

St. Luke's Catholic Primary

Physical Education Policy



Reviewed September 2017

Rationale

We believe that Physical Education in a safe and supportive environment is a vital part and unique contributor to a pupil's physical and emotional health, development and wellbeing. Our Physical Education programme aims to provide for our pupils an increasing self-confidence through an ability to manage themselves in a variety of situations.

A balance of team and individual, co-operative and competitive activities aim to cater for each pupil's abilities and needs. Our programme bases itself on progressive objectives, which combined with flexible and varied teaching styles enable us to provide appropriate, stimulating and challenging learning situations for all pupils.

Through Physical Education, pupils gain both enjoyment, fitness and an understanding of the benefits of exercise. They develop an understanding of the skills necessary for developing independent self-challenging work, teamwork, confidence, tolerance and perseverance. They also begin to appreciate their own strengths and weaknesses as well as those of others.

Aims

- To include a broad, balanced, relevant and varied programme of activities.
- To promote an understanding and awareness of the benefits of exercise in the maintenance of good health and a healthy lifestyle.
- To give children pleasure and fulfilment which will provide a lifelong interest in physical activity and sport.
- To aid the development of self-esteem in which the children learn to appreciate fair play and good sportsmanship.

- To provide opportunities to express, share and adapt ideas, solve problems and find alternative solutions to physical challenges on their own and with others.
- To help ensure co-ordination, body control and develop judgement skills.
- To offer opportunities to develop an enjoyment of physical activity through creativity and imagination.
- To encourage competition and co-operation through teamwork, by developing the ability to work independently, and communicate with and respond positively towards others
- Encourage self-assessment in order to improve the quality and control of their performance and evaluate their own success.
- To develop a sense of responsibility towards their own and others' safety and wellbeing.

Entitlement and Access

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. To achieve this we:

- Timetable two lessons every week which follow a broad and balanced PE curriculum. Lessons are differentiated to allow access to all pupils.
- Provide swimming lessons in Key Stage 2 to ensure every child can swim 25 metres and has basic water skills.
- Participate in a range of competitive fixtures.
- Offer opportunities to participate in extracurricular sport.

PE and Sport Premium

The government currently provides funding to improve the quality of physical education and sport for all children. Funding for schools is calculated by the number of primary-aged pupils (between the ages of 5 and 11) as at the annual schools 'census in October each year. All schools with 17 or more primary-aged pupils will receive a lump sum of £8,000 plus an additional premium of £5 per pupil. This funding is ring-fenced and can only be spent on physical education and sport provision in schools.

At St. Luke's Catholic Primary, an action plan is in place and the money has been spent on:

- Membership of the Telford and Wrekin School Sports Partnership and associated costs that an active membership involves (such as transport costs, staffing costs). This membership gives the children access to a range of sporting opportunities and staff access to a range of CPD opportunities.
- Employing specialist coaches who increase the range of sports offered within the curriculum. This gives staff CPD which will help improve the quality of PE lessons.
- Providing extra-curricular sporting opportunities across the key stages including a Change 4 Life club.

Curriculum Coverage

PE in the Foundation Stage

In the foundation stage, the Physical development area of learning involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. Activities are planned specifically to ensure a safe, well-resourced environment, which helps them to build on and develop their confidence and independence. Children are given time to explore, experiment and refine their social, interpersonal skills as well as gross motor skills and hand-eye coordination.

PE in Key Stage 1

In Key Stage 1, children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Activities are planned to cover the areas of games, dance, gymnastics and athletics. The provision map is regularly updated and refreshed to ensure all children are engaged and focused.

Our coverage must ensure that pupils should be taught to:

- master basic movement skills including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

PE in Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Activities are planned to cover the areas of games, dance, gymnastics, athletics, swimming and outdoor adventurous activities. The provision map is regularly updated and refreshed to ensure all children are engaged and focused.

Our coverage must ensure that pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

At St. Luke's, we teach swimming in Key Stage 2.

Inclusion

All children are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion or special educational need. It is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific sensory and physical needs, adaptations to the curriculum may be necessary to ensure that children have every opportunity to succeed at their particular stage of development according to the needs of the children. Teachers are able to adapt, develop and differentiate tasks by outcome. More able children can be challenged by extending the specific task and less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages to be addressed where appropriate. Teaching Assistants may also be used to help individualise tasks ensuring progress in every lesson. It is vital that we strive to ensure achievement is possible for all children.

Lesson Planning

Planning is undertaken by the class teacher, using relevant schemes of work and support resources (such as Val Sabin, TOPs Cards, ASA Games Based Swimming Activities). PE is timetabled to ensure availability of the hall, outdoor areas and equipment. A variety of teaching and learning styles can be used to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and encourage the children to evaluate their own work as well as the work of other children. Within lessons teachers give the children the opportunity both to collaborate and to compete with each other using a range of equipment.

A typical lesson will consist of:

Warm up

This will help reduce the risk of injury and establish good exercise behaviour for future years. A warm up should be linked to the content of the lesson and contain:

- Mobility - 'loosening up' exercises e.g. side twists, shoulder lifts, arm circles
- Pulse raising or warming activities e.g. easy jogging, side stepping, jumping
- Stretching exercises

Lesson Focus:

Develop specific skills and concepts individually. Move on to partner activities where appropriate. For example

- modified small- sided games / group tasks
- gymnastic apparatus and or sequence work
- dance composition

Cool Down

A cool down should recap on main points covered in lesson and contain:

- Mobility - 'loosening up' exercises e.g. side twists, shoulder lifts, arm circles
- Pulse slowing or cooling activities e.g. easy jogging that slows to a walk, side stepping, jumping that ease of in intensity
- Stretching exercises

Assessment

Assessment in PE is the responsibility of the class teacher. Formative assessment is used on a day to day basis to inform the next steps of learning. Feedback to children about their own performance and progress is achieved through discussion between the pupil and teacher in the context of the PE lesson. Children will often be given short-term pointers throughout each session in order to improve their immediate performance of a skill. As with all lessons across the curriculum, the main method of gathering evidence and assessing achievement is made through a continuous process of teacher observation, questioning and answering. This is continuous informed assessment based on knowledge of the child and the content of the work. Parents are informed of their child's attainment in PE through the annual report to parents.

Resources

- The hall contains a good quality of gymnastics apparatus including fixed climbing frames and a variety of moveable and hook on pieces.
- Playground and markings of netball and tennis remain all year round, while the field markings change from football pitches in the winter to athletics and rounders in the summer.
- Children and staff should have access to a range of well-organised, appropriate resources to develop the ability to select the appropriate equipment for a task.

- New equipment has been bought using our PE funding to ensure high quality resources are available to all children
- Teachers will ensure that all resources are available when they are needed.
- Everyday resources will be stored and available from the PE storage areas and returned appropriately after use.
- Teachers will notify the PE Coordinator of damaged resources.
- Children should be taught to use resources/equipment appropriately and safely.
- Teachers should use a range of resources to differentiate for all children's needs.
- Any new equipment needed must be discussed and ordered via the PE coordinator who has control of the PE budget.

Health and Safety

Pupils are shown safe practices and the need for such practices. The school carries out a risk assessment for some activities in school and for every activity off the school site. Where an activity is organised by another agency their risk assessment is collected acquired.

Regular checks should be made on all equipment, especially gymnastic apparatus. The subject leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately. An annual check of our sports equipment is carried out to ensure safety is maintained.

First aid equipment should be available, and all the staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma are kept in the entrance hall. Inhalers should be readily accessible, particularly for all off site activities.

PE Kit

All children are expected to change for PE into the agreed clothing for each activity area. Children are expected to wear the school PE kit in order to ensure safe participation during all lessons. From an early age getting changed independently and understanding the health, fitness and safety aspects within Physical Education is a priority. All staff are also expected to wear the appropriate clothing for PE

Indoor PE sessions involve children wearing a plain white t-shirt and black shorts with trainers or barefoot (depending on the activity). Outdoor PE sessions involve children wearing a plain white t-shirt (with a sweatshirt or jumper on top if cold) and black shorts (or dark tracksuit bottoms if cold) with trainers. A skort may also be worn. Girls may wear leotards for movement and gymnastics indoors. In the event of a child forgetting their kit, the class teacher will endeavour to source spare kit. If this continues then parents should be informed.

Jewellery should not be worn during PE and children are required to remove items such as earrings, necklaces, watches etc. Items such as earrings, which the child may be unable to remove, should be covered by surgical tape. Long hair should be tied back out of children's eyes.