



Physical Education – Aims and Objectives

Aims

Physical Education is a vital contribution to a child’s physical, cognitive, social and emotional development as well as developing a child’s moral and cultural development. It develops pupils’ physical competence and confidence. They use these to perform in a range of activities promoting skills, physical development and knowledge of the body in action. 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 and preferences, while promoting a positive attitude towards living a healthy and active lifestyle.

Objectives

- To stimulate and maintain pupil interest and enjoyment in PE, and to promote health and fitness for current and future lifestyles.
- To be familiar with a body of knowledge, principles and vocabulary to relate to PE.
- To see PE as a major feature in our lives, related to employment, leisure and culture and part of a wider body of knowledge and skills, e.g. interpersonal and problem-solving skills.
- To understand and use safe practice and to appreciate its importance in PE.
- To understand the short and long term effects of exercise on the body.
- To understand the role of exercise in a fit and healthy lifestyle.
- To develop a range of desirable personal qualities, such as: safety, awareness, politeness, perseverance, concern for others, initiative and independence.
- To develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.
- To swim competently, confidently and proficiently over a distance of at least 25 meters and perform safe self-rescue in different water-based situations.

EYFS

EYFS show understanding of PE through ‘Personal, Social and Emotional Development’ ‘Physical Development’ and ‘Expressive Arts and Design’. They work towards the following objectives, recording on Tapestry.

Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Managing their own needs: <ul style="list-style-type: none"> - Personal hygiene • Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> - Regular physical activity
Physical Development	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: Rolling, running, crawling, hopping, walking, skipping, jumping, climbing • Progress towards a more fluent style of moving, with developing control and grace • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming

			<ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group • Develop overall body strength, balance, coordination and agility
Expressive Arts and Design			<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills • Listen attentively, move to and talk about music, expressing their feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Explore and engage in music making and dance, performing solo or in groups
ELG	Personal, Social and Emotional	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs including dressing
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

Pupil Participation

Children temporarily unable to participate in Physical Education should be involved in the lesson as referees, observers, recorders or critics to ensure their own continued development. Teachers will identify children who are consistently not participating and will contact parents accordingly.

Children who regularly forget their PE kit will be provided with spare kit so they can participate in lessons.

If there are occasions where inclusion may not be appropriate for the safety and enjoyment of all participants, staff are referred to guidance offered in the Association for Physical Education (AFPE) publication Safe Practice in Physical Education and Sport. Teachers will liaise with the PE Leader and/or the Special Educational Needs Co-ordinator (SENCo) and extra support will be sought, if needed.

Health and Safety

Teachers are aware of the medical conditions of children they are teaching, particularly those with asthma or other known conditions and take medical bag to all lessons. Regular checks will be made on all equipment. The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger are taken out of use immediately. A qualified teacher or HLTA must be present at all times during an apparatus lesson. He/she should be able to see everyone at all times. In the event of a need for a teacher not to be there, another teacher must be sent for first.

Boys/Girls

As appropriate in upper KS2, the boys and girls are allowed to change in separate areas. Consideration should be given to upper KS2 girls who may need to change in privacy.

INDOOR P.E.

The children must be trained gradually and progressively in the movement of equipment. Ultimately, they must be able to get out, and put away all of the apparatus with the teacher supervising. The teacher must check apparatus is safely locked in before use. Apparatus must be put out in a systematic order starting with the largest apparatus, with the mats being the last to be put out. Putting away equipment must be carried out in reverse to the set up starting with the mats and the smallest apparatus.

EYFS

Adults will be responsible for putting out all equipment and checking the equipment prior to use. Children will only be allowed to help with mats when appropriate.

Key Stage 1

Simple and appropriate apparatus should be used. If apparatus is not appropriate in size, or appropriate to move safely - DO NOT USE IT. The teacher must always hook and unhook equipment. It is advisable to share putting out/away equipment with another class working concurrently in the hall to reduce carrying by individual groups, and to facilitate better use of time on the apparatus. NB: Floor apparatus is all that should be necessary for developing landing and spatial skills initially.

Key Stage 2

By the end of Key Stage 2 all children must be able to control a major part of the planning of the equipment in an apparatus lesson and must be able to put out the apparatus safely and quickly with no physical intervention by the teacher. The teacher should be supervising so that everyone can be seen. Children are not allowed onto the apparatus until told to do so by the teacher. Apparatus lessons must be carried out quietly. Landing skills must be taught early on, and reinforced throughout the primary years, with mats placed where dismounts are intended. Mats must be placed around and/or under apparatus.

OUTDOOR PE

Children may wear a tracksuit or a different jumper over their PE kit when cold. Younger children may need coats, gloves etc. If it is wet and slippery, the field must not be used. Football boots should only be worn at football clubs. To prevent sunburn, children should be allowed to wear caps when participating in outside events and take a drink

of water out with them to prevent dehydration. The large playground, being flat, is more suitable for PE. If the tarmac is very wet and slippery, the playground must not be used.

CLOTHING FOR PHYSICAL EDUCATION (see the Uniform Policy for specifics).

A change of clothes for PE is important for reasons of hygiene.

Guidelines for pupil dress code are as follows:

- Children should wear black shorts and a house colour t-shirt. In cold weather, jogging trousers and a fleece/tracksuit top/jumper may be worn for outdoor PE
- Long hair must be tied back (i.e. any hair that can be tied back should be).
- An additional pair of socks should be in the PE bag (in case those being worn get wet in winter).
- Plimsolls/trainers should be worn for outdoor PE. Trainers should have low sides and are not to be worn in class.

Bare feet are required for some indoor activities, except where medical conditions require otherwise. Verrucas can only be passed on in wet conditions so do not have to be covered. However, children may wish to cover them with a plaster or wear a sock with the toes and heels cut out in order that they still have a grip on the floor when working barefoot. When swimming, a child with verrucas MUST wear a swimming sock as plasters will come off in water. Verrucas are not an excuse to avoid PE.

- Stud boots should be put on outside, removed before entering school and not worn indoors. If football boots are worn, shin pads are required by all participating children.
- Children should wear one piece costumes or trunks/swimming shorts (not Bermuda or baggy shorts) during swimming lessons and a swimming hat may be worn. Please note that goggles may be worn but must be fitted before start of lesson.
- Footwear: EYFS & KS1 – Plimsolls KS2 - Trainers with low sides, not to be worn in class Teachers must wear appropriate footwear.
- Watches: If a watch is worn to school it is the responsibility of the pupil at all times. During PE a watch must be removed.
- Earrings: Earrings must be removed or taped prior to the lesson commencing. If a child is not able to remove their earrings and they have not been taped prior to school, a member of staff will tape them to ensure that the child can participate fully in the lesson
- Sensory aids: The wearing of sensory aids such as spectacles or hearing aids will usually be determined by: the nature of the activity (i.e. activities involving physical contact would not be appropriate) and a balanced judgement as to whether wearing the item constitutes greater or lesser risk to the wearer and the group in those activities where physical contact is absent. If children wear glasses, they must be allowed to wear them for PE unless directed otherwise by the parent.