

St. Edmund's RC Primary School Physical Education Policy

Why we teach PE?

Physical education develops pupils' physical competence, confidence and their ability to use and perform in a wide range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, in-groups and in teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a variety of creative, competitive and challenging activities. Children learn how to plan, perform and evaluate actions, ideas and performances so as to improve their quality and effectiveness. Through this process, pupils' discover aptitudes, abilities, preferences and also to make choices about how to get involved in lifelong physical activity.

Aims and Expectations of PE

- To teach pupils to be more skilful in the ways they control movement and develop co-ordination.
- To develop habits leading to a healthy and active lifestyle and to promote physical fitness.
- To help pupils understand how the body responds to activity.
- To develop pupils' confidence in applying and adapting a range of skills in a variety of settings.
- To foster an appreciation of the artistic and aesthetic aspects of physical activity.
- To contribute to pupils' social and emotional development by developing their self-confidence and self-esteem.
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations; to cope with losing and to retain a proper sense of perspective when in competition.
- To develop personal qualities such as commitment, fairness, tolerance and a concern for others.

Strategies for Implementation

Lessons should contain the following elements:

- Purpose: lessons should have clear objectives and defined learning outcomes, which should be explained to pupils at the beginning of the lesson.
- Progression: pupils' capabilities should be developed with increasing demand made on the physical and mental processes. The building on of previous learning is essential, so too is working to achieve successful outcomes through repetition, application and refinement skills.
- Pace: high levels of activity, with clear expectations for high work rates to be maintained. The physiological benefits of exercise should be explained, understood and their association with health emphasised.
- Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.
- Challenge: high expectations will be set for individual and group achievement. Pupils will extend both physical and intellectually through interesting tasks.
- Differentiation: will be achieved through using tasks and equipment that enables pupils to be challenged appropriately, and which ensures good progress for all ability groups.
- Pupils' responsibility: in lessons, pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times for their own learning as they practise and repeat movements, in order to improve efficiency and the quality of their performances.

Entitlement

All pupils are entitled to a progressive and comprehensive physical education programme which covers the National Curriculum requirements and which takes account of individual interests and needs.

Pupils will experience all components of the National Curriculum programmes of study: athletics, dance, games, gymnastics, outdoor education and swimming. They should have every opportunity to meet and exceed expected levels.

Inclusion

No pupils will be excluded from any physical education programme, unless there is a letter explaining that the child needs to be excluded from a physical activity for medical reasons. Lessons should provide good quality experiences that are suitably challenging for all pupils. Pupils should undertake different activities, but all pupils should be given the same opportunity to achieve the aims through an appropriate range of activities. The Pupils are taught in mixed class groups by their class teacher with girls and boys having the same access to all activities. For pupils with limited gross motor skills, the integrity of activities will be maintained, and all expectations will be taken into account of the individual needs of pupils.

Under no circumstances is PE to be used as a sanction or denied to any pupil.

Organisation

The curriculum is planned to provide a balance of activities across the programme of study. The LEA scheme of work will be used following the QCA scheme, which provides a range of activities. Lessons will include warming –up exercises and stretches before the main tasks and cooling down activities at the end. Opportunities will be taken, where appropriate, to make links between PE and other subjects. Swimming lessons take place in Year 5, for 15 weeks. The hall and playground timetable exists and we also ask for the use of Houndsfield School’s field for the KS2 sports or after school clubs.

Time Allocation

There should be two hours per week PE for KS1 and KS2. This may vary slightly during the year depending on what activities are being taught, but should equate to the equivalent of 2 hours when averaged out across the school year. The hall and playground are timetabled sessions, per class, per week. Ideally one hour of PE will outdoors and the other hour will be in the hall. We will also be working on increasing this up to 5 hours per week in line with Government expectations through extra-curricular/after school sports clubs and or community programmes.

More Able and Gifted and Talented Pupils in PE

Children who are identified to be gifted and talented in Physical Education(i.e. children who perform exceptionally well in one or more sports or display excellent skill and control of their body movement or individuals who are able to reflect on process and outcome to improve their performance) will be entered in the school's Gifted and Talented register in consultation with the Gifted and Talented Coordinator . It is the responsibility of the class teacher to meet the needs of the Gifted and Talented pupils in PE, to provide them with more challenging activities and extensions during PE lessons to support their development. Providing them with opportunities to lead and direct others as well as encouraging them to refine their work by reviewing and evaluating their performances should be a priority.

In addition, class teachers will be encouraged to identify children who are seriously underachieving in Physical Education, so that they can be closely monitored and where appropriate referred to the Tiger Team Co-ordinator for assessments and inclusion into the group.

Resources

There is a variety of games equipment to enable pupils to work with balls, bats and raquets, which are best suited for different ages and abilities. The equipment is stored in the PE cupboard in the hall.

Pupils should be trained to select, collect and replace all equipment tidily (*PE monitors*) but it is the responsibility of all staff to ensure that this is done safely and properly. When equipment is used it is important that the teacher considers the choice of equipment for the class. A variety of equipment should be offered.

If new resources or replacements are needed, the physical education co-ordinator should to be informed. The decision to order new resources arises from discussion between the physical education co-ordinator and the Head/Deputy Head.

Safe Practice

Safety should be paramount when planning PE activities. All teachers should refer to the following guidelines:

Advice and Procedures in the Safe Practice in Physical Education (BAALPE) **2008** edition, (located in the conference room).

Risk assessments should be included in lesson plans and safety aspects should be discussed with pupils prior to activities. Pupils should be taught how to improve their own abilities to assess risk.

First aid equipment must be available and all staff should know what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. The PE co-ordinator will make regular visual checks for wear and tear and the security of major items. All staff should be responsible for reporting to the PE co-ordinator if any items show wear and tear. Any items constituting a danger should be taken out of use.

All large items of equipment are inspected annually by Continental Services, a specialist gymnastics maintenance company.

Pupils should be made aware of safe practice when undertaking any activity (e.g. not lifting Unihoc sticks, not jumping or running in front of others etc).

Pupils and parents need to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.

Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

Monitoring and Evaluating

The Head and Deputy Head will monitor standards by allocating time to observe lessons. This will be achieved by collecting teacher assessments of pupils' progress aligned with QCA's exemplification standards and the expected levels in the National Curriculum.

Staff Development

To develop staff confidence in teaching physical education:

* The PE co-ordinator will attend LEA meetings and courses.

- * Whole school training needs will be identified as a result of Monitoring of planning and observation of lessons by the PE Co-ordinator.
- * Other training needs will be identified through induction programmes and appraisal.
- * Where necessary, the PE co-ordinator leads, or arranges, school- based training supported by Enfield PE team.
- *The attention of staff will be drawn to any new safety guidelines.

Dress

Pupils should be encouraged to change for PE quickly and quietly. In order to save time, this changing should take place in their classroom. However, in Year 5 and 6 it is suggested that pupils change in the changing rooms to allow some degree of privacy and recognition of increasing maturity. Teachers should wear suitable footwear and a *tracksuit as a model*, to show that appropriate clothing is needed.

For pupils, the dress code is as follows:

- * Dark Blue shorts
 - *White T-shirt
 - *Black plimsolls – for older children trainers may be worn with the teacher’s prior permission for outdoor activities.
 - *In addition, from Year 2 onwards the children may wear a tracksuit (navy blue) in the cold weather for games.
- Children with eye-sight problems are allowed to wear glasses but the class teacher must exercise caution in leading certain sports e.g. tennis to avoid accidents.

Stud earrings are allowed to be worn for PE lessons but must be covered up by a plaster, however, ideally they should taken out before PE lessons.

For safety reasons, it is imperative that indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear tracksuit trousers, tights or socked feet on apparatus as this can be dangerous. Although bare-foot work is to be encouraged indoors there may be occasions when, for reasons of health and safety, footwear needs

to be worn. In such cases, plimsolls and not trainers may be worn. Long hair must be tied back at all times. Children should not be asked to lend their PE kit to other pupils due to obvious hygiene reasons. Class teachers are responsible for reminding their class pupils to take their PE kit home and wash it at least at the end of each half- term.

Physical Education General Overview

Teachers will follow the QCA guidelines for planning all PE lessons. The Physical Education National Curriculum prescribes six areas which should be covered in the Primary School years; Games, Gymnastic Activities, Dance, Athletic Activities, Outdoor and Adventurous Activities and Swimming. Only the first three are required in Key Stage 1. In Key Stage 2 all areas are covered although, due to an LEA mandate, swimming can only be taught in Year 5 for 15 weeks.

Outdoor and Adventurous Activities are best-covered in Years 5 and 6. Children also have the physical and mental maturity to make the most of such opportunity at this stage. In Year 6 the School Journey provides an ideal opportunity to take part in such activities with the benefit of qualified instructors.

Some activities tend to be seasonal and the School PE timetable (see Long Term Plan) details when each of the activities will take place during the school year. This is only in draft form, and once the LEA schemes of work have been finalised it will be corrected. There should also be some degree of flexibility in the hall timetable, for weather etc.

Assessment

Direct observation is the most obvious way of collecting evidence in Physical Education. This may include discussion, response to questions and children's assessments of their own and others' performances. Assessment of children's attainment is a continuous process the following criteria can be used in assessing children's work in PE e.g.

- *Accuracy
- *Efficiency

- *Adaptability
- *Ability to do more than one thing at a time
- *Teamwork
- *Agility
- *Stamina to sustain participation
- *Imaginative performances

Criteria should be known and understood by children as well as by teachers, so that they may be used as personal targets to improve and evaluate their work.

Extra-curricular activities

There is a healthy tradition in the School for activities supervised by teachers in their own time and the use of AOTT (adults other than teachers). These include:

Football
Netball
Rounders
Aerobics
Dance
Tag Rugby
Cricket
Indoor Athletics
Outdoor Athletics
Gymnastics

This has mainly been for years 5 and 6, but is now extending to other year groups throughout the academic year. Children involved in teams representing the school will do this with written permission from their parents and will be reminded of the high standard of behaviour and sportsmanship expected of them at all times. All teachers and teaching assistants transporting children to and from Inter-school sporting events by car/coach, must have the appropriate licence and insurance.

There is also the use of outside clubs providing extra activities e.g. Enfield Ignatians for Rugby and other clubs for Golf, Cricket, Football, Dance, Gymnastics and Martial Arts, etc. The PE notice board will provide pupils with more information and contact details of outside clubs/teams/events which may be of interest to promote extra-curricular sports.

Outdoor Pursuits

Pupils should be given opportunities for orienteering in different environments (eg. woodland, seashore, parks) working to solve problems as a team and gaining team points for:

- *Using a map and compass to navigate
- *Cracking codes and cryptic clues
- *Collecting items
- *Following safety code, The Country Code

During the Year 6 residential School Journey pupils will have an opportunity to learn basic skills in a variety of activities. These will differ from year to year and may include some of the following:

- *Abseiling
- *Orienteering
- *Archery
- *Problem solving
- *Climbing
- *Fencing

Pupils will learn the relevant safety codes for the above activities, whilst the teacher may group pupils by ability.

Natalie Spinazzola 2002
Revised Westley Silva 2010
Updated 2012