

Physical Education Curriculum Policy Statement

1. Introduction

Physical Education is a foundation subject in the National Curriculum and this policy document describes the implementation of the Physical Education curriculum at This document was revised during the Summer term 2009.

The school's Physical Education Policy is a statement of its commitment to provide opportunities which will enable pupils to plan, participate in and evaluate work appropriate to their age and ability. We strive to improve Physical skills, health and fitness of our children whilst encouraging them to enjoy Physical Education.

Additionally we will encourage everyone in our care to adopt a lifelong commitment to healthy, active and enjoyable lifestyle.

All class teachers and Headteacher are responsible for the implementation of this policy.

2. The Nature of the Curriculum Area

We regard physical development as incorporating not only the development of muscular power and control and the skills and attitudes traditionally associated with P.E., but also a wide range of skills ranging from those needed by the pre-school child when he/she first starts to use a pencil, to the sensitive handling of scientific apparatus. It is therefore our aim to develop the following skills throughout the curriculum: –

- ❖ Skills of manipulation: cutting, drawing, writing, holding, guiding etc
- ❖ Skills of construction: building, assembling, adjusting, arranging lifting carrying and placing.
- ❖ Skills of projection: throwing, catching, grasping, kicking, heading and striking
- ❖ Skills of agility: extending, contracting, twisting, crawling, rolling, jumping, climbing, balancing, vaulting, swimming
- ❖ Skills of communication: non-verbal, voice production, touching gesture, expression.

The range of skills spans the whole curriculum. All pupils take part in physical activity in order to facilitate an understanding of team spirit, competitiveness and the general good health of all pupils. Many clubs and activities take place both during school hours and as extra curricular activities. It is also important that the school does take part in competitive games and tournaments against other schools.

3. Aims and Objectives

- ❖ To provide opportunities for pupils to develop a positive attitude towards participation in P.E. and exercise.
- ❖ To stimulate the desire to adopt lifelong participation in leisure or sporting activities and to experience feelings of joy and satisfaction aroused by physical activity, which motivates further participation.
- ❖ To find a personal meaning in physical activities which can contribute to the quality of their lives and to recognise the importance of an active participation.
- ❖ To acquire knowledge (both practical and theoretical) and understanding of the way the body responds to exercise and activity.

- ❖ To provide opportunities for pupils to experience and explore environments that provide physical challenges and to appreciate physical activity as an observer and an informed spectator.
- ❖ To provide regular opportunities for each child to experience and to develop skill and sensitivity in order that their vocabulary of movement is not restricted.
- ❖ To provide opportunities for pupils to develop their personal skills of co-operation, fair Play, codes and conventions while conducting their challenges.
- ❖ To provide opportunities for the pupils to be aware of safety issues during the activities, the clothes they wear, the equipment they use and the facilities required.
- ❖ To provide opportunities that offer developmentally appropriate learning opportunities and elements of risk taking.
- ❖ To provide a range of physical and restful activities each day
- ❖ To promote the use of relevant Welsh vocabulary in English Medium classes
- ❖ To develop a range of equipment and resources that promote gross and fine motor skills in all Areas of Learning.

4. Role of the Co-ordinator

{See Job Descriptions}

5. Guidelines on Implementation of Curriculum Area

a) Classroom Organisation/Teaching Method

Children will be taught in class groups and ability groups using a variety of approaches. All teachers will be responsible will be responsible for the planning and teaching of P.E. There will be occasions when it is appropriate to deliver a class lesson and there will be occasional when the children need individual coaching in order to clarify specific areas of the curriculum.

b) Links with other Areas of the Curriculum

Links with other areas brings P.E. into the curriculum to a greater extent via cross-curricular themes/activities involving in particular, all Areas of Learning in the foundation Phase, Science, Maths, Geography, Literacy, History, Art, Forest school activities e.g. Orienteering visits to outdoor centres, health related issues in P.S.E..

c) Time Devoted to the Subject

We are working towards providing up to 2 hours of Physical Education in the Foundation Phase and Key Stage 2

d) Differentiation within Curriculum Area

Activities are planned in such a way as to encourage full and active participation by all pupils irrespective of ability. In games differentiation will be achieved by varying the following: equipment, distance from targets, number of players and tasks to be completed. In gymnastics and dance differentiation will be achieved through outcome by using open-ended tasks etc

e) Continuity and Progress

Our chosen published P.E. schemes which are used to support teachers are Gwynedd for games, P.E.S.S. Dance, Outdoor Adventurous Activities, Gymnastics, Health Fitness and Wellbeing, Athletics and A.S.A for swimming. All of which are used for teacher reference. Games, gymnastics and dance can also be supported by Primrose Education Syllabus. Folk Dancing will be incorporated into dance with the use of 'Fun of the Folk Dance' (Eddie Jones) and also

the ACCAC Folk Dance Pack. Many of the areas covered by the Programmes of Study are introduced as Cross-Curricular work.

f} Assessment and Record Keeping

Teacher Assessment is a continuous process throughout the child's education. Each teacher follows the school's Assessment and Recording Policy and records assessment in the Moving On document.

g} Specific Issues within the Area of Learning for the Foundation Phase

Children will be encouraged to enjoy physical activity. A developing sense of identity links closely to their own self-image, self-esteem and confidence. Children will be introduced to the concepts of health, hygiene and safety and the importance of diet, rest, sleep and exercise. Children's physical development, enthusiasm and energy for movement will continually be promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and co-ordination. Participating in practical activities helps children develop gross motor and fine manipulative skills. Games and gymnastic activities that require children to move, work with other and solve problems, apply rules and think creatively will enable them to make progress in many areas. Physical well-being is essential to personal and social development. Children need to learn how to keep themselves physically safe and healthy.

h) Specific Issues within the Area of curriculum for the Key Stage 2

At Key Stage 2, learners will build on the skills, knowledge and understanding acquired during the Foundation Phase. Physical Education will encourage learners to explore and develop the physical skills essential to taking part in a variety of different activities. Children will be given the opportunity to develop skills through:-

Health, Fitness and Well-being activities

Creative, imaginative dance and gymnastic activities.

Adventurous Activities

Competitive Activities

i) Key skills

The pupils will have opportunities through the PE curriculum to develop their thinking, communication, ICT and number skills.

j} Involvement of the Wider Community in Physical Education

We believe in sharing our facilities in order to support the community and friends of the school and when appropriate our school friends assist us in expanding our opportunities for the children. The school is used by line dancers and the school field is used by the Junior rugby teams. The local youth club also use the facilities. We often have Development officers in to help: - Newi Cefn Druids Football, Wrexham Tennis Centre.

K) Extra Curricular Activities

We provide a wide variety of activities namely: - Dragon Sports Netball, Football, Tennis, Athletics, Golf, Hockey, Rugby and Dance. The school does take part in the Wrexham Small schools Netball and Football leagues.

l) Specific Issues Related to "Y Cwricwlwm Cymreig"

Pupils are given opportunities to develop and apply their knowledge and understanding of Wales through Welsh Folk dancing, residential courses offered. Children also develop awareness of Welsh athletes and sports stars through assemblies and discussions. **m}**

Specific Issues Related to Equal Opportunities

All pupils are given access to the full P.E. curriculum regardless of ability, race, and gender, cultural or financial background.

n} Specific Issues Related to Health and Safety

Children will discuss safety implications concerning themselves and others when undertaking work in P.E. – In particular areas of activity, procedures, facilities, clothing, equipment and the environment. Long hair should be tied back and children must wear suitable clothing for Physical Education lessons: – if possible a Navy (White) T shirt and shorts or Navy Jumper and tracksuit bottoms. All jewellery must be removed. If a child is unable to take part in a P.E. Lesson due to a medical reason, a written note or communication from home is required. If a child persistently forgets his/her kit, the Head Teacher contacts home.

o} Resources

Specialised equipment is held in the central resource area in the hall and in the PE storage container.

p) Transition from KS2 to KS3

The school recognises the importance of continuity and progression in the Physical education curriculum. We have very close links with both our feeder primary schools and regularly attend sporting events and tournaments held at the secondary schools.

Date agreed by staff _____

Physical Education Co-ordinator -

Head teacher:

Chair of Governors:

Date adopted: _____

Date for review: _____

Equipment

Swimming

The school uses the Chirk swimming pool with its own qualified lifeguards.

Large Apparatus

Inside

- 1 Climbing Frame
- 3 Nesting Tables
- 1 Bar box
- 8 Gymnastics mats
- 1 Crash mat
- 8 Benches
- 1 Spring board
- 1 Set of 5 a side football goals

Outside

- Nearly Full size Rugby with permanent goals
- Tarmac yard marked for netball/cycling proficiency
- 1 small yard

Dragon Sport Equipment bags

Dragon sport equipment bags contain all equipment needed for one class of thirty children to participate in the sport. The bags contain teaching cards, cones, bibs, and equipment for the sport. The school has the following Dragon Sport equipment bags:-

- | | |
|------------------|------------------|
| Dragon Netball | Dragon Hockey |
| Dragon Football | Kwik Cricket set |
| Dragon Athletics | Dragon Golf |
| Dragon Tennis | Tag Rugby |

The school also has one Quick cricket bag, which contains cricket equipment for one class and a Welsh Rugby Union Rugby bag, which contains balls, bibs and cones for one class.

Other Resources for PE are as follows:-

Bean Bags, skipping ropes, hoops a variety of sizes, rubber balls—a variety of sizes, footballs, netballs, rugby balls, bibs, Sponge/foam balls a variety of sizes, air flow balls, tennis balls, rounders ball, bats cicket/rounders/tennis, braids, large marker cones, storage baskets, nets and bags, unihoc sticks.