



Heaton St. Barnabas' CE (VA) Primary School

Policy For

PE

This policy was approved by Curriculum Committee

23rd May 2017

Signed.....

Position: Chair of Curriculum Committee

This policy will be reviewed in Summer 2019

Heaton St Barnabas C of E Primary School

Physical Education Policy

Status and Aim of Policy

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupils' needs and abilities.

Rationale

Physical Education is concerned with developing good quality performance whilst enabling every child to become independently active. At Heaton St Barnabas C of E Primary School we endeavour to provide children with the background, skills and motivation to include physical activities as part of their lifestyle. Over the two key stages, P.E. involves the progression of teacher-led participation and organization to children assuming responsibility for planning, carrying out and evaluating their performances in a balance of individual and team activities.

P.E. also contributes to the whole curriculum. It offers alternative contexts for the learning, understanding and application of language, numeracy and scientific concepts. The subject naturally lends itself to cross-curricular issues: the environment as part of the outdoor and adventurous activities; swimming that takes place at St Bede's in Key Stage 2 which helps build awareness of the surrounding area and the community leisure facilities; and an awareness of how exercise contributes to health education, are all central to physical education. We use Building Learning Power as an integral part of the pupils' development.

P.E. is for all. Every child will be catered for to enable them to become more skilful, fitter, self-motivating and safe. Children with special needs will be included in any physical education lesson. If a programme needs to be adapted, then the teacher in charge will do this in consultation with the coordinator and SENCO (if applicable).

Sedentary living patterns and unhealthy dietary habits are becoming more prevalent in our society and there is strong and consistent evidence that doing regular, moderate-intensity physical activity provides a range of physical, intellectual and emotional benefits for everyone.

By participating in physical activity before, during and after school, students can gain a range of physical, social, emotional and intellectual benefits. Physical activity opportunities can be provided through health and physical education activities, sport, recreation and games.

Therefore, physical activity is an important dimension in students' broad scope of development during their years of schooling.

It is important that children are given opportunities to participate in a range of enjoyable physical activities and good nutrition habits at an early age so they will be more likely to continue being physically active throughout the rest of their lives.

Aims

The National Curriculum (2013) provides purpose aims and a summary of content for each Key Stage

PE aims to ensure that all children

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities and develop a sense of fair play and sportsmanship
- develop positive attitudes towards health, hygiene and fitness leading to healthy, active lives

Content

The PE curriculum has been organised to ensure that children in both key stages have access to all areas specified in the national curriculum and go beyond its statutory requirements where possible. We are confident that children following our curriculum have the opportunity to meet and in some cases surpass the expectations at the end of each key stage.

In KS1 Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

In KS2 Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The skills and activities will be delivered through the following units of work:

- dance
- games
- gymnastics
- swimming
- outdoor and adventurous activities

Swimming and water safety

At this school swimming is taught in Y3 and, takes place throughout the school year. Additional catch up lessons or series of lessons will be provided for children who are not able to swim 25 meters by the end of Y3.

Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Outdoor and adventurous activities that take place in KS2 can be developed further using the Geography Programmes of Study.

Planning

The Long term plan provides a framework for provision across the school (Appendix 1)

Medium term plans – units of work are developed using the on-line planning tool on the sports UK website

Assessment

Best fit judgements on attainment in relation to each unit of work experienced will be made at the end of each year in relation to end of KS expectations.

The annual written report to parents will also form the formative report of a child's progress, strengths and weaknesses in this subject.

Monitoring and Evaluation

The P.E. Subject Leader is responsible for monitoring general curriculum coverage and ensuring that evidence of curriculum delivery is available for monitoring and evaluation purposes.

The quality of teaching and learning in PE will be monitored by school leaders and senior coaches from Sports UK

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. We expect them to change for PE into the agreed clothing for each activity area. Teachers set a good example by wearing appropriate clothing when teaching PE.

All teachers are responsible for the safe use of all equipment and apparatus. Pupils are taught how to move large equipment around safely, for example: benches, tables, vaulting box. All teachers are responsible ensuring that children consistently use agreed procedures for the getting out and putting away of all equipment and apparatus

Please note children are not allowed in the P.E. store.

General PE Kit

Outdoor trainers

Indoor pumps

Plain black / navy shorts or tracksuit bottoms / leggings

Plain white t-shirt (different from the one being worn for school)

Plain black / navy tracksuit top (optional for outdoor in the cold)

If a child has earrings they must be taken out for PE or covered with micro-porous adhesive tape for the duration of the lesson

Swimming Kit

Swimming trunks or swimming shorts (boys)

Swimming costume (girls)

Towel

Goggles (optional)

Extra-Curricular Activities

A range of additional opportunities are provided out of school hours for children to participate in sport and outdoor activities. For children in Key stage 2 this includes the offer of at least one residential visit per year to an outdoor centre. (Subject to sufficient funding/voluntary contributions being available).

The school works with the local sports partnership which organises competitive events and tournaments. Other events and tournaments are arranged through our sports UK coach amongst a number of local schools who use the same provider.

Resources

The facilities for the teaching of physical education at Heaton St Barnabas' C of E Primary School are, we believe, excellent. As a primary school we have access to two indoor halls, hard court areas and a large grassed area.

As well as superb facilities in which to teach, the school also has a well-resourced PE store for both key stages, fixed goalposts, portable basketball goals, portable and fixed gymnastics equipment as well as many mats and benches.

Cyber Coach (IT based dance/exercise programme) may be used to extend and enhance children's experience of dance forms.

Care of Apparatus & Equipment

Equipment is checked regularly and stock replenished as often as budget allows. Teachers have access to equipment and literature, via the Subject Leader, and can always rely on advice when needed.

Gymnastic apparatus is checked (maintained annually by KCS contractors). Any damage noticed should be reported immediately to the P.E. Subject Leader. Any games equipment lost or broken should also be reported immediately.

Links to Other Schools

This policy should be read in conjunction with the school's:

Assessment Policy

Equal Opportunities Policy

Teaching and Learning Policy

Appendix 1

YEAR 3/4 & 5/6 NON-PARTICIPANTS IN PE - OBSERVATION SHEET

Name: _____

During the PE lesson, answer the following questions by observing the activities that occur. You will need to use the back of this sheet to record some of your answers.

1. The reason I am not taking part in PE today is:

2. Where did PE take place today? _____ (indoors/outdoors).

3. Write down the warm-up activity/activities done during the beginning of the lesson.

4. In today's lesson we are learning about: (indicate names of activity area, skills, etc).

5. Does the activity seem easy to learn/play? On the back of this sheet, explain in your own words why or why not?

6. Pick one person to watch throughout the lesson. Do not identify them by name. On the back of this sheet, describe some of the things they are doing best.

7. What do you think they need to improve most? How might they achieve this?

8. On the back of this sheet, write a short paragraph about what you know about today's activities. Tell about strategies and/or skills involved in the activity, if you have played it before, your like/dislike for the activity.

9. What is preventing you from participating in PE today?