

PHYSICAL EDUCATION POLICY

Each child will be able to participate in P.E. lessons involving gymnastics and small apparatus skills, the use of large apparatus and small games. The schemes in use are the Coventry schemes. Large games include soccer, cricket, netball, rounders and athletics at various times of the year. All children are taught to swim.

The school has soccer, netball and cricket teams as appropriate, there are the annual, traditional Sports Day and House matches.

The school's General Policy Statement makes clear the important role that Physical Education plays in the curriculum of the school.

The school should provide for all children access to the eight areas of experience defined in the "Primary Survey".

5. Physical -co-ordination of mind and body.

In more general terms later, the area of Physical Education is touched upon:

The school is responsible not only for the physical safety and well-being of the children...

Later in the document, where the principal aims of the school are set out, one deals specifically with Physical Education:

Within this broad policy, distinct aims and particular policies emerge. The school aims that each child shall learn:

15. to develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement, drama and dance, to swim, where possible to spend some time in a physically challenging outdoor environment, to develop an understanding of the body, its workings and the changes associated with adolescence and their implications, the requirements of good health and nutrition; to be aware of the effect on health of solvent abuse, smoking, alcohol and drugs;
17. to understand the value of achieving happiness for himself and others and that both may be achieved by contributing to society and others.

Thus Physical Education is assured of its importance in the planning of the school curriculum by its inclusion at the heart and mainspring of curriculum planning, in the General Policy Statement.

It is appropriate at this stage to examine further specific aims for Physical Education in the school.

1. To contribute to the physical development of each child.
2. To enable each child to experience a sense of achievement through physical activity.
3. To enable children to discover the physical potential of their bodies.
4. To develop a range of psycho-motor skills.
5. To develop an understanding and appreciation of the purposes, forms and conventions of a selection of physical activities.
6. To develop an appreciation of the concepts of fair play, honest competition and good sportsmanship.
7. To develop an understanding of the importance of exercise in maintaining a healthy life.

8. To develop the capacity to express ideas in dance form.
9. To develop appreciation of the aesthetic qualities of movement.
10. To develop the natural learning process of enquiry and discovery through physical activity.

Following from these broad aims, there are certain more closely defined objectives:

1. Combine basic actions such as ways of travelling and turning to produce sequences showing a degree of continuity with appropriate variation of speed and effort.
2. Perform sequences on the floor and on apparatus of different heights, e.g. benches, horse, mats, climbing frames.
3. Repeat and refine their own sequences.
4. Copy sequences defined by others.
5. Reproduce specific movement patterns.
6. Select actions appropriate to the task and to the apparatus.
7. Absorb shock and momentum and receive their weight appropriately according to the preceding action.
8. Respond physically to rhythms, moods, qualities in music, words and sounds.
9. Develop and repeat phrases of movement in dance.
10. Express simple ideas and feelings clearly using a range of gestures and actions.
11. Strike or propel a ball with reasonable accuracy by using different parts of the body and with a variety of implements.
12. Anticipate the flight of a ball and develop skills of interception.
13. Invent games selecting appropriate equipment, size and shape of playing area and number of players.
14. Participate in team games involving variable numbers of players.
15. Conform to rules, including their own.
16. Carry and use a range of apparatus responsibly and carefully.

Equality of Opportunity

This is a matter of concern to the school to ensure that children have equal aspects to all areas of Physical Education. The school has a policy of Equality of Opportunity for gender issues which contains the following of relevance to Physical Education.

- all space, facilities (except toilets) and equipment in the school should be available to both boys and girls;

5. The Curriculum

The school has been aware for some time of the need to avoid any gender bias in the development of new curriculum guidelines and this practice will continue as new curriculum policies are laid down. The subject of compensatory activities, i.e. positive discrimination in certain areas counter to current gender stereotypes, was discussed by the staff and rejected as it was felt that such activities would only serve to emphasise gender differences.

5.7 Physical Education. This is an area in which segregation is common and traditional. After review, the staff decided on the following ACTION:

- it is appropriate to continue the practice of teaching major team games to groups of mainly boys or girls;
- however, opportunity is provided for boys and girls to participate in soccer, netball, cricket and rounders etc. (several children avail themselves of this opportunity);

- summer games should be mixed;
- a review of these arrangements, summer and winter, should be made annually.

This policy applies to all aspects of curriculum activity related to the school, but there are circumstances related to extra-curricular activities which are a separate issue, and are not covered by this document.

Within the school's Physical Education curriculum however, certain principles are to be noted:

1. Equality of opportunity is concerned with both curriculum content and curriculum dealing.
2. Teachers are concerned with the provision of a child's intended programme.
3. It is essential to develop physical competence at a personal level.
4. Emphasis should be on quality at the child's level.
5. Mixed team activities will be based on the normal principles of mixed ability teaching within acceptable safety standards.
6. Programme construction should be skilled based with the resources and facilities available.

These principles should be applied across the five main areas of Physical Education in the school. These are:

Gymnastics
Games
Dance
Swimming
Athletics

Also there is the area of Outdoor Education, for which the school has a separate document. This is extra-curricular in nature. Nevertheless, the same broad principles incorporated in this Physical Education Policy apply and are incorporated in the Outdoor Education Programme, to which reference should be made.

Gymnastics

This is concerned with the management of the body in meeting progressively demanding challenges and problems. Although there is an emphasis on physical demands, the children should be encouraged to THINK about their response to movement tasks.

Each lesson should have clearly defined objectives and should have a clear and coherent structure designed to fulfil those objectives. Themes and structures are available in the adopted school gymnastics scheme, the Coventry scheme. Flexibility of approach is important.

Games and P.E. Kit: In order that each child may fully participate in the school curriculum, parents are asked to provide their children with plimsolls, suitable shorts and a T-shirt top, ideally in the colour of their school house (blue, green, red or yellow). Alternatively, girls may use a suitable leotard. Footwear suitable for playing soccer is desirable. To obtain the most benefit from the games activities available at the school, children should also possess a track suit and trainers. All children will require swimming costumes. Early in each school year, parents are informed of the days various activities are carried out by each class.

In line with the recommendations made by HMI and their remarks over indoor physical education, the following rules apply.

1. All children will change for P.E. in the hall. Those without suitable dress will not take part. Dress will be as set out above.
2. Footwear will either be gymshoes or bare feet. Outdoor trainers will not be worn for P.E.
3. Teaching staff shall dress in such a manner that they can move rapidly and safely to assist a child getting into difficulty.
4. Small apparatus shall not be used in conjunction with the large apparatus.
5. The hall should not be used for continuous game sessions. Two periods are allocated to each class. One will be used for apparatus or floorwork, the other for dance, drama and movement.
6. Departure from these rules should only be after consultation with the Head Teacher on each occasion.

Safety in Physical Education Gymnastics: The safety of the child is of paramount importance. Teachers should position themselves in such a manner as to be able to view the whole group, usually this may be achieved by remaining on the perimeter, looking inwards across the hall so that all children are working within the eyeline of the teacher. Apparatus should be checked for stability and safety before being used. Safe landing areas should be checked. Condemned equipment should not be used for Physical Education purposes. Children should not mount apparatus without the teacher's permission. Teachers should not leave the hall during a lesson, but if this is unavoidable, the children should be supervised off the apparatus and instructed to remain seated on the floor until the teacher's return, which should be as soon as possible.

Games Skills

This does not include the teaching of team games (e.g. soccer or netball) but refers to the Physical Education lesson taken by the teacher. The emphasis should be on the teaching of skills that can later be applied to the team game situation. Examples of such skills would be:

- kicking a ball,
- trapping a ball with the foot,
- marking an opponent,
- throwing and catching various types of ball,
- catching a ball while on the run,
- throwing a ball to a moving receiver,
- first without a marker
- then with one,
- heading a ball,
- bouncing and running with a ball,
- shooting a ball through a ring,
- hitting a ball with various implements.

Many children are deterred from playing team games because they have not been taught the required skills first out of the team game context. Experience has shown for example that more girls are prepared to play soccer if they are given correct tuition on the appropriate ball kicking skills first away from the peer pressure inherent in a mixed gender game situation.

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Dance

This is an area where many teachers feel a lack of expertise. To counter this, broadcast material is used to provide the basic structure for the child's dance experience. Teachers can then build on this allowing the children to add their own aesthetic interpretations to the task. The broadcast material provides a sequence through Key Stage 2 of continuity and progression.

Swimming

Children in Key Stage 2 at this school have the opportunity to learn to swim as part of the school curriculum. All children receive specialist instruction at City Baths. This forms an integral part of the curriculum. Exemption will only be granted on receipt of a letter signed by a parent. No glass containers (e.g. perfumes etc.) may be taken to the baths. It is the aim that all children are able to swim twenty-five metres before reaching Year 6.

Athletics

All children should have the opportunity to learn and develop basic athletic skills. These will follow from those developed by the gymnastics and games skills components of the programme and include running, jumping, throwing and catching etc. The emphasis is on personal endeavour and success, rather than a raw competition which favours the stronger and gives little credit for perseverance and effort. The children are encouraged to take part in award schemes which recognise these principles.

Pierced Ears

This has become increasingly common in recent years for boys as well as girls. The school discourages this practice for young children as there is the risk of spreading blood borne disease such as hepatitis B and AIDS. Parents contemplating this are advised to ensure that it is done correctly by an operator registered with the local authority.

All studs etc. must be removed for all games, P.E. and swimming lessons. Where a child has pierced ears, parents are advised that a form should be obtained from the School Secretary, completed and returned.