including the ability to peer assess and give reasons WHY
- being able to self-assess their work
- listening, talking and questioning
- taking responsibility, handling of equipment and apparatus
- working collaboratively and
- choosing which level of activity to complete through 'Challenge and Choice'

Teaching Objectives:

To teach the children through:

- organising opportunities for a range of physical competencies in a variety of settings- inter school competitions, Dacorum network competitions.
- providing guidance during practise, experimentation and consolidation
- setting appropriate tasks and responding to ideas generated by the pupils
- using suitable resources, equipment and apparatus- including the whiteboard and display
- to use the display in the hall to inform, engage and further the children's learning. i.e. upcoming competitions, results, team selections and subjects being taught across both age phases.

3 Planning

A balanced Physical Education programme will be provided to cover the National Curriculum requirements. The core programme of gymnastics, dance and games will be covered in each year group, and swimming, athletics, outdoor and adventurous activities will be introduced at appropriate points in this key stage, A minimum time of one and a half hours per week will be allocated to cover all the aspects of Physical Education, appropriate to each year group.

The skill and knowledge gained in each lesson will also be evident. Have the children achieved it today?

4 Presentation

With Physical Education, presentation can be done in two main ways:

- a) through demonstration and performance in a variety of settings, e.g.
 - displays of dance and gymnastic activities through drama, showing assemblies, class assemblies, concerts like Christmas
 - pre-Sports Day Challenges;
- b) through providing competitive opportunities, e.g.
 - inter school fixtures, e.g. football, netball, athletics, cross-country and speed stacks
 - inter class matches

- inter house competition, e.g. annual Sports Day, Pre-Sports Day Challenges
- inter pupil competition, e.g. volleyball, badminton.

5 Organisation

Agility apparatus is stored around the hall, so that children have access to it. The children are involved in lifting, carrying and taking responsibility for the agility apparatus as appropriate for their age group.

Small and large games equipment is stored in the PE cupboard in the hall.

A selection of dance tapes is kept in the drawers in backstage.

5.1 Facilities

Indoors The school hall is timetabled for indoor activities. Each age phase is allocated hall time which can be used in the event of poor weather. Each class is also timetabled for one hour of hall time, to be used to cover the aspects of Physical Education appropriate to that class.

Outdoors - Two playgrounds are available for use, both of which are marked with netball courts. The field is marked with a football pitch. It can be used for other games activities. An 80 metre straight track is also marked for athletics and Sport's Day in the summer. Rounders markings are also updated each summer on the field.

5.2 Procedure For Lessons

- Teachers should wear suitable clothing and footwear. All teachers now have the Holtsmere Jumper which should be worn whenever possible.
- Children should wear appropriate T-shirt and P.E. shorts. Sweat shirts and jogging bottoms may be worn outside.
- Children may wear appropriate sports trainers for outdoor games.
- Children should not be allowed to borrow clothing from others. If they persistently forget kit, then it is the responsibility of the class teacher to contact the parents.
- Children walk to the hall in plimsolls. Plimsolls may be worn for high impact activities. Plimsolls should be removed for gymnastics and creative dance activities. If a child has a verruca, plimsolls may be worn, but the child should be encouraged to seek treatment.

- Girls must remove tights before any physical activity
- Long hair must be tied back.
- Jewellery is not to be worn for P.E. lessons, unless specified by cultural, religious or medical practices. If earrings cannot be removed, pupils should bring plasters to cover them.
- If a child has a letter from parents excusing them from physical activity, they must work within another classroom or be given a purposeful task.
- Children should not miss P.E. lessons as a punishment. It is a vital part of their curriculum.

6 SAFETY

- When working in the hall, everyone works quietly for safety.
- Children must carry equipment safely at all times.
- Teachers must be aware of safety for all children
 - check apparatus before use
 - have a clear view of the children working
 - have a clear stop signal, so that all children know to dismount from apparatus sensibly and safely.
- No queues for apparatus.
- Teachers should be aware of all the children's medical conditions. Inhalers should be taken to all P .E. lessons and be fully accessible.
- For the use and correct handling of apparatus, please refer to the separate sheet at the end of this policy.

Impact:

Assessment

Assessment will focus on direct and immediate response to the pupils performance. This can be done through giving feedback, further challenges and support.

Pupils will be encouraged to engage in self and peer review and reciprocal teaching and learning opportunities. Have they achieved the success criteria for today?

Post results and share successes on our website for parents and students to access.

Monitoring and review

The coordination and planning of the Physical Education curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in the subject and providing a strategic lead and direction for this subject.