



# **FULBROOK MIDDLE SCHOOL**

## **PHYSICAL EDUCATION POLICY**

<b>Issue No.</b>	<b>Author/Reviewer</b>	<b>Date Written/ Reviewed</b>	<b>Approved by PEAP</b>	<b>Approved by FGB</b>	<b>Review Date</b>
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# 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 skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, co-operative 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

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

## *Aims*

The aims and objectives of the PE Department relate directly to those of FMS as a whole: namely, that we endeavour to provide an educational experience that enhances pupils' experiences and development within its delivery and content.

In order to do this, we aim to:

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
2. Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
  - a. To enable pupils to see PE as:
    - i. A major feature in our lives, related to employment, leisure and culture.
    - ii. Part of a wider body of knowledge and skills, EG interpersonal and problem-solving skills.
  - b. To enable pupils to:
    - i. Understand and use safe practice and to appreciate its importance in PE.
    - ii. Understand the short and long-term effects of exercise on the body.
    - iii. Understand the role of exercise in a fit and healthy lifestyle.
3. Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for the Physical Education department.
4. Enable pupils to work independently and as part of a group or team in varied activities so as PE contributes to the development of core skills such as communication by speech.
5. Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
6. 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.
7. Allow pupils to develop informed opinions and be able to support them in reasonable argument.

## Objectives

These objectives relate directly to the aims for PE at FMS 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:
  - a. Games
  - b. Gymnastics
  - c. Indoor and Outdoor activities
  - d. Individual and group activities
  - e. Problem Solving
  - f. Communicating PE ideas to others by means such as speaking
  - g. Listening and appraising.
  - h. Practising and refining skills
  - i. Using repetition in order to improve
2. The National Curriculum Key Stages 2 and 3 should be used as the basic core skills for the Schemes of Work. Rules, vocabulary and games skills such as attack, defence and fielding will be taught. 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:
  - a. Pupils should follow written and verbal instructions accurately.
  - b. Safety is further enhanced by emphasis on the following:
    - i. The need to wear correct clothes/equipment.
    - ii. The need to follow rules.
    - iii. How to lift, carry, move and place heavy equipment.
    - iv. The need for warm-up and recovery period when exercising.
    - v. 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 as 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 of time.
7. Staff should adhere to the School and Departmental 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 in order to enhance the quality of learning and to develop socially and inclusively.
9. Staff should not attempt to spend inequitable amounts of time with any one pupil or groups of pupils/gender group etc. However, staff often spend considerable amounts of their own time helping individual pupils.
10. Staff should attempt to show the enjoyment and benefits that PE and Sport have given us. This can be done by carefully phrased comments and well-chosen resources.
11. As a school working toward inclusion we will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them, particularly on health and fitness issues.

# Health and Safety Policy

## *Introduction*

The effective management of safety for FMS has four main components:

1. Risk Assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:
  - a. The use of equipment including safe storage and using the equipment for its main purpose.
  - b. Checking PE areas are free from sharp objects and broken glass.
  - c. Using the correct safety equipment for each topic of study
  - d. Reporting accidents.
3. Control to include:
  - a. Regular discussions and checks on the safety of the PE area.
  - b. Identifying imminent risks and ensuring that these are dealt with immediately.
  - c. Regular safety checks of the equipment itself.
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 department staff are required to familiarise themselves with the Health and Safety policies of the school and department. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy and with reference to BAALPE's Safe Practice in Physical Education guidelines.

Before a lesson starts staff should:

1. Have procured any necessary safety equipment and undertaken any specific safety measures. Equipment to be used should be checked at the beginning of the lesson and pupils should be given instructions on how to move equipment. This should then be done again at the end of the lesson. Any equipment to be stored should be stored correctly and teachers should check this before the end of each lesson.
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 including use of equipment and equipment storage as well as safety equipment that students should wear.
2. Identify cause and effect. Look out for potential hazards and what could happen.
3. Examine working methods. Review procedures and ensure that we are constantly monitoring the workspace.
4. Investigate safety literature for advice.
5. Remove hazards where possible. If Hazards cannot be removed, ensure that they are clearly marked and stored correctly.

In case of emergency staff should:

1. Be familiar with evacuation procedures in case of fire or other emergency.
2. Know the location of, and when and how to use, fire fighting equipment.
3. 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. School Health and Safety policy and where to find it.
3. The procedures for reporting accidents, particularly those that constitute an emergency.
4. The school's behaviour and discipline policies.

### *Other*

1. PE Equipment is annually checked by appropriate agencies.
2. Periodic safety checks of PE equipment are carried out by members of staff e.g. gymnastics equipment is checked before a unit of work commences.
3. Several members of staff are First Aid qualified:
  - a. S Wareham
  - b. S Thorpe

## Inclusion

FMS is committed to inclusion. The PE Department reflects this commitment and will do its utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole-school inclusion policy. However Physical Education is by definition active, and some of the activities in PE have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants. This is most likely to be the case when the behaviour of individuals is in question. In this instance staff are referred to guidance offered in BAALPE's Safe Practice in Physical Education. The current version is 2004.

Inclusion will be implemented as follows:

- Standard activities and expectations as planned.
- Adapted activities and expectations in line with individual pupils'.
- Different activities planned in line with individual pupils' needs.

Inclusion issues will be considered and acted upon in consultation with parents, children, the school's senior management team and having sought guidance from BAALPE, the school's Inclusion policy and from the LEA if necessary.

# Extra-Curricular Activities

## *Introduction*

FMS prides itself on its excellent reputation and record in PE and sport. As such we run a wide variety of extra-curricular clubs on an open-access basis. Pupils are not penalised for non-attendance but sports teams are usually selected from those who attend extra-curricular clubs. Inter-House competition is offered in all year groups.

# Cross-Curricular Links

## *Links*

PE staff teach in other departments 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
  - a. Health and Fitness.
  - b. Drugs and Abuse.
2. Maths
  - a. Speed.
  - b. Distance.
  - c. Time.
  - d. Measuring.
  - e. Recording.
  - f. Handling Data.
3. English
  - a. Speaking and Listening.
  - b. Subject-specific vocabulary.
4. Geography
  - a. Map reading.
5. Music
  - a. Rhythm.
  - b. Tempo.
6. ICT
  - a. Use of stopwatches.
  - b. Use of digital camera and digital video.
  - c. Use of spreadsheets for recording and interpreting data.
  - d. Use of the internet.

## Assessment

FMS's Assessment Policy informs all areas of the PE Department's assessment procedures.

The PE Department will formally assess the progress of pupils at the end of each unit of work. Informal assessment is carried out on a lesson-by-lesson basis and may or may not be recorded, according to the preference of the individual teacher. In addition, pupils complete a self-assessment booklet.

It is expected that good quality data will form part of the Primary to Intermediate and Intermediate to Secondary transfer procedures.

## 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:

<b>Indoor</b>	<b>Outdoor</b>
White plain polo shirt Black plain shorts White Socks Trainers (not Plimsolls)	Blue Rugby Shirt Black Shorts Royal blue socks Football boots/trainers Shinpads are needed for football Gumshields are needed for Hockey/Rugby

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 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 coach, scorer, umpire/referee or peer evaluation. 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, in the first instance, be given a kit mark; on the second occasion they will be given a second kit mark with a text sent home; on the third occasion the pupil will be subject to a C4 detention. This process will run over a continuous 6-week cycle. Pupils failing to bring a note will be expected to participate fully in a lesson.

Pupils' notes will be retained for the duration of that term, stored securely in the PE office, and disposed of securely (shredded) at the end of the term.

## General

### *Security*

Members of staff are responsible for safety and security of the sports buildings and facilities. The School Hall should be checked at the beginning of each period of use to ensure that the floor surface is clean and free of any hazardous materials or equipment.

Once staff have checked that pupils are outside the buildings, the areas should be left locked when not in use and lights turned out.

Pupils are not to enter the PE storage areas unless specifically invited 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 students listed on their registers for the whole time they have been allocated to them for lessons. Students excused from participation due to illness or injury must remain under the supervision of a member of staff at all times.

### *Valuables*

While every effort is made to ensure that all pupils' valuables and belongings will remain safe and secure during Physical Education lessons, pupils will be reminded that the PE Department and School will not be held responsible for items lost or stolen. Valuables will be collected and stored securely during lessons, however pupils are encouraged to leave items of value at home. Changing rooms will be locked during lessons and no student should be given access to the changing rooms without a member of staff being present. Members of Staff are able to exercise their own professional judgement in this area.

### *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; in Games lessons the decision will rest with the Team Leader (usually the Head of Department).

Whenever possible the lesson content should be maintained. For example, if it is too wet to do High Jump outside, the lesson can be taught equally well indoors. If this is not possible then another practical activity should be undertaken suitable to the class/group size and composition.