

# St Thomas of Canterbury Catholic Primary School



## Physical Education Policy

Review Date: May 2016

## **A curriculum policy and framework for Teaching and Learning in Physical Education**

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## **1. Mission Statement**

The school's educational programme is intentionally directed at the growth of the whole person: to develop pupils who can accept responsibility, whose lives reflect Christian values and who recognise knowledge is important but its chief value is giving service to others. We aim to create a Christian Community in our school whose values are communicated through love and sincere relationships between all its members, a community in which each person can develop his or her human potential as fully as possible with a view to a personal commitment to Christ. The school recognises that it can achieve its aims only in partnership with parents who are first and foremost educators of the child.

## **2. Visions**

Physical Education is about pupils learning about themselves; their capabilities, their potential and their limitations. It is the foundation for all sports participation, but it goes beyond the individual and understanding themselves – it is learning how to work with and respect others.

The school believes that physical education experienced in a safe and supportive environment is a vital and unique contribution to a pupil's physical and emotional health, development and well being. The physical education programme aims to provide for pupils' increasing self-confidence through an ability to manage themselves in a variety of situations.

A balance of individual and team; cooperative and competitive activities aim to cater for each pupils' abilities and preferences. The programme is based on progressive learning objectives which, combined with flexible and varied teaching styles, endeavour to provide appropriate, stimulating, enjoyable and challenging learning situations for all pupils.

The programme is designed to promote an understanding of the benefits of exercise through a balanced range of relevant activities.

It is to be considered as a vehicle for facilitating access to cross curricular themes, skills and dimensions, rather than as a subject concerned exclusively with the acquisition of motor skills and techniques.

We believe that children must engage in a programme of PE that promotes healthy living, encourages fitness, improves their strength and teaches them the rules of games. This allows pupils to gain a sense of achievement at a variety of levels and allows them to develop positive attitudes towards themselves and others.

## **3. Aims**

At St Thomas of Canterbury we adopt an 'All Can Achieve' policy within our PE lessons and believe that through a well balanced curriculum of competitive and non competitive sports, our aims will flourish.

- To acquire knowledge and understanding and promote positive attitudes towards health, hygiene and fitness.
- To acquire and develop skills and develop lessons for life such as team spirit, good sportsmanship and self discipline.

- Be able to select and apply skills, tactics and compositional ideas.
- To develop the ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement related activities.
- To develop communication skills, encourage the use of appropriate terminology and promote those skills necessary for effective cooperation.
- Develop and improve performance to the best of their individual abilities.
- To develop the ability to plan a range of movement sequences, organise equipment and apparatus and design and apply rules.
- To improve observational skills and the ability to assess the effectiveness of performance.
- To develop knowledge of safety factors and an appreciation of the principles of safe practice.

#### **4. Teaching and Learning of PE**

The school is committed to high standards by ensuring the following are in place:

- A curricular physical education programme which meets the statutory national curriculum requirements.
- Adequate physical education time to provide a broad and balanced programme.
- A quality range of physical opportunities both within and outside of curriculum time.
- Relevant in-service training opportunities.
- The promotion of positive attitudes towards active and healthy lifestyles.
- Developing physical competence and confidence.
- Opportunities for pupils to be creative, competitive and face challenges as individuals, in groups and in teams.
- A programme accessible to all, regardless of aptitude and ability level.
- Encouraging children to develop aptitudes, abilities and preferences and helping them become involved in life-long physical activity.
- Ensuring pupils are taught the safety aspects of PE and are also safely and appropriately dressed.
- Liaison with relevant professionals in the community to help develop physical activity pathways beyond school.
- Specific PE events.
- Rewarding effort with positive reinforcement.

- Ensuring that PE is seen as an essential part of the curriculum.

The school organises PE by providing a framework in which the six areas are covered evenly throughout Early Years, Key Stage 1 and Key Stage 1. This incorporates units of work in each area. The hall, gym and other areas (i.e. the tennis court) is timetabled so that each class has two booked sessions per week.

Each class spends two hours per week on PE. Each child will have a programme of swimming at Canons Leisure Centre in Mitcham in Year 4.

Generally all class teachers are responsible for PE within their own class but we do use the skills of the PE coordinator and other professionals within our borough.

Throughout the year children are given the opportunity to participate in extra curricular activities out of school hours.

Children within Upper Key Stage 2 have opportunities to participate in external activities and competitions within our borough. These incorporate all the skills previously mentioned and provide strong links to other schools and supporting agencies within our borough.

## **5. Curriculum Guidelines**

National Curriculum 2000 states that PE should teach the knowledge, skills and understanding through five areas of activity, with the three core areas being: Dance, Games and Gymnastics.

At St Thomas of Canterbury we follow a curriculum Map for Physical Education that falls in line with both the National Curriculum and QCA Schemes of Work for PE.

### ***Foundations Stage***

During Nursery and Reception children learn the foundation skills for all sports. They are exposed to a variety of equipment to provide solid grounding, through their specified PE lessons and during their free flow activities inside and outside the classroom. For example, bikes, scooters, bats, balls, stilts, quoits are just a few of the outside equipment provided on a daily basis.

### ***Key Stage 1***

During Key Stage 1, children build on their natural enthusiasm for movement, using it to explore and learn about their world. 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.

They do this through three main curriculum areas:

- Dance Activities
- Games Activities
- Gymnastics Activities

## **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 about 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.

At points during Key Stage 1 and 2 children will cover a mixed programme that could include the following:

- Swimming Activities and Water Safety
- Athletics
- Outdoor adventure activities

Each class is allocated two lessons of Physical Education a week.

## **6. Planning**

We follow the QCA guidelines and schemes of work supplemented by other schemes where appropriate. These schemes of work should be taught in accordance with safety principles outlined in the BAALPE (British Association of Advisers and Lecturers in Physical Education) guidelines and the school's safety rules regarding equipment, resources, jewellery and PE kit.

The children should also be encouraged to take part in all school sporting activities in order to extend skills and knowledge. It also gives them the opportunity to engage with other children and teams in the borough, giving them the experience of commitment, responsibility, teamwork and positive sporting behaviour. They should be taught how to conduct themselves in sporting competitions and to accept the authority of referees, umpires and judges.

## **7. Resources**

All resources are held centrally. Children are responsible for storing and using resources sensibly. This should be under adult supervision and it is the class teacher's responsibility to ensure that the equipment is stored correctly at the end of the lesson.

## **8. Differentiation**

Physical activity provision within the school is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that:

- Tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success.
- Pupils at different starting points all make progress.

The achievements of all pupils are maximised by providing variations in:

- Tasks (e.g. providing a range of tasks with differing degrees of difficulty)
- Resources (e.g. using a variety of equipment to make tasks more/less challenging)
- Response (e.g. allowing pupils to work at different pace)
- Support
- Group structure.

## **9. Assessment and Record Keeping**

Teachers will informally assess pupils on a constant basis. To provide a record of continuity and progress teachers will also complete a class end of unit check sheet that will be passed to the pupils' next teacher. Progress will be reported annually to parents.

In line with the Assessment Policy, the Level Descriptions from the National Curriculum will provide the basis for making judgments about pupils' performance at the end of the Key Stages.

## **10. Principles for Inclusion - SEN**

In planning and teaching PE teachers will have due regard for the following principles to ensure that children develop both confidence and self esteem in this curriculum area:

1. Setting suitable learning challenges, appropriate to the individual needs of the child.
2. Responding sensitively to pupils' diverse learning needs.
3. Overcoming potential barriers to learning and assessment for individual and groups of pupils.

In order to include those children with specific disabilities and/or health conditions our approach may include:

- Modification of Activities
- Parallel Activities
- Inclusive Activities
- Separate Activities

## **11. Equal Opportunities and Entitlement**

The Physical Education opportunities offered both within and outside of curriculum time:

- Provide all pupils with equal opportunities to participate and to achieve in different activities

- Ensure that all children have access to a varied programme which allows children the opportunity to meet the national expectations as outlined in the PE national curriculum.

As part of inclusion it may be necessary for certain pupils to be supported by specialist resources and/or individual adult help.

## **12. Safety**

In order to ensure the safety of pupils taking part in physical activity the following steps must be taken:

- All equipment is regularly checked by the Health and Safety Committee and the PE coordinator.
- All staff supervising physical activity has appropriate training and qualifications.
- There are sufficient qualified first aid trainers in school.
- Class teachers keep a record of all children with a medical condition that may affect their ability to participate in physical activity. Appropriate medication is taken with them when carrying out physical activity.
- All pupils should be appropriately dressed for physical activity.
- All pupils must learn and follow the behaviour code of stopping immediately in response to a given command.
- Safe and effective procedures are taught and adopted in all activity sessions within and outside of school; this must include a warm up and cool down.
- Teachers must carry out a risk assessment prior to beginning their lesson and adapt their activity accordingly.
- Pupils should set out the equipment as part of their Health and Safety learning.

Equipment should be carried by children in an agreed manner to ensure safety; it is the class teacher's responsibility to ensure equipment is carried accordingly.

## **13. Clothing**

Children must wear the correct PE kit for all sessions:

- Navy blue shorts or navy blue or black tracksuit bottoms (for very cold weather).
- White T shirt.
- Plimsolls (black or white) or bare feet in some instances or trainers for outdoor use.

## **14. Jewellery**

No jewellery should be worn. Teachers must not remove earrings or take responsibility for the safe keeping of valuables. Hair should be tied back.

## **15. Changing**

Children up to and including Year 2 will change in their classroom with an adult present. Years 3-6 need to ensure segregation between the sexes when changing. Changing at Canons for swimming should be segregated with boys using the cubicles on one side of the changing area and girls using the other.

## **16. Excellence and Sportsmanship**

Excellence and sportsmanship will be celebrated by:

- Displays to the class or school
- Participation in sporting competitions
- Sports day/s
- Certificates
- Presentation of annual trophies

## **17. Accidents**

Any accidents must be dealt with in the following manner:

- All pupils should be made to stop and sit down.
- The class teacher must use their professional judgement as to whether they have the relevant skill and knowledge to deal with the injury, or if they need to send for a qualified first aider.
- All accidents must be reported to the parent of the injured child.
- All accidents must be written in the accident book.

## **18. Off Site Activities**

Any member of staff taking pupils off site for outdoor activities must complete a risk management checklist. A Health and safety record for all staff and parent volunteers must be completed to ensure transfer of information.

## **19. Role of the PE coordinator**

The role of the PE coordinator is to:

- Lead in policy development and production of schemes of work that ensure progress and continuity.
- Support colleagues making detailed work plans, implementing schemes and records.
- Monitor progress and note action needed and refer to Headteacher as necessary.
- Organise and order PE resources within annual budget.
- Keep up to date records of information and disseminate to staff.

### **Role of the PLT**

- Attend conferences
- Run or support at a cluster event
- Plan intra school sports programmes and sports day
- Take pupils to competitions/training opportunity.
- Undertake own training and personal development in PE and sport.

## 20. Monitoring and Evaluation

This policy was approved by the governing body of St Thomas of Canterbury Primary School in \_\_\_\_\_

This policy will be reviewed by the staff at the end of each school year to ensure new development in the teaching and learning of physical education are incorporated in our aims for the subject area and reviewed by the governing body every three years.

Coordinator: Miss Z Clark - May 2015

Review Date: - May 2016