

Title: <b>PHYSICAL EDUCATION POLICY</b>	Issue Date: April/Sept 2016
School: <b>Al Ain Juniors</b>	Next Revision Date:
Reference No.: <b>AJS-GDC-001</b>	Version No.: 6

## **PHYSICAL EDUCATION POLICY**

This document is a statement of the aims, principles and strategies for the teaching and learning of Physical Education and Physical Activity at Al Ain Juniors School.

### **AIMS**

#### **The aims of PE program:**

- To provide equal access and opportunity for all students in Nursery- Year 6 to participate in physical activity.
- To develop and improve coordination, control and fine motor skills
- To develop cooperation and social skills.
- To help maintain and improve their physical well-being.
- To promote positive attitudes towards health, hygiene and fitness.
- To show children how to improve the quality and control of their performance
- To foster an appreciation of safe practice.
- To develop and utilize skills, rules, and strategies in sports.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- To develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- To develop a sense of fair play and sportsmanship.
- To enjoy physical pursuits.
- To foster an enjoyment, and positive attitude to the subject in school.

**This shall be achieved by aiming to provide 1 hour and 20 minutes of high quality PE instruction for each child in our school as well as extra-curricular activities and playground activities.**

Through active participation, in lessons, extra-curricular activities and playground activities, pupils shall be encouraged to develop physical and mental skills that will help reinforce and maintain personal habits that can lead to lifelong physical, mental and social fitness.

The teaching of PE helps to meet the objectives set out those children **'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'**.

### **Basic Principles for PE**

**To promote physical activity and healthy lifestyles, pupils should be taught:**

- To be physically active
- To adopt the best possible posture and the appropriate use of the body in all activities
- To engage in activities that develop coordination, fine motor skills, cardiovascular health, flexibility, muscular strengths and endurance
- The increasing need for personal hygiene in relation to vigorous physical activity

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**To develop positive attitudes, pupils should be taught:**

- To observe the conventions of fair play, honest competition and good sporting behavior as individual participants, team members and spectators
- Identify what makes a performance effective?
- How to cope with success and limitations in a performance
- How to consolidate their performances and suggest improvements based on their performance
- To be mindful of others and their environment

**To ensure safe practice, pupils should be taught:**

- To respond readily to instructions
- To recognize and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition
- About the safety risks of wearing inappropriate clothing, footwear and jewelry and why particular clothing, footwear and protection are worn for different activities
- How to life, carry and use equipment safely
- To warm up for and recover from exercise

**Program of Activities:**

Pupils shall be taught through a variety of enjoyable physical activities that include:

- Athletics
- Gymnastics
- Dance
- Games (Indoor and Outdoor)
- Swimming
- Competitions

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the Key stage.

Activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

**The Foundation Stage**

Physical Development in the Reception and Nursery classes plays an integral part of their academic work and well-being as children. Thus, in the Early Years Foundation Stage the physical development of the children to the Development Matters age bands are related, which then lead into the Early Learning Goals (ELGs). Physical development in the foundation stage encourages children to improve the skills of coordination, control,

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manipulation and movement. Children are encouraged to build their confidence in what they can do with their body, and to feel the positive benefits of physical activity. They are encouraged to discuss how physical activity affects their bodies.

Children are given the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors using a wide range of resources to support specific skills.

EYFS Children shall be taught through a variety of enjoyable physical activities that include:

- Athletics
- Gymnastics
- Dance
- Games - fun and competitive (Indoor and Outdoor)
- Swimming
- Different Competitions

### **Key Stage 1**

In each year of Key Stage 1, pupils should be taught three areas of activity:

- Games (Indoor Games –Badminton, Chess, Table Tennis, etc. Outdoor Games - football, basketball, handball, and throw ball)
- Gymnastic Activities
- Dance
- Swimming

All pupils shall have the opportunity to work in both indoor and outdoor environments where appropriate.

### **Games - Indoor and Outdoor**

- Simple competitive games, including how to play them as individuals and when ready, in pairs and in small groups
- To develop and practice a variety of ways of sending (including throwing, striking, rolling and bouncing,)), receiving and travelling with a ball and other similar games equipment
- Elements of games play that include running, chasing, dodging, avoiding and awareness of space and other players

### **Gymnastics**

- Different ways of performing the basic actions of travelling, using hands and feet, turning, rolling, jumping, balancing, swinging and climbing, both on the floor and using apparatus
- Choose and link a series of actions both on the floor and using apparatus, and how to repeat them
- Create and perform short, linked sequences that show a clear beginning, middle and end, and have contrast in direction, level and speed

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## Dance

- To develop control, co-ordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness
- To change the rhythm, speed, level and direction of their dance movements
- To perform movements or patterns, including some from existing dance traditions
- To explore, express and communicate ideas and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and level

## Key Stage 2

There are 6 areas of activity in Key Stage 2 PE

- Games –
  - Indoor games – badminton, table tennis, chess etc
  - Outdoor games – Football, Basketball, Volleyball, Handball
- Gymnastics
- Dance
- Athletic Activities
- Swimming
- competitions

In each year of Key Stage 2,

All pupils shall have the opportunity to work in both indoor and outdoor environments where appropriate.

## Games

- To understand and play small-sided games and simplified versions of recognized competitive team and individual games, covering the following: invasion – football, Basketball, striking and fielding games, net and ball games
- Work with others to organize and keep games going
- Common skills and principles, including attack and defense
- To improve the skills of sending, receiving, striking and travelling with a ball in the above games

## Gymnastics

- Different means of turning, rolling, swinging, jumping, climbing, balancing and travelling on hands and feet, and how to adapt, practice and refine these actions, both on the floor and using apparatus
- To emphasize changes of shape, speed and direction through gymnastic actions
- To practice, refine and repeat a longer series of actions, making increasingly complex movement sequences, both on the floor and using apparatus

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### Dance

- To compose and control their movements by varying shape, size, direction, level, speed, tension and continuity
- To express feelings, moods and ideas, to respond to music and to create simple characters and narratives in response to a range of stimuli, through dance

### Athletics

- To develop and refine basic techniques in running, e.g. Over short distances, in relays, throwing e.g. For accuracy/distance and jumping, e.g. for height/distance,
- using a variety of equipment
- To measure, compare and improve their own performance as well as to pace themselves
- To take part in and design challenges and competitions

### Swimming

- To swim unaided, competently and safely, for at least 25 meters.
- To develop confidence in water, and how to rest, float and adopt support positions.
- A variety of means of propulsion using either arms or legs or both, and how to develop effective and efficient swimming strokes on the front and back.
- The principles and skills of water safety and survival.

### Uniforms

**Student Kit - All** students are expected to wear proper P.E uniform during P.E days. Children should be taught to understand the importance of uniforms related to hygiene and health and safety.

#### ***For safety reasons, students should:***

- Remove all jewelry including watches before PE lessons
- Hair must be tied back with suitable accessories, which will not cause injury to themselves or to others
- Remove all headscarves before lessons. If removal is expressively forbidden then the activity will be modified to include the wearer.
- This dress code must only be worn for PE. Staff must get changed into their usual clothes after the PE lesson has finished.

### **Discipline**

P.E is a statutory requirement of the national curriculum so children who misbehave in other lessons should not be punished by exclusion from P.E activities. Those who do become a risk to themselves or others during a P.E lesson should be removed from the situation and be taught about safe behavior during participation.

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### **Assessment for Learning**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgment against the National Curriculum levels of attainment. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

The PE coordinator keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school.

### **Al Ain Juniors School Club activities**

**AJ** club activities provide wide range of opportunities for children to participate different sports and games and practice skills and competitions

#### **AJ Club Activities provides –**

**Swimming (Boys), Swimming (Girls), Karate(Boys), Karate(Girls), Football (Boys), Cricket (Boys), Basketball(Boys), Basketball(Girls), Badminton (Boys), Badminton (Girls).**

#### **The school also plays fixtures against other local schools.**

This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children. Pupils will be given opportunities to represent the school in different areas of sports and trials will be held to make this process fair and accessible for all.

### **Sports Day**

In addition to these clubs, the PE leader will organize a Sports Day where all children from the school shall be encouraged to take part in a competitive events day where children can put into practice the skills that they have developed in their lessons. It also allows the children the opportunity to foster good team skills and sportsmanship.

Parents are always encouraged to come and support their child.