



PE Policy

Our school is a welcoming, Catholic community, with Christ at the centre.

Through worship, we come together to listen and speak to God, to spread the Gospel message and to move forward in faith together. As 'Guardians of life and creation'; we work together with respect, understanding, honesty and joy, to develop love, tolerance and justice for all.

We strive for greatness in our learning, we develop our unique talents and each day we take pride in all our efforts and achievements.

Introduction

Physical Education (PE) and sport have an important role to play in raising standards and narrowing the achievement gap. Work undertaken by the DfE and others has shown how placing PE and sport at the heart of a broad and balanced curriculum can improve attendance, behaviour and attainment. PE and sport builds self-esteem, teamwork and leadership skills.

Rationale

Here at St. Joseph & St. Bede CP Primary School we believe that PE and School Sport are essential to the development of the whole child –academically, socially, emotionally and physically. We recognise how children will naturally participate in energetic activity for its intrinsic pleasure. As a result, by the time our children reach school age, most already have developed a great range of movements, together with a high level of control over their own bodies. We believe that P.E. should then extend this ability and also make a significant contribution to the child's emotional, cognitive, social and personal development and in particular, to their self-esteem. For these reason the Foundation class have 1 hour of PE per week. However their physical development is continually advanced through specifically planned 'learning through play' activities. Children within KS1 & 2 have 2 x 1 hours of curriculum planned PE per week.

1.Aims and objectives

PE is a practical activity where children learn through firsthand experience; therefore our aims and objectives for PE are:

- For each child to develop and explore physical skills with increasing control and coordination.
- to encourage each child to work and play with others in a range of group situations;
- to develop the way each child performs skills, and applies rules and conventions, for different activities;
- to show each child how to improve the quality and control of their artistic and aesthetic appreciation of movement and performance;
- to teach each child to recognise and describe how their bodies feel during exercise;
- to develop the each child's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in each child of how to succeed in a range of physical activities, and how to evaluate their own success.
- To provide equal opportunity for all our children to achieve their full potential, regardless of race, gender, cultural background or physical ability

- To promote positive attitudes towards health and physical fitness.

2 Teaching and learning

Each PE lesson plan employs a variety of teaching and learning strategies. Our principal aim is to develop our children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual and group performances as models for the other children. The children are also encouraged to evaluate their own and others' work. Please see 'Teaching and Learning Policy'

3. Curricular Planning

3.1 PE is a foundation subject in the National Curriculum. The PE Scheme of Work (LCP) sets out the skills that should be taught and developed in each year group by term. Class teachers are empowered to amend this Scheme of Work by drawing on a wider sources such as TOP sport, TOP gym and the Sainsbury's School Sports cards (all of which can be located in the PE cupboard) to offer our children the most effective programme of study appropriate to their needs. As required by the National Curriculum, we teach dance, games, athletics and gymnastics at Key Stage 1, and in Key Stage 2 we teach dance, games and gymnastics, plus swimming and water safety, athletics and outdoor and/ or adventure activities.

3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with the class teachers from each year group.

3.3 We use the LCP scheme of work as the basis for our medium and short term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. Each teacher keeps their own evidence of planning and the subject leader can review these plans if needed.

3.4 Class teachers are responsible for individual lesson planning that should include specific learning objectives and expected outcomes, and give details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader can discuss them where necessary.

3.5 Individual lesson plans ensure that children are increasingly challenged as they move up through our school and build upon the prior learning of all the children. Therefore individual lesson plans should be differentiated to include opportunities for children of all abilities to develop their skills, knowledge and understanding in each area of PE in line with the QCA's Scheme of Work for Physical Education, regardless of gender, culture, ability or disability and individual needs.

4 The Early Years Foundation Stage

4.1 We encourage the physical development of our children in the Early Years Foundation Stage (EYFS) as an integral part of their work. We encourage the children to develop confidence, control of the way they move and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenges, both indoors and outdoors through continuous provision, using a wide range of resources to support specific skills. This allows our children to develop their agility, balance and coordination and an understanding of team, group and individual work throughout the school year.

5 Cross curricular links.

Children's entitlement to a balanced curriculum requires the recognition of P.E. as a valuable contribution to cross curricular work. The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and 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. Therefore, through careful planning staff consider the links PE has with other subjects and how it can enhance these subjects. E.G. Speaking and Listening (Literacy) and opportunities also occur for children to apply their mathematical skills when analysing timing of a task, team scores and league tables, measure, shape, space, data handling etc...

5.5 Personal, social and health education (PSHE)

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

6. Inclusion

We believe that inclusion is a strong feature of our school; therefore all our children are encouraged to engage as fully as possible with PE activities. **Please see Inclusion Policy.**

7. Assessment

Assessment for learning in PE follows the guidelines set out in the Teaching and Learning policy. However, Teachers assess children's work in PE by making formal assessments as they observe them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the learning outcomes and expectations of that specific unit of work. Teachers record this information on classroom monitor and use it to plan the future work of each child and to make an annual summative assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

8. Resources

There is a wide range of resources to support the teaching of PE across the Key Stages. Learning takes place in our school hall, playground or field when appropriate. We keep most of our equipment in the PE cupboard, and this is accessible to children **only** under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set

up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the field and playgrounds for games, athletics and OAA activities, and the local swimming pool for swimming lessons.

9. Health and Safety

The health and safety of our children is everyone's responsibility, therefore, regular checks and risk assessments are continuously being made by all members of staff. Annual safety checks and repairs are carried out on gymnastic equipment, and staff, check all equipment and apparatus before and after every lesson. If a potential hazard is identified it is immediately taken out of use. Our children are also taught how to lift and carry the equipment and apparatus correctly and safely, following the guidelines within the LCP resource folders. 'A child who learns to lift correctly, carry, assemble and check apparatus in the hall, is acquiring fundamental knowledge about safe practice which will translate in a general way to safe and competent movement in the wider environment' (BAALPE 1995:7).

10. PE Kit

10.1 Children are expected to bring their own PE kit to each lesson. The agreed PE kit is; plain white T-shirt (these can be purchased from the school office), Green shorts (plain black joggers may be worn during the winter months in KS2) and pumps (for indoor PE) or trainers (for outdoor PE). Teachers are expected to set a good example by wearing appropriate clothing and footwear when teaching PE. Our policy is that children should wear no jewellery for any physical activity and long hair is to be tied back.

10.2 If a child has not got suitable clothing or footwear for the lesson the class teacher will send a note home. In the case that a child cannot take part in the lesson, illness or injury, where appropriate, the child should then carry out a role within the lesson other than performing as specified by the teacher eg keeping score, observing and evaluating performance etc...

11 Extra Curricular Activities

11.1 At St. Joseph & St.Bede C.P. Primary School we provide a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of activities. We send details of the current club activities to parents at the beginning of each term. Most "club" activities are free, at present, to all participants however, this may be reviewed in the future and Governors reserve the right to charge for clubs to cover costs.

11.2 To foster a sense of team spirit and co-operation amongst our children, we also play regular fixtures against other local schools in a variety of sports. This introduces a competitive element to team games, and allows the children to apply and practice the skills they have developed throughout their lessons.

12. Extra Curricular Activities – Organisation

12 Clubs are organised on a termly basis after school. Clubs are for specific year groups. If any club is oversubscribed, places will be allocated on a first come first served system or the club will be organised on a rota basis. Therefore Parents must complete a permission slip usually for all

after school extra curricular activities which is part of a letter giving details and expectations of particular clubs.

Children are expected to make a commitment of a minimum of a term and then on a termly basis and abide by the school behaviour policy already in place.

Children should wear their PE kit for all sporting activities after school. If it is a sporting competition, e.g. football match, netball match – an appropriate kit will be provided.

13 Monitoring and Reviewing

13.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE Coordinator. It is also the PE Coordinators role to support colleagues in their teaching and provide a strategic lead and direction for PE in school. The PE Coordinator and staff are supported in the management and delivery of high-quality PE through the Bury School Sports Partnership. The PE coordinator should provide a report at the end of each year for the Head-teacher and the Governors, in which she/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

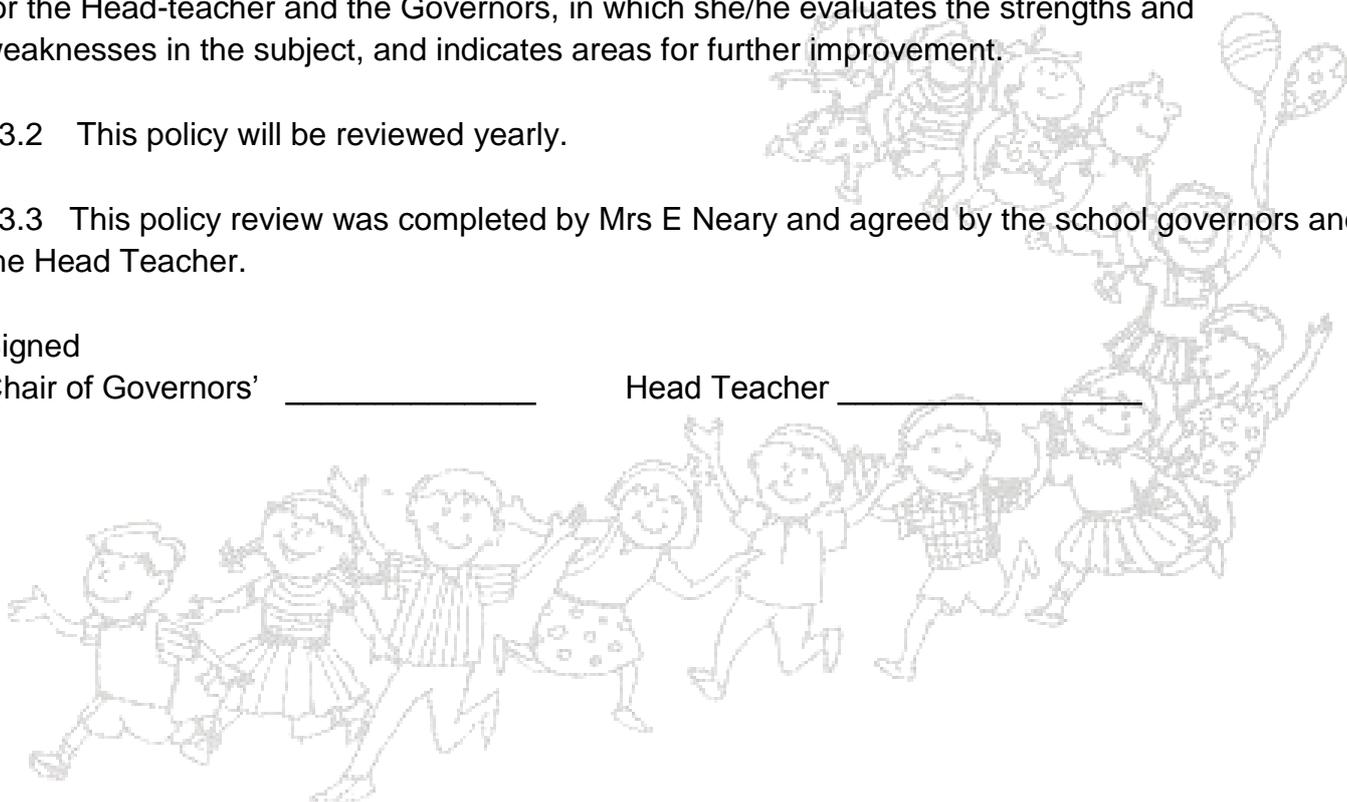
13.2 This policy will be reviewed yearly.

13.3 This policy review was completed by Mrs E Neary and agreed by the school governors and the Head Teacher.

Signed

Chair of Governors' _____

Head Teacher _____



**St. Joseph & St. Bede CP Physical Education
Proposed Curriculum Map**

	<u>Autumn Term</u>			<u>Spring Term</u>			<u>Summer Term</u>	
Early Years Foundation Stage	See attached EYFS – Physical Development							
Year 1	ABC Dance	ABC Dance	CHRISTMAS HOLIDAY	Gymnastics Dance	Gymnastics Dance	EASTER HOLIDAY	Athletics Games	Athletics Games
Year 2	ABC Dance	ABC Dance		Gymnastics Dance	Gymnastics Dance		Athletics Games	Athletics Games
Year 3	Gymnastics Dance	Gymnastics Dance		Invasion Games	Striking and Fielding		Athletics Net & Wall	Athletics OAA
Year 4	Gymnastics Dance	Gymnastics Dance		Invasion Games	Striking and Fielding Games		Athletics Net & Wall	Athletics OAA
Year 5	Invasion Games Gymnastics	Invasion Games Gymnastics		Games (Attacking and Defending) Dance	Games (Attacking and Defending) Dance		Games (Striking and fielding) Outdoor Adventure	Athletics Outdoor Adventure
Year 6	Invasion Games Gymnastics	Invasion Games Gymnastics		Games (Attacking and Defending) Dance	Games (Attacking and Defending) Dance		Games (Striking and fielding) Outdoor Adventure	Athletics Outdoor Adventure

Please note these activities are subject to change depending on the weather.