



'Living and Learning Through Christ'

PHYSICAL EDUCATION AND SCHOOL SPORTS POLICY

At St Bernadette Catholic Primary school Catholicity permeates all aspects of teaching and learning. Our values and beliefs aim to provide a strong level of coherence and focus which enriches the whole child. High standards are expected and articulated so that they are made explicit to all.

INTRODUCTION

This policy document outlines school views in relation to how P.E is both taught and learnt. It provides a basic framework through which all staff, teaching and non-teaching can approach P.E and gives guidance in areas such as curriculum content, planning and evaluating.

RATIONALE

St Bernadette Catholic Primary School seeks to provide a sound, effective, broad and balanced Catholic Primary education for all our children in a well organised, well resourced, caring, disciplined, Christian and specifically Catholic school community. Our aim is to be a community of praise and respect for all.

Physical education develops pupils' physical competence, confidence, and skills and helps promote positive attitudes towards active and healthy lifestyles, across the range of areas of activity. It applies to all children in school regardless of age, gender, race and faith and is inclusive to children of all abilities. 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.

DIFFERENTIATION

Provision in physical education caters for the needs of all children from the physically gifted to physically challenged. Every child has the opportunity to achieve as high a standard as possible.

- Modify activities where necessary; change space, equipment, rules and time
- Set up parallel activities e.g. ability matched games, standing or seated activities
- Adult support effectively planned for where required.

AIMS

The school aims to:

- provide every children with 2 hours of high quality Physical activity per week

- provide a curriculum that satisfies the needs of the National Curriculum and enables all pupils to fulfil their potential
- develop a whole school approach to promoting physical activity
- develop of a range of psycho-motor skills and control of movement
- develop an understanding of the important role of exercise in achieving and monitoring a healthy lifestyle
- develop co-operation, through working with others
- establish good habits and awareness of safety and personal hygiene
- develop and appreciate the need for determination and perseverance in the pursuit of personal targets
- encourage pupils to provide constructive comments on their own performance and that of others
- develop pupils self-confidence and self-esteem
- promote enjoyment through physical activity
- develop an appreciation of fair play and respect for others
- provide sporting links and opportunities within the local community
- provide worthwhile out of school activities
- create the stimulation and interest to encourage life-long participation in sport
- develop knowledge of different cultures (e.g. in traditional dance) and recognize how sport can transcend cultural boundaries
- provide cross curricular links e.g. in application of number and use of I.T to collect, analyse and evaluate data

OBJECTIVES

GAMES

Games are taught in every year during both Key Stages and includes all of the common skills and principles, including attack and defence, in invasion, striking/fielding and net/wall games.

Skills are taught progressively leading into small-sided games and simplified versions of recognised competitive team and individual games. The generic skills previously taught, of sending, receiving, striking, and travelling with a ball are incorporated into specific games skills e.g. soccer, netball, cricket, tennis.

Pupils are taught to:

- play and make up small-sided and modified competitive net, striking/fielding and invasion games
- use skills and tactics and apply basic principles suitable for attacking and defending
- work with others to organise and keep the games going

By the end of the Key Stages most children should be able to:

1. Strike or send a ball with reasonable accuracy by using different parts of the body and a variety of implements.
2. Catch or receive objects taking into account, for example, the flight of a ball, the movement of others.
3. Invent their own games, selecting appropriate equipment, size and shape of playing area and numbers of participants.
4. Participate in small - sided team games involving varying numbers of players and experience a variety of roles, including officiating – within these games, show due concern for others.
5. Conform to rules including those of their own devising.

GYMNASTICS

Gymnastic activities are taught in every year during Key Stage Two and focus on developing body awareness, control, co-ordination and quality of movement.

Pupils are taught:

- Turning, rolling, jumping, balancing, travelling, take-off and landing
- To create and perform fluent sequences on the floor and using apparatus
- To include variations in level, speed and direction in their sequences

By the end of the Key Stage the children should be able to:

1. Combine basic actions e.g. rolling and balancing to produce sequences, which show a degree of continuity with appropriate variation of speed, level and direction.
2. Understand and be able to show how body tension, clarity of shape, extension and fluency can influence quality.
3. Perform sequences on the floor and on apparatus of different heights.
4. Practise, repeat and refine skills and sequences.
5. Copy sequences devised by others.
6. Reproduce some specific actions, for example, forward and backward rolls.
7. Select and apply actions appropriate to the task and to the apparatus.

8. Land safely and in control and receive their weight appropriately according to the preceding action.
9. Observe and make positive evaluation of their own work and that of others.
10. Lift, place, carry and use a range of apparatus safely and contribute to planning, designing of apparatus layouts.

DANCE

Dance movement is taught in every year during the Key Stages. Within dance lessons children are taught to compose and control their movements by varying:

- shape
- size
- direction
- level
- speed
- tension
- continuity

Pupils are taught to:

- create and perform dances using a range of movement patterns, including those from different times, places and cultures
- respond to a range of stimuli and accompaniment

By the end of the Key Stage most children should be able to:

1. Respond to rhythms, moods, and qualities in music, text, photo's objects and sounds.
2. Develop and repeat phrases of movement in dance, with clear beginnings, middles and ends.
3. Express simple ideas and feelings clearly using a range of gestures and actions.
4. Show control, coordination, balance and poise in the basic actions of travelling, elevation and stillness.
5. Improve quality by varying shape, size, direction, level, speed, tension and continuity.
6. Describe, interpret and evaluate aspects of their own and others performance.

ATHLETIC ACTIVITIES

In athletic activities the focus is upon developing the natural physical actions of running, jumping and throwing. These activities also provide excellent opportunities for promoting physical fitness and an understanding of how the body works. They are taught to measure, compare and improve performance.

Pupils are taught to:

- take part in and design challenge and competitions that call for precision, speed, power or stamina
- use running, jumping and throwing skills both singly and in combination
- pace themselves in these challenges and competitions

By the end of the Key Stage most children should be able to:

1. Use a variety of basic techniques in running, jumping and throwing, leading to the specific athletic activities.
2. Be aware of simple safety requirements within athletic activities.
3. Measure, compare and improve performance.
4. Experience healthy competition.

OUTDOOR AND ADVENTUROUS ACTIVITIES

OAA has the potential to satisfy the need for excitement and challenge in a positive way. It also provides opportunities for learning about others the environment and ourselves. Pupils will experience OAA, in the form of a residential camp in Year 6 .These activities include both physical and problem solving challenges, working individually and with others.

Pupils are taught to:

- take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments
- use a range of orienteering and problem-solving skills
- work with others to meet the challenges

By the end of the Key Stage the children should be able to:

1. Undertake simple orientation activities, using appropriate skills.
2. Show an understanding of safety in the outdoors and how to avoid danger.
3. Appreciate the need for mutual support and trust working in a challenging environment.
4. Find solutions to a variety of problem-solving activities.
5. Show an appreciation and regard for the outdoor environment

SWIMMING YEARS 3 - 4

Swimming is a crucial survival skill and an essential prerequisite for a range of activities in and around water. It provides an excellent form of all-round exercise and contributes to the development of flexibility, strength and stamina.

Pupils are taught to:

- pace themselves in floating and swimming challenges related to speed, distance and personal survival
- swim unaided for a sustained period of time over a distance of at least 25m
- use recognised arm and leg actions, lying on their front and back
- use a range of recognised strokes and personal survival skills (for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving) By the end of the Key Stage most children should be able to:
 1. Swim on the front and the back and be confident in water.
 2. Enter and exit the water safely.
 3. Swim unaided, for at least 25m.
 4. Perform certain skills in water, for example, tread water and float
 5. Know and understand the basic principles of water safety and survival.

CURRICULUM MODEL/PLANNING

PE is a core subject in the National Curriculum. As required, we teach dance, games and gymnastics at Foundation and Year 1. From Year 2 onwards we teach compulsory dance, games

and gymnastics, plus swimming & water safety and athletics. Outdoor and Adventurous Activities are taught thoroughly in Year 6, in the form of a residential camp.

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.

Our medium-term plans give 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.

For short term, weekly plans the coaches refer to the detailed scheme of work and adapt as appropriate.

We plan the PE activities so that they build upon the prior learning. There are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. There is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school with emphasis on practice, performance and evaluation of their success.

SUBJECT LEADERSHIP (Role of the Co-ordinator)

- Liaise with specialist sports providers on curriculum provision
- Developing good classroom practice, providing stimulus and inspiration
- Auditing, organising, ordering and reviewing resources
- Attending courses to further own professional development and providing information and support for colleagues for in- service training
- Monitoring classroom practice, planning and assessment to ensure quality of delivery and setting future targets
- Extending relationships and contacts beyond the school and in the local community
- Monitor and evaluate all evidence and planning, and input into schools internal e-platform

LESSON ORGANISATION/STRUCTURE

Warm up

Each lesson should contain an appropriate warm up. This will help reduce risk of injury and establish good exercise behaviour for future years. A warm up contains:

- Mobility - 'loosening up' exercises e.g. side twists, shoulder lifts, arm circles
- Pulse raising or warming activities e.g. easy jogging, side stepping, jumping
- Stretching exercises

Warm ups are specific to the activity and are linked to the content of the lesson

Lesson Focus:

- Develop specific skills and concepts individually, moving on to partner activities where appropriate
- Developing into for example - modified small- sided games / group tasks or onto gymnastic apparatus and or sequence work or dance composition

Cool Down

During cool down, recap on main points covered in lesson.

ASSESSMENT

The attainment target for physical education sets out the 'knowledge, skills and understanding' that pupils of different abilities and maturities are expected to have by the end of each Key Stage.

Teachers should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

In deciding on a pupil's level of attainment at the end of a Key Stage, teachers judge which descriptor best fits the pupil's performance, these are recorded on a generic assessment grid for each year group and is divided into learning outcomes for each area of physical development e.g. gymnastics, dance etc

ASSESSING PROGRESS

- Teachers may use a range of techniques:
- Watch children work, talk to them about what they are doing and listen to them describe their work. This will generate useful assessment information.
- The learning outcomes in each unit identify how children might show what they have learnt.
- Feedback from pupils during lessons can inform teachers of what has been successful and future targets can be set for individuals.
- Assess through photography and video - a portfolio can be made of a sample of children's work through the Key Stages in each area of physical education, highlighting progression and quality of performance.

- Create a self-assessment sheet using a simple child friendly format, where children can assess their own strengths and target areas for development within 'knowledge, skills and understanding'.

RECORDING AND REPORTING

Records are selective and brief and coaches should have a clear reason for recording information. Significant achievements or weaknesses may be noted on an evaluation of the lesson and are used to:

- Inform future planning for themselves or a new class teacher
- Form part of the statutory annual reporting process, and in discussion with parents
- Help children as a basis for future target setting

RISK ASSESSMENT

The importance of safety in the PE environment is stressed immediately pupils enter the school in Foundation and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

A thorough risk assessment of the school setting is carried out on an annual basis by 'Sports Safe'. The PE lead also conducts an annual risk assessment.

All teachers are encouraged to carry out informal risk assessments prior to every indoor and outdoor lesson. This involves a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or should an alternative approach be taken.

In summary schools should consider the following process:

1. Identify the hazards - anything that can cause harm
2. Consider the risk of someone being harmed by the hazard
3. Is the risk *significant* - likely to cause serious injury?
4. Minimise the risk - take precautions to avoid injury
5. Log the hazard and share the information with colleagues

Standards of Dress for Primary School P.E

- Children are asked to come into school on their assigned day wearing an appropriate PE kit.

- Apart from stud earrings, no jewellery should be worn on the grounds of safety, to protect the child, the other children and the teacher from personal injury.
- Long hair should be securely fastened back for physical activity.
- Consideration should be given to whether pupils who wear glasses keep them on during physical activity (this will depend on the individual needs of the child and the type of activity).
- Indoor work, especially gymnastics and dance may be undertaken barefoot provided the floor is clean and well maintained. Recent medical advice on verrucas suggests that wearing shoes during the period of treatment may not be necessary.
- If shoes are to be worn indoors they need to be appropriate trainers.
- For outdoor lessons appropriate footwear should be worn - gym shoes, trainers etc.
- Children should be allowed to wear extra appropriate clothing for outdoor lessons on colder days (sweatshirt, tracksuit, jumper)- lessons should be FUN and if they are freezing cold and shivering it will only serve to put them off lessons.
- If infants perform outdoor lessons in school clothing, the teacher should ensure safe footwear is worn.
- Staff dress should be conscious of the same health and safety standards and dress accordingly - minimum requirement should be the changing of shoes and awareness of jewellery.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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