

# Physical Education Policy



**School:** Jigsaw Pupil Referral Unit

**Date Approved by Management Committee:** June 23

**Chair:** Mr D. Hains

**Headteacher:** Ms E. Rothlisberger

**Review Date:** June 25

## **Jigsaw Pupil Referral Unit**

### **Aims and Objectives**

**At Jigsaw Pupil Referral Unit, Physical Education forms an important part of the education of each pupil. We aim to promote an active, healthy and enjoyable lifestyle and encourage our pupils to have the motivation, confidence, physical and social competence, knowledge and understanding to maintain physical activity throughout life. Our P.E. lessons are delivered in such a way that they meet the needs of the cohort but also allow for individualised access to success.**

**P.E. is about introducing children to the world of physical activity and sport, which, combined with an enjoyment of exercise, will hopefully provide the foundations for a healthy, active lifestyle.**

**The aims of Physical Education at Jigsaw Pupil Referral Unit are:**

- To promote positive attitudes towards physical activity.**
- To develop social co-operation and positive attitudes towards others.**
- To compete with a sense of fair play.**
- To promote physical activity, physical skills development and a healthy lifestyle.**
- To show an awareness, knowledge and understanding of safety when participating in physical activity.**
- To encourage lifelong involvement in physical activity.**
- To develop fair play through cooperation, collaboration and competition and manage to varying levels of success in competitive and cooperative situations and retain a proper sense of perspective in competition.**
- To always try to achieve personal best.**
- To have age appropriate activities.**
- To understand the need for rules in games.**
- To provide equal opportunities in sport/physical activity, for all children regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive.**
- To provide equal opportunities for all children to achieve their full potential.**
- To use a range of technologies to offer further engagement and stimulus to participate within P.E. (such as the use of dance 'games' and fitness training activities via the Nintendo Switch).**
- To introduce children to a wide range of non-traditional activities and sports that may enable us to find and develop the specific skill sets of each child.**

## Curriculum

Each child at Jigsaw Pupil Referral Unit receives at least 1 hour of Physical Education curriculum time per week in addition to structured and adult led physical activities during break times. The teaching of the Physical Education curriculum is broken into the following areas of activity, which we endeavour to cover during the course of an academic year, although this can be highly dependent upon the cohort and the actual needs of the wider school community:

- Fundamental Movement Skills
- Health and Fitness
- Invasion Games
- Hand-eye coordination
- Striking and Fielding
- Athletics
- Gymnastics

We will also aim to participate in a range of differing forms of physical activity to broaden the knowledge, ethics, motivation, skill base and participation of a wider range of activities such as; Curling (new age), archery, raft building, kayaking, assault courses and various team building opportunities.

Regardless of the sport of activity being taught, the driving factors that underpin our approach to physical activity will continue to be the aims outlined earlier within this document.

## Non Participation in P.E. Lessons

Children should only miss P.E. lessons on health grounds if this is requested by their parents or guardian either by direct contact with the school or in a note to the teacher.

Children who persistently forget their P.E. kit should be reminded of the importance of P.E. and if necessary, staff will contact parents asking for their co-operation. However, spare clothing is available at school and all children will be provided with a P.E. kit to allow for their full participation within the lesson.

On occasion children find it hard to participate in P.E. due to a range of sensory needs, when this is the case an alternative source of P.E. will be offered. In some cases, the pupil will be offered the chance to become part of the organisational team for that particular lesson, such as time keeping, refereeing or supporting their peers. We have often found that by offering

alternatives many children do ask to participate fully with the rest of their peers in the actual lesson.

### **Planning and Progression**

The P.E. coordinator will support the planning for the school and advise staff with each area of sport should they need it.

Individual members of staff will use short-term planning for pupils, based on their knowledge of the children's ability.

Books and other teaching resources are kept by the P.E. Coordinator and should be utilised when planning a P.E. unit to ensure a balanced and appropriate unit of activity is delivered.

The P.E. coordinator will offer advice to all staff members, if required, on the specific teaching of a range of sports and activities.

### **Special Needs**

Wherever practical, provision will be made for children with special educational needs where it affects their performance in P.E. and alternative support/resourcing will be offered.

Children who demonstrate advanced skills during P.E. lessons will be highlighted and the P.E. coordinator will seek out of school clubs/groups to notify parent/guardians of.

### **Equal Opportunities**

The management committee will ensure compliance with current legislation regarding Equal Opportunities.

All pupils at Jigsaw Pupil Referral Unit will be given equal opportunities to access the P.E. curriculum regardless of race, sex, religion, ethnic group, culture or ability (including more and less able pupils).

A well-balanced and planned P.E. programme should meet the physical and social needs of all pupils thus allowing all children across the ability spectrum to succeed.

By setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment, teachers will create a positive and achievement orientated learning environment.

### Parent Involvement

Regular contact with parents and various meetings are held when changes to school policies can be discussed. School policy documents are an important point of reference and are made freely available to parents on request.

### Assessment

Assessment in PE is ongoing and formative. Children will receive feedback and support during the lessons. Assessment in P.E should provide opportunities for pupils to assess their own performance through talk and observation of peers. They should be encouraged to recognise ways of improving skills and make positive comments on their own and others work.

### Dress Code for Pupils

It is expected that children will wear a PE kit during lessons.

Children can bring their own clothes in for PE, ideally plain shorts or tracksuit pants with a plain t shirt or jumper.

The pupils can work with bare feet indoors during gymnastics. Tights must not be worn.

If children cannot bring a PE kit to school, Jigsaw will provide children with a kit.

### Staff

Staff can come to school suitably dressed to participate in physical activity. They can wear trainers and dress comfortably for the P.E lesson.

Staff are encouraged to participate in P.E lessons as we believe that this participation is good for the children, showing; appropriate levels of competition, group participation, enjoyment, the sharing of skills; collaborative learning and that people of all ages and abilities can participate in physical activity and exercise.

### Use and Storage of Apparatus

Large apparatus is stored in the hall and the children are taught how to move and lift the apparatus safely. Games equipment is stored in the P.E cupboards.

### New members of staff

Any new members of staff including NQTs will be shown how to use, move and store all apparatus. When teaching PE lessons in the hall, supply teachers should not be using any large apparatus for Health and safety reasons. Teacher training students need to be with a teaching member of staff during a P.E lesson. They should not be left alone with children during apparatus, dance and games lessons.

### Health & Safety

Physical Education is by its very nature a challenge to growing children. Pupils will be placed in situations where risk of an accident or injury is ever present. Therefore it is important for teachers to be aware of the importance of safety and to plan it in their work so as to minimise the risk of accidents to both pupils and teachers. The following list is a general outline of safe practice in P.E. more detailed, subject specific guidelines can be found in the 'Safe Practice in Physical Education and School Sport' document.

- All forms of physical activity should be preceded by an appropriate warm-up.
- The pupils must be given tasks that are challenging, but within the scope of their ability.
- Teachers must carry out a risk assessment of all equipment before use and give pupils disciplined strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.
- Appropriate levels of lighting must exist to facilitate a safe working environment.
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall and after rain on the playground or on the grass as this may make the area too slippery to be safe.
- All jewellery, watches and religious symbols should be removed.
- Long hair should be secured as appropriate to the activity at all times.
- Appropriate clothing must be worn by pupils and staff.
- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.
- The teacher must be aware of any medical condition that may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely.

- For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills. E.g. correcting a child's position during a gymnastics lesson.
- Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance.

### **Risk Assessment**

The P.E. Co-ordinator is responsible for carrying out a thorough risk assessment of sporting equipment and facilities. Regular checks and risk assessments are made by all staff involved in delivering the P.E. curriculum, these checks are ongoing. Risk assessments should also be carried out on any facilities that are used for sporting activities outside of the school grounds.

Annual safety checks and repairs are carried out on gymnastic equipment and staff should check apparatus when it is being taken out for use in lessons. If a potential hazard is identified it is immediately taken out of use and reported to the P.E. coordinator.

### **Monitoring and Evaluation**

The monitoring and evaluation of the P.E. curriculum will be carried out in the following ways:-

- By the P.E. co-ordinator meeting with year group leaders/teachers and external coaches to discuss their plans and match them against the P.E. schemes of work.
- Supporting colleagues in the teaching of P.E. by being informed about current developments in the subject.
- By evaluating the strengths and weaknesses of the subject and identifying areas that need further development.
- By carrying out lessons observations.