

ST PAUL'S CATHOLIC PRIMARY SCHOOL PHYSICAL EDUCATION (PE) POLICY

*Our school is a place of learning, a place of love.
In our school community, may we walk in the steps of
St Paul as we come together in work and play.
May we celebrate God's love for us by following
Jesus Christ in the Spirit of joy, peace and understanding.*

Our PE Vision

At St Paul's Catholic Primary School PE is a fundamental part of a child's primary education, which helps them to lead a full healthy and active life. PE is a vital part of school life and ultimately children's future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.

Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition and festivals as well as directly trying to support the local clubs within the Cheshunt area. We believe this links directly with our school's values of TEAMWORK and is another way in which we can positively engage with our local community and be active citizens within it.

Introduction

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Pupils should apply and develop a 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. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

Aims

The aims of PE are:

- To compete in a range of intra school and inter school activities.
- To develop our physical skills with increased control, co-ordination and safety.
- To show sportsmanship and develop our character.
- To recognise and use transferrable skills across all areas of pe.
- To continuously improve are skills, knowledge and experiences and healthy experiences and choices.
- To always persevere and try our best at everything we do.

Teaching and Learning

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding through physical activity and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of performance as models for the other children and we encourage the children to evaluate and improve their own performance as well as the performance of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. In all classes, there are children of differing physical ability and we provide suitable learning opportunities for our children by differentiating activities using the STEP principles (space, task, equipment and people/participation).

The children in year 2, 3 and 4 attend swimming lessons at a local pool (Laura Trott). The lessons are given by a qualified swimming instructor. Class teachers are responsible for assessing and highlighting the children who can/cannot swim at least 25metres confidently and proficiently. This information is passed onto the PE coordinator by class teachers. The PE coordinator will arrange and ensure swimming lessons are provided for any children who cannot swim at least 25metres confidently and proficiently to enable them to achieve this statutory requirement by the end of Key Stage 2.

PE Curriculum and Planning

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). Our medium-term plans give details of a unit of work for each $\frac{1}{2}$ term. These plans define what we teach and ensure an appropriate balance and distribution of physical activities across each term. Teachers may copy the lesson plans for each unit and each week highlight and adapt plans to fit the needs of the children in their class.

The lesson plans provide a basis and outline of the structure of a PE lesson. The plans provide clear objectives for each lesson however teachers may choose to adapt plans to suit the needs of the children in their class or enhance the PE teaching and learning. Plans give ideas of a warm up, the main teaching activities and finally a cooling down period.

Foundation Stage

In the Foundation Stage, activities are planned following the Get set for PE scheme and this offers appropriate physical challenges, introducing and allowing the children to explore a range of movement and equipment. We plan to develop children's stability, object control and locomotion (SOL) enabling children to become competent movers and introducing them to the language of movement. Foundation stage teachers plan to the children's needs and provide opportunities for our children to achieve the Physical Development Prime Area of Learning Development Matters statements and Early Learning Goals. Fine and gross motor control are developed during adult directed activities and resources are continuously accessible and available to children in our Early Years settings to consolidate and practice skills and movement during child initiated learning both inside and outside.

Key Stage 1 and 2

In Key Stage 1 and 2 we plan to provide a balanced physical education program through using Get Set for PE.

In key stage one and two the skills for Gymnastics, Dance, Games and Athletics are taught, however these skills will be transferable to all areas as they are now referred to as multi skills. In Key Stage two the children engage in outdoor and adventurous activities. Swimming is taught in year 2, year 3 and year 4. There are at least two, one hour, planned PE sessions each week for every class.

Key Stage 1

During Key Stage 1, children build a natural enthusiasm for movement, using it to explore and learn to become competent movers. They start to play and work with other children in pairs and small groups. By watching, listening and experimenting with movement and ideas, they develop their skills in movement and their coordination, and enjoy expressing and testing themselves in a variety of situations.

Key Stage 2

During Key Stage 2, children enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Assessment and Recording

P.E capabilities are developed over a period of time.

Assessment will focus on-

- direct and immediate responses to the children's performance.
- Through twice yearly data being inputted into SIMS (Assessment recording system)
- A summary of each child's physical capabilities is written in their annual report.

Teachers will be given the previous year's PE assessment at the beginning of each academic year. Teachers will use this information and their own assessment to plan appropriately for their children. Teachers are able to adapt the plans using the skills and ideas on the plan to support the children or to extend them.

Spiritual, Moral, Social and Cultural Development

The teaching of PE offers opportunities to support the social development of our children. They work with each other in lessons in pairs, groups and teams which gives them the chance to discuss their ideas and performance. We provide inter and intra competitive opportunities for the children which promotes the development of respect for others and children of different levels of ability. It encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Equal Opportunities and Special Educational Needs

We provide an inclusive PE curriculum that enables all children to learn and make progress. We differentiate lessons using the guidance within the scheme of Get Set for PE and through knowing the children. Teachers share PE language and key words, show visual aids, use gestures and movements and use technology to assist the learning of the pupils in their class. We provide a broad and balanced education to all children and PE takes into account the targets set for individual children in their Child Centred Planning Targets.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. If any resources are needed staff will inform the PE coordinator who will place an order. The hall contains a range of large apparatus, and we expect the children in key stage one and two to help set up and put away this equipment, by so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons. Timetabled sessions are allocated in the hall for delivery of dance and gymnastics.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. In KS1 and KS2 children wear trainers for outdoor PE and should have a blue or black tracksuit. No jewellery should be worn for any physical activity. Where earrings can not be removed the child is responsible for taping over the earrings using surgical tape.

Teachers are expected to set a good example by wearing appropriate clothing when teaching PE.

Monitoring (The role of the subject leader)

- Monitor the physical activity and inactivity of the children in our school.
- Raise the profile of PE and the number children engaging in physical activity.
- Implement new initiatives and keep up to date with developments of the subject.
- Cascade information amongst colleagues about any developments in the subject and provide strategic lead and direction for the subject in school.
- Supporting colleagues in the teaching of PE.
- Monitor the standards of teaching, learning and progress.
- Promote a positive ethos towards PE and the benefits of a healthy lifestyle and these lifelong skills to children, parents and colleagues
- Acquainting the head teacher of the strengths and weaknesses in the subject and indicating areas for further improvement.
- Managing and developing P.E resources through monitoring of the needs of the school.

Extra-curricular activities

Our school provides a range of PE-related activities for children in the form of before school, lunch time and after school clubs. These encourage children to further develop their physical and social skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. Our school participates in a range of inter and intra competitions through the WDPSSA leagues and events, and events organised within our school such as sports day. We provide competitive opportunities which foster a sense of team spirit and co-operation amongst our children.

Appendix 1 PE Guidelines

Indoor kit

- yellow T shirt
- blue shorts

Outdoor kit

KS2- as above, trainers and a blue/black tracksuit.

Foundation stage and KS1- as above. Tracksuit is not needed as children only do outdoor games in the summer term.

For safety reasons all T shirts should be tucked in and earrings removed or covered with tape, watches should be removed.

No whistles are to be used indoors.

All adults must dress appropriately - suitable top, bottoms and trainers must be worn.

Swimming

One piece costumes for the girls and trunks (not shorts) for the boys.

Equipment

The large blue mats are for jumping and landing and floor work. Children may only jump onto the floor from a safe distance using the correct landing techniques.

4 children (one holding each corner) are needed to put away large mats.

1 child (holding the ends so the mat makes a U shape) is needed for the other mats.

Children should be grouped when putting away equipment and concentrate on certain pieces of equipment.

Children will be made aware of their group and shown the equipment they are in charge of setting up/putting

away before the session begins. Teachers may take photographs of equipment and provide organised, clear and precise instructions for the children to follow in order to limit the time spent getting equipment out and putting it away, be very careful with the long bars, they are heavy.

Useful resources

A variety of useful resources are kept in the blue cupboard in the staff room labeled PE.