

St George's Catholic Primary School

'Achieve, Believe, Care.'

Physical Education Policy

1. MISSION STATEMENT

At St George's Catholic Primary School, we welcome everyone as a member of God's family.

With Jesus in our hearts, we pray together, we work together, we show respect for each other and the world around us. We love God, ourselves and one another.

2. AIMS AND OBJECTIVES

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and wellbeing. Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.

The objectives of teaching PE in our school are to:

- Become more skilful when co-ordinating their movements and developing co-ordination
- Acquire and develop skills then perform them with increasing physical competence and confidence
- Teach children to be able to plan their own work given specific criteria to work from
- Develop their ideas in creative ways
- Develop positive attitudes to participation in physical activity
- Develop personal qualities in physical activities and competitive situations such as commitment, fairness, playing to the rules and team spirit
- Respond to a variety of challenges in a range of physical contexts and environments
- Enjoy being active, taking part and learning new skills through a varied curriculum and through the extracurricular activities on offer

- Build children's movement vocabulary in order that they can use language to evaluate each other's work
- Help children to be able to work co-operatively within a range of different spaces and group situations
- Use movement imaginatively to communicate ideas and feelings
- Teach children to know, understand and apply particular safety requirements for different activities
- Know the effect exercise has on their bodies and begin to understand why activity is important to their general health

3. ENTITLEMENT AND CURRICULUM PROVISION

The Foundation Stage

We encourage the physical development of our children in the Reception class as an integral part of their work. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

KS1 & KS2

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs. Children at St George's Catholic Primary School experience all the programmes of study for KS1 and 2.

KS1 - Games (invasion, net, striking and fielding), Multi-skills, Dance and Gymnastics.

KS2 - Games (invasion, net, striking and fielding), Dance, Gymnastics, Swimming, Athletics and Outdoor and Adventurous Activities (Year 6 residential trip to the Pioneer Centre).

Participation

Children should not miss lessons. PE is not optional but statutory. Occasionally a child may not be fit to take part physically and then they should be asked to observe and give feedback. This will enable them to learn and understand the work alongside their active peers and they will be better prepared when they do join in actively. There should be maximum participation in all PE lessons unless a parent has made communication. Every lesson should commence with a 'warm up', involving a five-minute session of vigorous activity, relating to the lesson and an opportunity to 'warm down'. Children should be taught about health related fitness.

4. SPORTS PREMIUM FUNDING

The government are spending over £450 million on improving physical education (PE) and sport in primary schools. This funding is being allocated to primary school Headteachers. The funding is ring-fenced and so can only be spent on provision of PE and sport in schools. This money is to be spent on ensuring 'high quality' sporting provision takes place in St George's Catholic Primary School.

The government also hold schools accountable by requiring them to publish, on their websites, details of how they spend (or will spend) their PE and sport grant. They must also include detail about the impact this funding has on pupils' PE and sport participation and attainment.

5. PLANNING AND IMPLEMENTATION

PE is a foundation subject in the National Curriculum. As required, we teach, Dance, Games and Gymnastics at Key Stage 1, plus Multi-skills. In Key Stage 2 we teach Dance, Games, Athletics and Gymnastics plus Swimming & water safety.

Throughout Key Stage 1 a greater emphasis will be given to the teaching of key skills that are required in all other sports. This includes running, jumping, throwing, catching, balance and co-ordination. At Key Stage 2 the emphasis will be placed upon Games, Dance, Gymnastics and Swimming.

A thematic approach will be the basis for the teaching of Gymnastics. There will be a skill-based emphasis for the teaching of Games. Progression will be addressed within each area of study through careful planning.

At St George's we utilise schemes of work and lesson plans from www.peplanning.org.uk/ in order to equip our staff with the necessary subject knowledge to deliver high quality PE throughout each year groups. The scheme enables children to progress and develop their skill as they move through year groups. Skills and knowledge is built on from year to year.

Health education will be addressed wherever possible through physical education lessons.

All class teachers plan and take their own class for PE and a qualified teacher/instructor teaches outdoor activities during trips and residential visits.

All lessons should contain the following elements:

Purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of each lesson; learning objectives should be taken from the four strands of the PE National Curriculum and children should understand the objectives for each lesson and unit of work.

Progression: pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition,

application and refinement of skills.

Pace: lessons should be appropriately paced depending on activity, with suitably challenging activities.

Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.

Differentiation: is achieved through using tasks and equipment that enable children to be challenged appropriately and which ensures good progress for all ability groups.

Pupils' Responsibility: in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practise and repeat movements in order to improve efficiency and the quality of their performances.

Support Staff: Teaching Assistants, other adults and resources are well deployed.

6. TEACHING AND LEARNING STYLES

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as a 100m sprint)
- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump)
- Grouping children by ability, and setting different tasks for each group (e.g. different games)
- Providing a range of challenge through the provision of different resources (e.g. different Gymnastics equipment)

7. CONTRIBUTION OF PE TO TEACHING IN OTHER CURRICULUM AREAS

English

PE contributes to the teaching of speaking and listening in English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

Personal, social and health education (PSHCE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons, helping children to gain a sense of fair play. Groupings allow children to work together, and give them the chance to reflect and communicate ideas about their performances and that of others. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

8. PE & ICT

Information and Communication Technology (ICT) supports and enhances the teaching of PE, where appropriate, in all key stages. In Dance and Gymnastics, we encourage the children making video recordings of their performance, and use these to develop their movements and actions. Older children can then compare each other's performances from recordings, and use these to improve the quality of their own work. An iPad can record experiences during outdoor activities.

9. PE & INCLUSION

We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

10. ASSESSMENT FOR LEARNING

Teachers assess children's work in PE by making assessments as they observe them working during lessons. All pupils are encouraged to evaluate their own work and to suggest ways to improve.

11. HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Safety aspects are discussed with pupils prior to and during each PE lesson when they are asked to identify risks to themselves and others e.g. appropriate noise/voice levels, use of space, distance, environment. Pupils are taught how to improve their own abilities to assess risks.

Inhalers for pupils suffering from asthma are readily accessible.

When engaged in physical education children are expected to behave in a considerate, responsible manner showing respect for other people and equipment. During physical education, children will be encouraged to discuss safety implications concerning themselves and others.

All children in Reception, Key Stages 1 and 2 must change into shorts and t-shirts for Dance, Gymnastics, Athletics and Games. All children will be barefoot during PE in the hall, unless they have a verruca when they may wear trainers. No jewellery or watches are to be worn for physical education. Tap is used to cover earrings if they cannot be removed. Long hair must be tied back. For outdoor activities and winter games children are encouraged to have a tracksuit or warm top and trainers as appropriate footwear.

Appropriate clothes and footwear for PE must be worn by the Class Teacher at all times.

The safe use of equipment will be encouraged at all times and children will be taught to move and store equipment in a safe manner. All equipment will be checked by a teacher before the children use it. All adults working at the school have a responsibility to report any defects in equipment which needs attention.

All activities which involve children working above floor level must use the cushioned mats provided.

All parents are informed of the dress required for their child when undertaking physical education.

Small equipment is kept in the storage space by the hall. Games equipment is kept in the outdoor games cupboards (Key Stage 1 and 2 playgrounds). Staff members, and not children, are required to collect and return any equipment from the PE Cupboards.

12. EXTRA CURRICULAR ACTIVITIES

The school provides PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school also plays tournament fixtures in football and netball and attend competitive events for athletics and swimming. 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. All children participate in whole-class festivals throughout the year ensuring that we maximise the opportunities for pupils to represent our school. This fosters a sense of team spirit and cooperation amongst our children.

13. MONITORING AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school.

14. POLICY REVIEW

This policy will be reviewed every three years or as required by changes in legislation.