

St James the Great School RC  
(VA) Primary and Nursery School



**Policy for Physical Education**  
**Spring 2007**

## Rationale

From St James the Great Mission Statement:

“...the school will provide a framework within which all pupils are enabled to develop the highest possible level of achievement, fulfilling their academic, moral, physical and spiritual potential.”

## Nature and aims of P.E. at St James the Great

Physical Education is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the physical education taught and learned in our school.

P.E. is about children's enjoyment, confidence, skill, fitness, strength and mobility in physical activity and introducing them to the pleasures of sport. These activities should enable children to explore and enhance personal and social skills whilst being aware of safe practice at all times.

It is a practical subject, which gives all children opportunities for participation, enjoyment and success through a balanced and progressive P.E. curriculum.

At St James the Great, P.E. contributes to the whole curriculum of a child by offering an alternative context for learning, understanding and application of language, numeracy and scientific concepts. The subject also contributes to the technological, spiritual and moral, social and expressive/aesthetic aspects of learning through practical activities. As professionals we must be able to assess our children so that they may further extend their own activity.

## Inclusion and Implementation

The general requirements for P.E. emphasise that all children should plan, perform and evaluate their work as part of the P.E. programme.

There are specific programmes of study, which outline areas of activity that the children should be involved with at each key stage. At the Foundation Stage the pupils are taught - Spatial Awareness, Basic Motor Skills, Co-ordination and Control, Aiming/Predicting and Estimating.

Games, gymnastic activities and dance are taught during each year of Key Stage 1. At Key Stage 2 - games, gymnastic activities, dance and athletic activities are taught during each year of the key stage, swimming and outdoor and adventurous activities are taught by the end of Key Stage 2, where children work up to a life saving award.

The ideals associated with fair play and good sporting behaviour will be encouraged at all times.

When engaged in P.E. children are expected to behave in a considerate, responsible manner showing respect for others and equipment. Children will be encouraged to discuss safety implications concerning themselves and others.

All children must change for P.E. and wear appropriate footwear.

### 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. Liaison with the Special Educational Needs Co-ordinator will sometimes be necessary.

### 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 individualized programme or by a PSA during the main part of the lesson.

### The Disability Discrimination Act (2006)

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. In P.E. we will meet this duty by:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improving the learning environment to increase the extent to which disabled pupils can participate and take advantage of the P.E. curriculum.

The effectiveness of our policy and practice on the educational opportunities available to and achievements of disabled pupils will be judged through termly monitoring by the P.E.

### Planning

All teachers are responsible for the planning and teaching of P.E. Specialist coaches are employed to plan and teach P.E during PPA time.

Plans, which we have adopted from QCA Scheme of work for Physical Education, give details of units of work for each term. Each year group holds the appropriate documentation to aid them in their teaching of P.E. The documentation also includes the recommended *core tasks* for each programme of study.

These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

PE 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 planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### Assessment

Assessments are used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessments are an informal part of every lesson to check the children's understanding and give the teacher information to adjust future lessons.

Medium-term assessments take place at the end of every unit of work. The teacher's assess the children based on the end of unit expectations laid down in their own medium term plans.

Long Term assessments take place towards the end of the year. Teachers draw upon their end of unit assessments, against the key objectives laid down in the National Curriculum to produce a summative record.

## Specific Aims

- Develop a knowledge and appreciation of the benefits of physical activity at school and throughout life.
- Develop physical competence and help promote physical development.
- Develop the ability to value skilful and creative performances.
- Extend and challenge the children's vocabulary.
- Develop interpersonal skills.
- Develop positive attitudes towards participation, decision making and moral codes.
- Provide continuity and progression through a range of activities.
- Promote equal access to all children for participation and development at their level, regardless of gender, race, physical or intellectual ability or other considerations.
- Develop and promote safe practice in P.E.
- Give opportunities for healthy competition.
- Provide children with opportunities to take part in extra-curricular activities.

## Teaching and Learning

The skills, concepts and knowledge gained through P.E. are outlined below.

### Foundation Stage

Children are encouraged to develop confidence and control of the way they move, and the way they handle tools and equipment. They 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

### Skills at Key Stage 1

- Perform confidently and with control, basic ways of moving e.g. running, jumping, rolling, climbing.
- Appreciate and use contrast in speed, in effort and in spatial aspects.
- Use apparatus to get on/off, under/over, along and through and find places for support.
- Absorb shock when jumping or moving from apparatus of different heights.
- Appreciate and respond to contrasting sounds in music, percussion and words and be able to react to simple rhythms.
- Respond to music expressing moods, feelings and ideas.
- Propel a variety of objects (e.g. balls of various sizes and types, quoits, hoops etc...) with some accuracy.
- Catch and receive objects requiring some adjustment of body or its position.
- Play simple games, competitive and non-competitive whilst adhering to simple rules, both imposed and self devised.
- Share and take care of apparatus and equipment, lifting, carrying and placing carefully.

- Evaluate their initial attempts and make decisions about how to modify subsequent attempts.
- Respond readily to instructions and follow the relevant rules and codes.

### Skills at Key Stage 2

- Improve skills of sending and receiving, striking and travelling whilst playing invasion, striking/fielding, net/wall and target games.
- Develop own games, working towards objectives sometimes decided by the children and sometimes directed by the teacher.
- Plan, perform, evaluate and refine their own games/movements/dances etc.
- Play small sided games and simplified versions of recognised competitive team/individual games.
- Know when to attack and when to defend.
- Develop and refine ways of moving under control e.g. rolling, jumping, running, balancing and taking weight on hands.
- Perform in a controlled manner.
- String movements together in sequences.
- Be able to change shape, speed and direction through gymnastic and dance actions.
- Increase the range and complexity of body actions through dance.
- Make dances with clear beginnings, middles and endings.
- Control movements by varying shape, size, direction, level, speed, tension and continuity.
- Create simple characters and narratives in response to a range of stimuli in dance.
- Throw for accuracy/distance effectively.
- Jump for distance/height.
- Be able to measure, compare and improve their own performances.
- Respond to challenges of a physical and problem solving nature.
- Be confident in the water.
- Be able to rest, float and adopt support positions in the water.
- Use a variety of means for moving along the water efficiently and effectively.
- Evaluate their own abilities and limitations in the water.

### Knowledge

Pupils should:

- Know that there is a link between health and physical activity.
- Understand why particular clothing and protection are worn for different activities e.g. barefoot in the hall for gymnastics, plimsolls/trainers for outdoor use.
- Understand why it is necessary to include a warm up to prepare the body for exercise, thus preventing injury.
- Be encouraged to use terminology relevant to the activity being undertaken.

- Know and observe the rules of personal hygiene.

### Concepts

Pupils should:

- Be aware of the effects and consequences of their actions on others and on the environment.
- Observe the conventions of fair play, honest competition and good sporting behaviour.
- Be taught to cope with both success and failure.

### Teaching and Learning

In order to provide a learning environment where this is possible, children are given – via QCA scheme and core tasks - a range of activities (including co-operative activities and activities involving competition against self and others), a variety of contexts for learning (including whole class, small groups, paired and individual activities), time and opportunity to practise, positive feedback on their performances, a range of apparatus and an understanding of the purpose of the task.

Lessons should:

- Include a warm up to prepare the body for exercise.
- Contain activities that involve the whole body.
- Give opportunities for learning and consolidation of particular skills through practise and repetition.
- Involve activities that ensure the heart rate of all children is raised during the lesson.

Teachers should:

- Be appropriately dressed for all activities.
- Be aware of any personal physical limitations, which make certain activities inappropriate for specific children.
- Use terminology relevant to activities.
- Be involved in continuing observation of pupils.
- Be regularly evaluating their own performance and teaching and making adjustments.

### Role of the subject leader

- To be a role model and demonstrate good practice.
- Keep the written policy document and scheme of work up to date and evaluate 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.
- Arrange INSET as appropriate to meet the needs of individuals and the school.
- Purchase and organise P.E resources, ensuring they are readily available and well maintained.
- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice.
- Facilitate parental involvement by organising events etc as prioritised in the School Development Plan.
- Liaise with local schools and the Sports Partnership over sporting events.
- To be aware of national and local developments through reading relevant materials and attending courses as appropriate.
- Submit an annual written report each Summer Term, which informs the Governing Body of progress in this area towards targets in the Development Plan, also of issues raised as a result of subject leader monitoring visits.
- Work to achieve equality of opportunity throughout the school.

### Role of the Governors

- To liaise with the subject leader
- To monitor the policy and the provision within P.E
- For a nominated Governor to access appropriate training.

### Health and Safety

In the P.E. National Curriculum there are general requirements which specifically refer to safety principles. All teachers are to be made aware of the BAALPE safety document.

To ensure safe practice, pupils should be taught:

- ❖ To respond readily to instructions
- ❖ To recognise and follow relevant rules and safety procedures
- ❖ To understand the safety risks of wearing inappropriate clothing, footwear and jewellery
- ❖ How to lift, carry, place and use equipment safely
- ❖ To warm up and recover from exercise.

Safety is paramount in all areas of P.E. We aim for the highest possible standards of safety in all lessons.

### Background

This policy was informed by reference to the statutory orders for P.E., QCA scheme of work, non- statutory guidance and guidance from the Lincolnshire Curriculum Service.

Staff Team to review - Spring 2009

