

Physical Education Policy

September 2018

Physical Education Policy

Introduction

- At St Joseph's Catholic Primary School we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects St Joseph's values and philosophy in relation to the teaching and learning of PE and School Sport. It sets out a framework within which teaching staff can work, and gives guidance on planning, teaching and assessment.

Policy 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 on appreciation of the value of safe exercising as part of living a healthy lifestyle.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Curriculum and Planning Organisation

- Each class is timetabled for two lessons of PE per week.
- The hall, playground and playing fields are used to facilitate PE activities.
- PE teachers from Hagley Catholic High School deliver PE curriculum sessions throughout the academic year as part of the SNOMAC Sports Partnership programme.
- The school currently employs Sport Educators from RB Gym and Sport to teach four hours of curriculum PE a week across Key Stage 1 and 2.
- Swimming lessons are provided for pupils in Year 3 and 4 throughout the academic year at the Crystal Leisure Centre, led by a qualified swimming teacher.
- Sport coaches from other local clubs provide additional opportunities to extend and enrich the PE curriculum.
- A variety of extra-curricular activities are provided for pupils in Key Stage 1 and 2 before and after school as well as during lunch break periods.
- Through the SNOMAC Sports Partnership, Stourbridge Learning Partnership and the School Games Organiser the children are given the opportunity to participate in competitive sport throughout the academic year.

Early Years Foundation Stage

Physical Development is one of three prime areas of learning within the Early Years Foundation Stage Profile (EYFSP). The two related Early Learning Goals (ELGs) define the following requirements:

Expected

- 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.

Exceeding

- Moving and handling – children can confidently hop and skip in time to music.
- Health and self-care – children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

The children 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 and 2

- The school follows schemes of work provided by the Sport Educators (RB Gym and Sport) in accordance with the new National Curriculum guidelines.
- Lessons taught by school staff follow the LCP commercial scheme and other resources such as Cybercoach.
- Lessons are blocked into units of work to promote greater depth and understanding, developing skills, contextual application of these skills and the ability to perform reflectively.
- Swimming lessons take place weekly for children in Year 3 and 4 throughout the year.

Contribution of PE to teaching in 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

A Sport Educator from RB Gym and Sport delivers the 'Active Maths' programme to groups of children across the school on Tuesday mornings every week. This programme provides opportunities for children to develop core maths skills through practical activities. Links between PE and Maths include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Links between PE and ICT include: children capturing and recording performances (cameras/videos) for evaluation and the development of skills. Videos/images of professional/skilled athletes may also be used to help develop good technique.

PSHE

Links between PE and PSHE include: living a healthy lifestyle, co-operating/collaborating with others as part of a team, understanding fairness and equity of play.

SMVSC

Links between PE and SMVSC include: opportunities that support the social development of the children i.e. organisation of children into teams to work co-operatively and collaboratively with each other, to understand that every person, made in the image and likeness of God, has special talents and abilities and to develop to the person God wants them to be.

Inclusion

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- Children will not be excluded from PE unless advised by a medical professional – written evidence of this is required by parents.
- Lessons will provide good quality experiences that are appropriately challenging for all children.
- Children will participate in different activities, but will all be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the needs of every child.
- For the purposes of competition, all children will be given the opportunity to experience this within lessons (intra-school competition).

Assessment and Recording

- The new National Curriculum (2014) Aims and Programmes of Study will form the basis of ongoing assessment of the children's development in PE.
- Assessment will take the form of observations of children's performances, discussions with children and peer and self-evaluation.
- Photographic evidence may also be used to evaluate the children's work and evaluate their performance.
- Physical Development in the EYFS will be assessed as part of the children's ongoing learning journeys.
- PE is included as part of the annual report to parents.

Health and Safety

All staff have due regard to the current Association for Physical Education (AfPE) guidance 2012 when preparing and delivering PE lessons. The school is also a member of the AfPE and teachers are able to access the online resource to support with any health and safety matters associated with PE and Sport.

- Children are taught how to improve their own abilities to assess risks
- First aid equipment is available and designated staff (teaching assistants) are qualified to support in the event of an accident. Sport Educators (RB Gym and Sport) are also first aid trained.
- Inhalers for children with asthma are also available and are readily accessible if required.
- Regular checks are made on all equipment and staff must inform the PE coordinator if there are any concerns immediately. All large items are inspected on an annual basis.
- Children are taught how to move and use the apparatus safely under the supervision of an adult at all times.
- Children are made aware of safe practice and understand the need for safety when participating in any activity.
- Children are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Teachers must ensure that no jewellery is worn during lessons and that long hair is tied back. If earrings cannot be taken out the activity must be adapted so that the child is still able to participate.
- Children must wear suitable footwear when travelling to and from the hall.
- Staff should dress appropriately to deliver PE lessons but must revert back to professional attire once the activity is complete.

Resources

- There is a variety of equipment to enable the children to achieve objectives, which are best suited for their age and stage.
- Gym tables and mats are stored in the school hall.
- All other equipment is stored in the blue container in the Key Stage 2 playground.
- Teachers must check that all equipment is safe and suitable for the activity being taught.
- Children must not collect or replace equipment unsupervised at any times.

Continued Professional Development

Training needs are identified as part of the performance management process and through discussion with the PE subject coordinator. Training opportunities relevant to the whole school are circulated to teachers through staff meetings and/or on display on the school noticeboard.

Sport Educators (RB Gym & Sport) are employed to work at the school to support teachers to develop staff confidence and competence in the planning and delivery of

high quality PE lessons. These opportunities will be made available to colleagues on a rolling programme throughout the year.

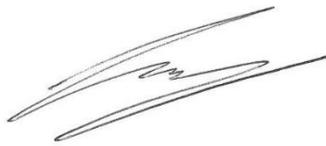
Monitoring and Review

- The subject coordinator will oversee the continuity and progression within annual and medium term plans, and monitor the quality of teaching and learning through observations and discussions with Sport Educators and the Director of RB Gym and Sport.
- The subject coordinator will support school staff, share expertise and arrange opportunities for continued professional development.

This policy will be reviewed on an annual basis.

Date: September 2018

Signed (Principal):



Signed (Chair of Academy Committee):