

St. James the Great School RC Primary and Nursery School



Physical Education Policy

Date Created: Spring 2015

Date Reviewed:

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 – competitive games, gymnastic activities, dance and athletic activities are taught during each year of the key stage. Swimming and ice-skating are taught by the end of

Key Stage 2. They are taught various skills and once they have achieved a certain level of competence they are rewarded with a certificate to indicate their grade.

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

We recognize that we may need to adapt the P.E. curriculum to cater for the needs of all our 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.

Equal Opportunities

All children should have equal opportunities to participate and gain confidence in different physical activities regardless of their ability, gender, culture/ethnic background. Teachers will take care to avoid stereotyping particular sports with gender.

Planning

All teachers are responsible for the planning and teaching of P.E, where possible linking it with the driver. If specialist coaches are employed to plan and teach P.E during PPA time, it is

the class teacher's responsibility to obtain a copy of the planning and make sure they are familiar with its content.

Plans, which we have adopted from LCP 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. Medium-term assessments in P.E. are recorded in line with the school's policy for recording attainment in the Foundation subjects. These assessments may be found on the school's server – *Staff – Assessments – Foundation Assessments – P.E.* The children are leveled on a termly basis and this information is kept in the school's green assessment folders which are passed on to the next class teacher.

Where a PPA teacher covers P.E., he/she will carry out short-term assessments according to their planning. However it is the class teacher's responsibility to liaise with the PPA cover teacher to obtain the necessary information with which to be able to make an informed judgment about the pupils in their class.

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.
- Fulfil the 'Being Healthy' outcome from Every Child Matters. Increasing activities provided at break time and lunch time. Also through the 'Bike It' initiative.
- Develop cross-curricular links with other subjects e.g. Science through the drivers
- Continue to improve facilities for the children.

Teaching and Learning

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

Foundation Stage

Children are encouraged to become increasingly competent and confident when developing the control of their basic movements, the way they handle equipment and how they participate in team games. 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, throwing and catching.
- 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.
- 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.
- 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.

- Plan, perform, evaluate and refine their own games/movements/dances etc.
- Play small sided games and simplified versions of recognised competitive team/ individual games.
- Apply basic principles suitable for attacking and defending. Knowing when to attack and when to defend.
- Develop and refine ways of moving under control e.g. running, balancing and taking weight on hands.
- Perform in a controlled manner.
- String movements together in sequences.
- Develop flexibility, strength, control and technique through gymnastics and athletics.
- Make dances with clear beginnings, middles and endings.
- Control movements by varying shape, size, direction, level, speed, tension and continuity.
- Be able to measure, compare and improve their own performances.
- Respond to challenges of a physical and problem solving nature.
- Swim competently and proficiently over a distance of at least 25 metres.
- Be able to rest, float and adopt support positions in the water.
- Use a range of strokes 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 LCP 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.
- Feedback to the Governing Body of progress towards targets in the Development Plan and 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

Teachers must be aware of any disability/medical condition that could affect the child's performance during physical education lessons. All children must participate in physical education unless a written explanation is received from home. Parents will be expected to inform the school at times when they consider their child to be not physically fit to participate. Verbal excuses will not be accepted from children.

Common sense safety precautions should be observed at all times. Facilities, apparatus and equipment should be checked at the start of each lesson. Children should be taught to set out and use apparatus safely.

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.

Except stud earrings, which should be taped effectively if not removed, jewellery should not be worn during physical education. Children must change for physical education and change back again (refer to 'Safe Practice in Physical Education BAALPE' for safety guidelines).

Management of Resources

Apparatus and equipment should be stored appropriately in the P.E. cupboard in the hall or outside storage area. Teachers should report any defects they see to the Subject Leader or Head teacher as soon as it is reasonably possible. This equipment will be taken out of use until repaired. An inventory of all equipment will be kept by the Subject Leader. This will allow for the replacement of items and an efficient repair system to be established. All teachers should ensure that an adult returns, or supervises the return of, equipment used to its designated storage area so that everyone can have immediate access to the equipment at the beginning of each lesson. The P.E. stores are locked for safe keeping of the equipment. A set of keys is held by the Subject Leader and in the office.

Extra-Curricular Activities

Where after-school or lunchtime P.E. or Games activities are undertaken in a voluntary capacity by staff, this policy will apply. A risk assessment will be required for games, which take place off-site.

Wet Weather Alternatives

In cases of extended inclement weather or if the hall is out of use for school productions, activities should be planned in the classroom. These may include designing a sports quiz, discussing rules and tactics to particular games, designing a sporting activity thinking about equipment rules etc or watching a sports video to demonstrate good technique.

Conclusion

The success of a physical education programme depends on certain essential criteria: a carefully structured and progressive scheme of work; an emphasis on enjoyment; clearly defined safety procedures; the development of confidence and self-esteem and, perhaps most importantly, the positive attitude of the teacher. Physical Education has a very important role to play in the overall development of the child in terms of health, attitudes and inter-personal skills, and if this is understood, appreciated and put into action the benefits to each individual child will be immeasurable.