

# Ysgol Bro Gwaun



**PE Policy**  
**Polisi AG**

**Approved – Governor’s Committee October 2014**  
**Review every 3 years**  
**Next Review: 2017**

# PE Policy

This Policy recognises the importance and value of the requirements laid out in the National Curriculum. The P.E department are proud to announce that they have achieved the 'Active Mark' in 2014.

## Aims of Physical Education

- a) to provide enjoyable and stimulating experiences in an aesthetic and / or sporting context
- b) to encourage 'sporting' attitudes
- c) to prepare and encourage children to make worthwhile and enjoyable use of sporting activity in their leisure time in and out of school
- d) to understand the needs of maintaining and developing a healthy body and healthy mind with 'healthy attitudes'
- e) to develop problem solving and decision making skills in order to become independent learners
- f) to develop the ability to work in group situations
- g) to offer a variety to situations whereby individuals experience success and achieve maximum potential
- h) to make pupils aware of the need for safe practice with regard to their own safety and that of others

## Curriculum Content

All children should experience a wide and varied programme of activities based on the six Areas of Activity identified in the National Curriculum

- Games
- Gymnastics
- Dance
- Athletics
- Outdoor and Adventurous Activities
- Swimming

For a more comprehensive breakdown of specific activities undertaken see Schemes of Work.

In Key Stage 3 and 4 children are given opportunities to:

- PLAN
- PERFORM
- EVALUATE

### 1. Plan

Throughout all the areas of the curriculum children are encouraged to plan before performing. Physical Education is taught in a similar way. Children as individuals or in groups, plan how they are to tackle a particular task and are given opportunities to practice and refine this plan before presenting the finished article. This is particularly evident in Gymnastics, Dance and OAA.

### 2. Perform

Every child, whatever their level of ability, will be encouraged to perform in front of an audience. This is usually the remainder of the class but can often lead to performances in front of the whole school. 'Performing' with or without an audience is the most important aspect of the subject. Children are expected to perform their best on all occasions and strive to improve upon previous personal performances.

### **3. Evaluate**

Children evaluate their own and other groups' efforts in a variety of disciplines. They are given opportunities to put their evaluation into practise and remodel their performance.

## **Teaching Strategies**

### **1. Units of Work**

Topics to be covered by year groups and in specific terms are set out in the Scheme of Work.

### **2. Time Allocation**

Approximately two hours of curriculum time is devoted to PE each week. This accounts for 8% of the total time allocation.

### **3. Teaching Emphasis**

The emphasis in our teaching of PE is on first hand experiences and we encourage children, increasingly, to take control of their own learning – PLAN, PERFORM, EVALUATE. We do, however, value the need to teach specific techniques and skills to enable each child to reach their potential. This is particularly appropriate to the teaching of Games, Athletics and Swimming.

### **4. Maximum Participation**

Making use of small groups rather than whole-class game situations ensures that all children are constantly involved, get ample opportunities to perform and do not get BORED.

## **Progression**

Each and every child has the opportunity to reach their potential and there will be occasions when groupings are based upon ability to ensure that this takes place. We ensure that differentiation is evident in lessons and progression is provided for throughout the school by applying various aspects of the Principles of Progression.

The four principles are:

- Difficulty
- Quality
- Independence
- Interaction

## **Difficulty**

- transference of skills
- smaller targets
- fewer options
- less space
- less time for decision making

## **Quality**

- better style / technique
- better hand / eye co-ordination
- increased knowledge and understanding

### **Independence**

- takes more initiative
- takes more responsibility
- chooses groups to work with
- decisions on personal hygiene

### **Interaction**

- share space / resources
- work co-operatively in groups
- give feedback on own and others' performance
- help and are helped by others
- work competitively against others

### **Equal Opportunities**

There is no distinction between the sexes in the units of work studied. We endeavour to mix groups wherever feasible, but it is necessary to segregate for Football and Netball for certain lessons.

We value the spirit of sportsmanship and support each other's success in a 'sporting' way.

We believe that equal opportunities also demands that each child is given maximum opportunities to reach their potential in each lesson and throughout the Key Stages.

Children with physical disabilities are encouraged to participate in all lessons but we appreciate, that in some cases, their needs are different. We ensure that these children are given individual programmes of work whenever this is the case.

### **Dress Code**

All the children change for PE into shorts / joggers, t-shirts / sweatshirts and trainers.

Jewellery should be removed for all lessons.

All children must change back into their uniform at the end of the lesson, unless it is the end of the day.

Staff are expected to dress appropriately for PE lessons. All adults taking or supporting PE lessons need to change shoes and dress accordingly.

A record is kept of children who fail to bring their PE kit to school. Letters are sent home to parents should a child fail to bring kit on three occasions in any one term.

### **Safety**

The children's safety is paramount at all times. Where the interpretation of a task requires the use of apparatus, attention must be paid to ensure that the safety of all concerned is stressed. This is particularly relevant when using large apparatus in Gymnastics.

### **Gymnasium rules:**

- Apparatus must be carried by at least two children
- Mats must not be placed directly under apparatus
- Apparatus needs to be checked by staff before use

In all lessons and particularly in teaching Gymnastics, staff need to avoid any physical contact with children. This also applies to club situations with the exception of Gym Club, where suitably qualified staff may use extreme caution when support is seen to be essential.

### **Child Protection**

Staff should be particularly vigilant when children are performing PE. Should they notice marks to the body which in any way cause concern, the Head Teacher should be informed immediately.

### **Special Educational Needs**

As a school we aim to provide access to the whole curriculum for all the children and we are aware that this will require support for staff to develop appropriate strategies and resources as well as support for the individual child. All children take as full a part as possible in all school activities and the curriculum is differentiated appropriately to the individual's needs and abilities. The methods of differentiation are by: organisational input, text, task, support and output.

This builds on our school inclusion ethos, which reinforces the need for teaching that is fully inclusive. Children with special needs often have a unique knowledge of their own needs. Their views about what sort of help they would like to make the most of their education are valued. A variety of teaching styles and strategies are used to help children to take part in all activities in the subject and fully participate in every lesson. Work in lessons is varied to provide visual, auditory, kinaesthetic, sensory, individual, group and social learning experiences.

Children whose first language is not English will be monitored. An uncertain command of English may delay the progress in subject areas. This will be taken into account when planning for the subject.

More able and talented pupils will be provided with opportunities and encouragement to enable pupils to achieve their full potential. In lessons pupils are provided with appropriate opportunities and challenges which enable them to learn as effectively as they can.

### **Use of ICT**

All children are encouraged to apply and develop their ICT capability in order to support their learning in PE. Throughout the PE curriculum, children are given opportunities to:

- find things out from a variety of sources, selecting and synthesizing the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
- exchange and share information, both directly and through electronic media;
- Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

### **Cymraeg**

Opportunities are taken within the teaching of PE to use Welsh whenever possible as a natural part of the school day. Reference to and discussions of various aspects of Welsh Culture are made appropriately in PE. This continues to foster positive attitudes towards bilingualism within the school community.

### **Skills Statement**

At YBG we are committed to raising the standards of PE of all our pupils so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of everyday life and lifelong learning.

### **Skills**

Alongside the Literacy and Numeracy Framework we aim to develop skills in Thinking, ICT and the promotion of Personal and Social Education and the Curriculum Cymraeg.

## Key Skills

### Developing thinking

In **physical education**, learners engage in planning how to design and make progress in their performance, developing their ideas and strategies and reflecting on how they might further improve their own and others' performance.

### Developing ICT

In **physical education**, learners develop their ICT skills through their analysis of performance and data in order to improve their own and others' work, and through the creation of ideas and strategies to improve the impact of their work.

## Implementing components of the LNF into P.E.

The LNF is first and foremost a curriculum planning tool that supports all teachers to embed literacy and numeracy in their teaching of the curriculum. It is important that in delivering the P.E. curriculum we develop the literacy and numeracy skills learners alongside. Literacy and Numeracy skills are therefore the primary focus in planning **P.E.**

Literacy and Numeracy skills themselves are linked and intertwined. It is crucial that the development of literacy – oracy, reading and writing across the curriculum – is linked to Numeracy development and that the strands, elements and aspects of the LNF are interrelated as a whole. Oracy and writing should be viewed as the mechanism by which the understanding of numeracy skills is demonstrated.

Reading skills are required to extract relevant information and data from tables, charts and graphs and text in order that numerical processing can occur to aid decision making. It is therefore important that learners become familiar with the subject-specific vocabulary of numeracy, with the techniques of extracting information from visual evidence and with the skills needed for effective communication of their ideas and findings.

### Skills

The national curriculum implemented from 2008 introduced a skills-based approach to the curriculum designed to ensure that skills were developed across the curriculum.

The LNF builds on the expectations set out in the skills framework. However, it will be a statutory curricular requirement under section 108(9) of the Education Act 2002. It will also provide greater clarity for teachers to assess and track skills progression. The LNF will replace the communication and number components of the non-statutory skills framework. The **thinking** and **ICT skills** components remain in place to guide schools on these important skills. Within this policy reference is made to the LNF and Skills Framework in planning the delivery of **P.E.** effectively.