

St Joseph's Catholic Primary School



CRC Article 29(goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Physical Education

Rationale

The importance of Physical Education to the curriculum Physical Education (P.E.) develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences, and how to make choices about getting involved in lifelong physical activity.

Aims and Objectives

- To work within the National curriculum targets of **Movement, Using skills and techniques, Cooperation, competition, challenge, analysis and evaluation, participation and preparation for life and health and fitness.**
- To become more skilful when coordinating their movements and developing co-ordination.
- To acquire and develop skills then perform them with increasing physical competence and confidence.
- To teach children to be able to plan their own work given specific criteria to work from.
- To develop their ideas in creative ways.

- To develop positive attitudes to participation in physical activity.
- To develop personal qualities in physical activities and competitive situations such as commitment, fairness, playing to the rules and team spirit.
- To respond to a variety of challenges in a range of physical contexts and environments.
- To enjoy being active, taking part and learning new skills through a varied curriculum and through the extracurricular activities on offer.
- To build children's movement vocabulary in order that they can use language to evaluate each other's work.
- To help children to be able to work co-operatively within a range of different spaces and group situations.
- To use movement imaginatively to communicate ideas and feelings.
- To teach children to know, understand and apply particular safety requirements for different activities.
- To engage in competitive physical activities both against self and against others.
- To know the effect exercise has on their bodies and begin to understand why activity is important to their general health.

Entitlement and Curriculum Provision

We encourage the physical development of our children in the reception class as an integral part of their work. In addition to this fine motor skills are constantly being developed through the range of activities provided in the classroom. The children also benefit from their own outdoor play area and a selection of P.E. equipment to help develop their gross motor skills, co-ordination and control. The time spent in this area is used to build upon and reinforce the skills practised in the curriculum lessons. The Physical Education curriculum within the foundation unit follows objectives set out in the Early Learning Goals. The children gain the basic skills of spatial awareness, control and co-ordination in the way they move; and control of balls, bean bags, hoops and ropes. The children are given opportunities to explore and manipulate a range of P.E. equipment in their own ways to build the confidence to participate.

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs. Children at St Joseph's experience all the programmes of study for KS1 and 2. KS1 - Games (invasion, net, striking and fielding), Dance, Gymnastics and Swimming. KS2 - Games (invasion, net, striking and fielding), Dance, Gymnastics, Swimming (years 3-5 only), Athletics and Outdoor and Adventurous Activities. All children are entitled to a

minimum of two hours of P.E. per week. All class teachers take their own class for P.E. and along with staff, qualified instructors teach outdoor adventurous activities through a residential at The Frank Chapman Centre in Worcestershire, which takes place every two years. Swimming is taught to years by qualified instructors at a local sports centre.

We use a variety of teaching and learning styles in P.E. lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies including the 'STEP' process where staff are encouraged to alter the Space, Task, Equipment and People in order to ensure that each child is provided with an appropriate level of differentiation.

Participation

P.E. is not optional but statutory. Occasionally a child may not be fit to take part physically and then they should be asked to observe giving feedback. This will enable them to learn and understand the work alongside their active peers and they will be better prepared when they do join in actively.

There should be maximum participation in all P.E. lessons unless a parent has made communication. Every lesson should commence with a 'warm up', involving a session of vigorous activity, relating to the lesson and an opportunity to 'warm down'. Children should be taught about health related fitness.

Planning

P.E. is a foundation subject in the National Curriculum. Our school uses the Val Sabin scheme of work as the basis for its curriculum planning. The curriculum planning in P.E. is carried out in 2 phases [long-term (LTP) and medium-term (MTP)]. The LTP maps out the P.E. activities covered in each term during the key stage. Class teachers complete a MTP for each term's PE. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

We plan the P.E. activities so that they build upon the prior learning of the children. While 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.

Teaching and Learning

Good lessons should contain the following elements:

Purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson;

Progression: pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills; It is also important to make links of learning in and beyond the sequence.

Pace: lessons should be appropriately paced depending on activity, with suitably challenging activities.

Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.

Differentiation: is achieved through using space, tasks, equipment and people that enable pupils to be challenged appropriately and which ensures good progress for all ability groups;

Pupils' responsibility: in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practise and repeat movements in order to improve efficiency and the quality of their performances. **Support Staff:** Learning Support Assistants and resources are well deployed. Where possible, the whole school teaching Policy (Blooms) should be included in each of the sessions.

Cross-Curricular

Opportunities within our P.E. curriculum are used to develop other areas of the curriculum. These are:

ICT: To aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. digital camera ,flip camera, internet resources, video clips etc.

Literacy: Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use.

Numeracy: Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. At Key Stage One number work is evident through practical games and warm up tasks.

Science & Personal, Social and Health Education; and Citizenship (P.S.H.C.E.): Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations.

Spiritual, Moral and Cultural Development: The structure of our Physical Education curriculum, and after school clubs expects children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

Organisation

The curriculum is planned to provide a balance of activities across the National Curriculum's Programmes of Study. All teaching staff are responsible for the teaching of P.E. to their own class. High Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs) carry out learning activities, directed by and under the supervision of the class teachers, with small groups, individuals or whole class. Classes are of mixed ability

- All lessons follow a structure of a warm up routine, skill development, contextualization and cool down (with plenary questioning)

Years 5 and 6 will have the opportunity to experience a two-yearly residential, which will be predominately active. Children take part in festivals of sport and have other opportunities to work with, and compete against children from other schools.

CPD

We currently have a strong link with Ellowes Hall School who provide us with a qualified PE teacher for six hours per week. Four of these hours are spent working with class teachers,

delivering our curriculum within the disciplines of games, gymnastics, dance and athletics. Across the year, each teacher will receive a block of training in each of these four disciplines.

Out of School Hours Learning (OSHL)

In addition allocated curriculum time children throughout Foundation Stage and both Key Stage 1 & 2 benefit from additional P.E. related events such as sports days, festivals and after school clubs. Sports day take place in the summer term. The aim is to involve all children in all activities and challenges allowing both individual and group successes. The overall target is enjoyment and celebration of personal achievement. There are also a range of extracurricular activities available ensuring there is the opportunity for all pupils to enjoy a minimum of 3 hours P.E./sport per week. Outside agencies and professional sports coaches are welcomed into the school to work with children both in curriculum time and after school.

Equal Opportunities

All pupils shall have the same access to the subject, regardless of their gender, disability, race or cultural background. Pupils shall have opportunities to study physical activities from multi-cultural sources, for example through dance. All pupils should be provided with learning experiences that are aimed to enable them to experience success and pleasure, gain confidence and acquire competence.

SEN and G&T pupils

The P.E. curriculum should fulfil the needs of all pupils. The planned curriculum should take into account pupils with IEPs that may address sensory, physical, cognitive, emotional and/or behavioural difficulties. Where appropriate arrangements for extra adult and/or specialist help may be sought. If a programme needs to be adapted then the class teacher will do so in consultation with the subject leader and SENCO, where appropriate. The emphasis is on inclusion for all children. Where pupils show specific talents in P.E. then specialist support may be necessary, that of which is beyond what the school may be able to provide. Reference to specialist sporting environments may also be relevant.

Lessons provide good quality experiences that are suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, lessons are appropriately differentiated with individual needs taken into account.

Children deemed to be of special needs (for PE) will also have access to special sessions designed to improve the relevant components of fitness.

Learning Resources

There is a variety of games equipment to enable pupils to work with which are best suited for their age and stage of development. Most equipment is stored in the physical education shed in the playground. Pupils are trained to select, collect and replace all equipment tidily, but it is the responsibility of the staff to ensure that this is done properly. The hall contains a range of large apparatus (for gym and dance), 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 school playground for games and athletics activities.

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. Safety aspects are discussed with pupils prior to and during each P.E. session when they are asked to identify risks to themselves and others e.g. appropriate noise/voice levels, use of space, distance, environment. Pupils are taught how to improve their own abilities to assess risks. It should be noted that, in the event of an emergency, phones are within a short distance of all P.E. lesson locations and First Aid Boxes are available from classrooms or the school office. All staff know what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma are readily accessible.

Children must be dressed appropriately for P.E. lessons. Children must change for P.E. partly for hygiene reasons but also to ensure that the clothing is suitable. The Governing Body expects the teachers to set a good example by wearing appropriate clothing when teaching P.E. e.g. trainers, tracksuits, which in-part is also for their own safety. Children in both key stages should have a P.E. uniform with them every day, regardless of their regular P.E. day.

PE kit: • Children need a T Shirt and shorts for indoor P.E.(tracksuit bottoms where appropriate). • They wear no footwear in the hall for gymnastics and dance. • Children can wear school jumpers for outside P.E. These are essential when the weather is chilly. • Children must wear plimsolls or trainers for games outside. • Children participating in out of hours clubs must change out of their whole school uniform and wear their Physical Education kits. All regular P.E. rules apply through the clubs.

Jewellery and Hair: • No jewellery is to be worn for any physical activity, including watches. • Parents should be informed of the class P.E. timetable so that they can remove earrings for that day. Any items of jewellery removed by the children themselves should be put safely in a draw or tray in the classroom. • There are some occasions when jewellery cannot be removed. Studs in newly pierced ears are a hazard during physical activity, but infection may result if they are removed. In these cases tape over the stud to protect the ear (maximum of 6 weeks only). • Long hair must be tied back.

Appropriate clothes and footwear for P.E. must be worn by class teacher at all times. Members of staff are also encouraged to follow safe guidelines in regard to their jewellery.

Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. Pupils are made aware of safe practice when undertaking any activity, (e.g. not jumping or running in front of others, etc). Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

Regular checks are made on all equipment. The subject leader makes frequent visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger are taken out of use immediately and the subject leader informed of any faults. All large items of equipment are inspected annually by the local authority.

Leadership and Management

The subject leader is responsible for overall curriculum planning, the management of the subject, the provision of equipment and its accessibility. The headteacher is responsible for the overall implementation of the physical education policy.

The subject leader key roles are:

- To monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues.
- To organise resources through carrying out a resources audit, ordering new resources and managing the P.E. curriculum budget effectively.
- To support other members of staff by demonstrating good practice, commitment and enthusiasm; organising INSET opportunities, leading curriculum development meetings and giving advice on assessment and recording.
- To communicate the school policies by writing and reviewing curriculum policies, liaising with outside agencies to keep up to date with developments and overseeing the extracurricular activities that relate to Physical Education.
- To attend the School Sports meetings with other schools in our Partnership.
- The subject leader's role is to:
 - develop staff confidence and competence in teaching physical education;
 - attends courses as appropriate;

- arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, arrange for school-based training matched to identified needs of staff.

Assessment and Recording

The teaching adult will assess children's work in P.E. by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year, with year 6 assessment going to the relevant secondary school.

Monitoring and Evaluation

The head teacher keeps evidence of MTP planning. This demonstrates what the expected level of achievement is in each area of activity in P.E. in each year of the school and ensures that monitoring of P.E. ensures coverage, progression and expected levels of attainment. P.E. is part of the school's monitoring cycle with opportunities to monitor through, lesson observations, pupil interviews, environment and planning. The head teacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the subject leader and staff.