

**Physical Education Policy**

**Formulated by Alex Shreeve.**

**Monitored and agreed by the Principal and Staff of Ormiston Herman Academy on behalf of the governing body.**

**To be reviewed in July 2024**

Introduction

*Rationale*

Physical Education develops pupils’ physical competence and confidence and their ability to use these to perform in a range of activities. It promotes new skills, 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.

National Curriculum for England and Wales; Physical Education; p15

Ormiston Herman Academy seeks to provide a full, varied and interesting Physical Education curriculum that challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience.

*What do we teach?*

We will follow the Complete P.E. schemes of work for PE incorporating dance, athletics, gymnastics and games. Pupils will have two hours of high-quality PE lessons a week as well as an internal Healthy Heart Assembly.

*National Curriculum*

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.

The National Curriculum for Physical Education aims to ensure that all pupils:

* Develop competence to excel in a broad range of physical activities
* Are physically active for sustained periods of time
* Engage in competitive sports and activities
* Lead healthy, active lives.

In KS1 the children are expected to:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

* Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
* Participate in team games, developing simple tactics for attacking and defending
* Perform dances using simple movement patterns.

In KS2, the children are expected to:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

* Use running, jumping, throwing and catching in isolation and in combination.
* Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
* Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
* Perform dances using a range of movement patterns.
* Take part in outdoor and adventurous activity challenges both individually and within a team.
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

*Aims*

The aims and objectives of the PE relate directly to those of Ormiston Herman Academy as a whole: namely that we endeavour to provide an educational experience that provides pupils with a broad, balanced and creative curriculum and high-quality learning experiences, which leads to a consistently high level of pupil achievement.

To do this we aim to:

* To develop skilful use of the body and to perform actions with increasing control, coordination and fluency ***[acquiring and developing].***
* To develop an increasing ability to select, link and apply skills, tactics and compositional ideas ***[selecting and applying].***
* To improve observation skills and the ability to describe and make simple judgements on their own and others’ work, and to use their observations and judgements to improve performance ***[evaluating and improving].***
* To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising ***[knowledge and understanding of fitness and health].***
* To develop the ability to work independently and communicate with and respond positively towards others ***[working independently and with others].***
* To promote an understanding of safe practice and develop a sense of responsibility towards their own and others’ safety and well-being ***[applying safety principles].***

*Objectives*

These objectives relate directly to the aims for PE at Ormiston Herman Academy 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:
   1. Games
   2. Gymnastics
   3. Swimming (Year 5)
   4. Indoor and Outdoor activities
   5. Individual and group activities
   6. Problem Solving
   7. Communicating PE ideas to others by means such as speaking
   8. Listening and appraising.
   9. Practising and refining skills
   10. Using repetition to improve
2. 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:
   1. Pupils should follow written and verbal instructions accurately.
   2. Safety is further enhanced by emphasis on the following:
      1. The need to wear correct clothes/equipment.
      2. The need to follow rules.
      3. How to lift, carry, move and place heavy equipment.
      4. The need for a warm-up and recovery period when exercising.
      5. How to swim and be safe when around water.
      6. 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. The department’s 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 that 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.
7. Staff should adhere to the Academy’s 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 to enhance the quality of learning and to develop socially and inclusively.

Health and Safety

*Introduction*

The effective management of safety for Ormiston Herman Academy has four main components:

1. Risk Assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:
   1. The use of an appropriate kit.
   2. Checking PE areas are free from sharp objects and broken glass.
   3. Location of safety equipment.
   4. Reporting accidents.
3. Control to include:
   1. Where to find safety information.
   2. 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 Academy. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need for practical activity. Risk assessments are carried out in accordance with the Academy’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. 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 and identity of members of staff trained in First Aid.

*Control*

Teachers should be aware of:

1. Where to find information.
2. Academy Health and Safety policy and where to find it.
3. The procedures for reporting accidents, particularly those that constitute an emergency.
4. The Academy’s behaviour and discipline policies.

*Other*

1. PE Equipment is annually checked.
2. Periodic safety checks of PE equipment are carried out by members of staff.
3. Several members of staff are First Aid qualified:

a. Ceara Manifold

b. Laura Jenner

It is vital to work in a safe environment during PE lessons so the staff will follow important routines to achieve this:

1. All jewellery must be removed.

2. The children will perform gymnastics and dance with bare feet (not plimsolls). - Unless the children have a foot infection. E.g. Verruca etc.

3. Five children must carry the benches in a W shape.

4. Four children carry the mats. One on each corner (KS1)

Two children can carry a mat in KS2 one on each long side or on the same long side whilst holding the mat vertically.

Inclusion

Ormiston Herman Academy is committed to inclusion and will do its utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole-Academy inclusion policy.

Inclusion will be implemented as follows:

* Standard activities and expectations as planned.
* Adapted activities and expectations in line with individual pupils’.
* Different activities are planned in line with individual pupils’ needs.

Extra-Curricular Activities

*Introduction*

Ormiston Herman Academy prides itself on its excellent reputation and record in PE and sport. As such we run a wide variety of extra-curricular clubs.

Cross-Curricular Links

*Links*

All staff teach in other subjects within the school and bring their expertise to the teaching of Physical Education and vice versa. Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

1. Science
   1. Health and Fitness.
2. Maths
   1. Speed.
   2. Distance.
   3. Time.
   4. Measuring.
   5. Recording.
   6. Handling Data.
   7. Number - counting
3. English
   1. Speaking and listening.
   2. Subject-specific vocabulary.
4. Geography
   1. Map-reading.
5. Music
   1. Rhythm.
   2. Tempo.
6. ICT
   1. Use of stopwatches.
   2. Use of digital camera and digital video.
   3. Use of spreadsheets for recording and interpreting data.
   4. Use of the internet.

Assessment

Staff will formally assess the progress of pupils at the end of each unit of work based on their class assessment sheets. These can be found in each teachers’ assessment folder. Informal assessment is carried out on a lesson-by-lesson basis. In accordance with the school’s policy, parents will receive a written report on all aspects of a pupil’s schoolwork. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness. It will also indicate to the parents whether the individual is working in line with, above or below the national expectations.

Policy for PE Kit

*PE Kit*

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

* Light blue ‘Ormiston Herman Academy’ PE. T-shirt
* Black shorts
* Dark tracksuit (Navy or Black) (cold weather)
* Black plimsolls
* Trainers

All jewellery must be removed (unless it has recently been pierced). The children will perform gymnastics and dance with bare feet (not plimsolls). Unless the children have a foot infection, e.g. Verruca etc.

When pupils are taking part in off-site activities, they are expected to wear the appropriate clothing in accordance with the sport and facility. Teachers will provide guidance where necessary.

Pupils are expected to bring a PE kit to *every* lesson. If a pupil is unfit to participate in a PE lesson, they are still expected to bring and change into PE kit. However, a note from their parent/guardian will allow them to participate in an appropriate role, be it as a coach, scorer, umpire/referee or peer evaluation unless it is decided that it will not benefit the child. The only occasions on which pupils will be excused participation in lessons are situations such as a pupil in plaster with a broken limb.

Pupils who fail to bring the correct PE kit will have their parents contacted.

*Changing*

Boys and girls get changed in their classrooms together in Key Stage One. In Key Stage Two, boys and girls will change separately.

*Resources*

Resources and equipment needed to perform each activity can be found in the downstairs hall PE cupboard/upstairs hall PE cupboard.

General

*Security*

Pupils are not to enter the PE storage areas unless specifically instructed to do so by a member of staff, and never without supervision.

Members of staff are responsible for the safety, well-being and conduct of all the pupils for the whole time they have been allocated to them for lessons. Pupils excused from participation due to illness or injury must always remain under the supervision of a member of staff.

*Wet Weather Contingencies*

If due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be switched indoors. In PE lessons, the decision to switch lessons indoors will remain with the teacher responsible for that lesson.

Whenever possible the lesson content should be maintained. If this is not possible then another practical activity should be undertaken suitable to the class/group size and composition.

Signed:

Principal: ………………………………………………… Chair of Governors: ……………………………………........