



Physical Education Policy

INTRODUCTION

This policy outlines the teaching, organisation and management of the Physical Education taught and learnt at St Catherine's Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

AIMS AND OBJECTIVES

St Catherine's Primary School believes that a high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The P.E. programme aims to ensure that all pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lifestyles.

P.E. offers opportunities for pupils through the following objectives:

- To promote an enjoyment of physical activity and a healthy lifestyle.
- To become skilful and intelligent performers and to develop their ideas in a creative way.
- To promote positive attitudes to health, hygiene and fitness.
- To develop a knowledge of safety factors and an appreciation of the principles of safe practice.
- To develop the ability to plan a range of movement sequences, organise equipment and apparatus, and design and apply rules.
- To acquire and develop skills, respond to a variety of challenges, and perform with increasing physical competence and confidence, in a range of physical activities and contexts
- To develop communication skills and an ability to work in close co-operation with others
- To set targets for themselves and compete against others, individually and as team members.
- To take the initiative, lead activity and focus on improving observational skills and aspects of their own performance
- To discover their own aptitudes and preferences for different activities.
- To understand what it takes to persevere, succeed and acknowledge others' successes.
- To encourage the use of appropriate terminology.

These objectives are met through the provision of carefully planned, differentiated activities to ensure optimum skills progression.

EQUAL OPPORTUNITY

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

TEACHING PHYSICAL EDUCATION

Teaching Time

P.E. has been timetabled according to the requirements of the National Curriculum document and it is St. Catherine's Primary School's aim that all children will spend at least two hours each week on P.E. This excludes break times.

Swimming takes place in the Autumn Term for Year 5 pupils and in the spring Term for Year 3 pupils. Booster lessons take place in the Summer Term for Year 5 and Year 6 pupils who are unable to swim 25m. All pupils are expected to be able to swim at least 25m unaided by the end of Year 6.

Class Organisation

Throughout the school all pupils will have regular P.E. lessons. The majority of lessons will follow the same basic format and include the elements outlined below:

- ⇒ Warm Up
- ⇒ Skills Development Activity/Competition
- ⇒ Cool-down

The importance of a warm-up and cool-down will be explained to pupils. Skills development activities and competition will be differentiated by task, as appropriate to the pupils and lesson. Pupils will have the opportunity to work individually, in

pairs and in groups.

PE lessons are as follows:

Foundation Stage Key Stage 1	Physical Development Gymnastics, Dance and Games/Multi-Skills
Key Stage 2 -	Gymnastics, Dance, Games, Athletics, Swimming and Outdoor and Adventurous Activities

Safe Practice

a) Jewellery – In line with school policy, children should only be wearing watches and stud earrings to school plus items of jewellery worn for religious reasons. Wrist watches must be removed before P.E. lessons, and earrings should be removed where possible. There may be some occasions where a personal adornment cannot reasonably be removed. In such circumstances, consideration should be given to making the wearing of the item ‘safe’ for the activities concerned, both for the wearer and other participants.

b) Clothing and Footwear – For hall based activities children are expected to wear shorts and T-shirts. Dance and Gymnastics should be undertaken in bare feet, unless children have a foot complaint when plimsolls may be worn. Warmer clothes are necessary for outdoor activities, which will continue during cold weather. Outdoor games should be undertaken in suitable trainers and must be laced correctly. For all activities, long hair should be tied back.

c) Movement of Apparatus – Throughout their development in P.E. children will be taught how to assemble, lift, rearrange, dismantle and store apparatus safely. Development of these skills is given in the following table, but it should be realised that this is intended as a rough guide and may not be appropriate for all children.

<u>Year</u>	Equipment	Notes
1	Mats (when appropriate)	4 to each mat, 1 on each corner
2	Mats and Benches	4 to each mat, 2 to a bench (all children to face the direction of travel)
3	Mats, Benches, Planks, Ladders and Light Boxes	4 to each mat and box, 2 to benches, planks and ladders (all children to face the direction of travel)
4/5	All Apparatus (size appropriate)	2 to each mat and lighter apparatus, 4 on heavier or more bulky apparatus (all children to face the direction of travel)

Although it is desirable that children should be responsible for their own equipment, it is realised that for the children to set out and put apparatus away every lesson is not a realistic target, bearing in mind the restrictions of time allocated to P.E. and the restrictions on hall use. However, the children should receive enough practice and guidance to be able to do it safely and efficiently.

Children will be taught about the appropriate use and placement of apparatus to ensure safety. When lifting and carrying apparatus children should face the way they are going in order to minimise the risk of collision. Children will be taught where to place their hands and to lift together on the leader’s signal, by bending and straightening the legs and keeping their backs straight.

d) Placement of Mats – Children will be taught about the correct placement and use of mats. The school’s policy on the placing of mats follows the guidelines given in ‘Safe Practice in Physical Education’, written by BAALPE (British Association of Advisers and Lecturers in Physical Education). This states that mats should not be placed around profusely and indiscriminately but should be used where it is expected they will be needed for deliberate landings. However, it

is anticipated that younger children may require mats at an early stage of traversing apparatus at a height, where they are likely to need to drop down.

e) Non-Participation – If children are unable to participate in P.E. due to injury or illness, this should be supported by communication from parents. Children who forget their kit will participate wearing spare kit. Non-participants should be as involved in the lesson as possible, as officials, observers, recorders, or critics, so enabling them to learn and understand the work and be better prepared to re-join in due course.

f) Staff Attire – When taking P.E. lessons staff should be appropriately dressed and wearing suitable footwear to enable them to move freely and easily, as well as to set a good example to the children.

Extra-curricular PE and School Sport

P.E. lessons will provide the children with opportunities to practice and consolidate their skills and PE knowledge and to develop and extend their techniques and abilities. These may be extended further through out-of-class activities such as clubs, matches against other schools, festivals and competitions.

Year 5 Adventure Residential offer children opportunities in Outdoor and Adventurous Activities including water sports, walking, rock climbing and kayaking.

Clubs on offer during the school year include Fun Fit, Football, Netball, Dance, Cross Country Running, Multi Skills and Cricket.

Links Between Physical Education and Other Subjects

P.E. benefits from links to many subjects within the primary curriculum and where possible, opportunities will be sought to draw experiences out of a wide range of activities, for example orienteering can be linked with geography. English and Music provide many stimuli for Dance and Movement through the Inspire schemes of work. Pupils will have opportunities to develop their language skills, and collaborative work will extend their PSHE and Citizenship skills. When it is appropriate, use will be made of both indoor and outdoor environments.

SCHOOL AND CLASS ORGANISATION

How We Cater For Pupils Who Are More Able

More able pupils are taught with their own class and stretched through differentiated group work, questioning and extra challenges. More able pupils are recorded as Gifted and Talented. Opportunities are available through after-school clubs and links with local sports.

How We Cater For Pupils With Particular Needs

The P.E. lesson is appropriate for almost all pupils. Teachers will involve all pupils through differentiation and provide necessary support through the use of resources and adult help.

Pupils With Special Educational Needs And Individual Education Plans

Teachers will aim to include all pupils fully in their P.E. lessons. All children benefit from participating, listening and watching other children demonstrating their skills. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme during the main part of the lesson.

How we Work in Foundation Stage

Planning will be developed from the Curriculum Guidance for the Foundation Stage Physical Development strand. Fun Fit has been introduced to improve the gross and fine motor skills of some pupils.

Resources

P.E. equipment can be found in both the outdoor and indoor P.E. stores.

Assessment

Assessment is used to inform planning although records should be selective and brief. Individual pupil progress will be monitored against the brief descriptions of attainment at the end of each unit and this information may be used to provide feedback to parents or the pupils next teacher.

MANAGEMENT OF PHYSICAL EDUCATION

Role of the Co-ordinator

- ⇒ To be enthusiastic about P.E. and demonstrate good practice at all times.
- ⇒ To keep under review the written policy document for P.E. and schemes of work in line with the 2014 National Curriculum, including regular monitoring and evaluation of the content and method.
- ⇒ Encourage and support staff in the implementation of the agreed procedures and closely monitor the progression of activities and consistency of approach across both year groups and Key Stages through lesson observation.
- ⇒ Purchase and organise all P.E. resources, ensuring they are readily available and well maintained.
- ⇒ Monitor short-term planning for each year group.
- ⇒ Support and guide staff, encourage the sharing of ideas and, in collaboration with the Head teacher, organise in-service training as appropriate.
- ⇒ Liaise closely with staff running extra-curricular sporting activities and support as appropriate.
- ⇒ Liaise with Sports Partnerships and other local schools.
- ⇒ Be aware of national and local developments in P.E. through reading relevant materials and attending courses.
- ⇒ Submit termly written reports, which informs the Governing Body of progress in P.E. towards targets in the Development Plan and impact PE funding.
- ⇒ Work to achieve equality of opportunity throughout the school.

This policy will be reviewed annually.