

ST.JOSEPH'S CATHOLIC PRIMARY SCHOOL

Physical Education Policy

1 Aims

To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.

To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.

To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.

To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others building their self-confidence.

To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

2 Curriculum Organisation

Each class is timetabled so that they can access the hall regularly. The field is used to facilitate activities such as Outdoor Activities and Games. These areas are used in aiding the delivery of effective PE. Swimming lessons are provided by qualified teachers from Grange Paddocks swimming pool to Year 3 and 4 children.

Early Years Foundation Stage

Physical Development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:

Moving and handling - children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Health and self-care - children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Pupils access a range of daily activities to develop their fine and gross motor skills and have unlimited access to a dedicated outside area.

Key Stage 1

Outside agencies (K.A.S and Matt Ogilvie) deliver a PE lesson per week for the key stage. Teachers follow the Cambridgeshire PE scheme of work in Gymnastics, Dance and Games. Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively. Some units, gymnastics in particular, are subsidised with Twinkl Move, which provide more examples of movement. Children are also given the opportunity to compete in a gymnastics competition.

Key Stage 2

Outside agencies (K.A.S and Matt Ogilvie) deliver a PE lesson per week for the key stage. This is supplemented by the progressive schemes of work provided by the Cambridgeshire PE scheme of work in Gymnastics, Dance and Games. Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively. Children are also given regular opportunities to compete in a number of competitions in a range of sports. Some units, gymnastics in particular, are subsidised with Twinkl Move, which provide more examples of movement. Currently swimming lessons take place weekly for Years 3-4 on a termly rota. Transport time to the local pool is included as part of the PE time allocation.

3 Contribution to other curriculum areas

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and iPads) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

SMSC

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

4 Inclusion

No pupils will be excluded from any physical education programme. Lessons will provide good quality experiences that are suitably challenging for all pupils. Pupils will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils. For the purposes of competitions, those children with the best skills/abilities will be chosen, except in the cases of those that specifically ask for mixed teams.

5 Assessment & Recording

Assessment is usually carried out by teachers in the course of the normal class activity. This is done mainly through observations and sometimes through discussion with children. A photographic/video record is sometimes used to document some of their work. Physical development levels and progress are recorded by the EYFS teachers for each child. Levels of attainment are recorded on the assessment grid for KS1 and KS2 pupils. Physical Education / physical development is included in the end of year reports to parents.

6 Health & Safety

Safety is paramount when planning PE activities. Pupils should be taught how to improve their own abilities to assess risks. First aid equipment must be available, and all staff need to 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 must be made on all equipment. The subject leader will make termly visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger will be taken out of use immediately. All large items of equipment are inspected annually by an independent safety expert.

Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. Pupils need to be made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc).

Pupils must understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings. In particular, teachers must ensure that no jewellery should be worn in lessons and long hair should be tied back. If earrings cannot be taken out, they must be taped. Pupils must wear footwear when travelling to and from the hall. Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

New COVID- 19 regulations have been put into place this academic year. This includes use of resources, 'bubble' areas on the field and social distancing where appropriate. See P.E. risk assessment for further information.

7 Resources

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage. Equipment is now split with indoor resources stored in the hall and outdoor equipment housed in the PE shed. Seasonal equipment is stored in the outside containers. Resources are to be returned in good condition and working order.

The pupils should be encouraged to:

- Look after resources.
- Use different resources to promote learning.
- Return all resources tidily and to the correct place (staff should oversee).
- Be told of any safety procedures relating to the carrying or handling of resources using the Val Sabin guidelines and the 'Safe Practice in Physical Education and Sport' manual.

It is the responsibility of all the staff to ensure that this is done properly. Any damage, breakage or loss of resources should be reported to the PE Subject Leader as soon as possible.

8 Monitoring & Review

The subject leader will oversee the continuity and progression within annual and medium term plans. They will also monitor the quality of teaching and learning through observations. The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and advise teachers on the objectives and teaching methods for the next year.

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