

St Mary's Catholic Primary School
'Learning Together in Faith and Love'

ST MARY'S CATHOLIC PRIMARY SCHOOL



Physical Education Policy

OUR PHILOSOPHY

We believe that Physical Education (PE) creates opportunities to:

- enhance spiritual development as children develop positive attitudes towards themselves and others;
- promote moral development through an awareness of co-operative fair play and conventional sporting rules and behaviour;
- develop social skills through activities which create opportunities for group games and teamwork, a sense of responsibility and commitment;
- promote cultural development through an awareness and understanding of cultural events and the global connection in sport which integrates communities such as the Olympics.

We believe that PE promotes the acquisition of key skills within core subject areas:

- English (AT1 Speaking and Listening) – verbal and non-verbal communication to comprehend instructions and co-operate in teams and develop oracy in feedback time during and at the end of a lesson.
- Maths (AT3 Measures) - estimating and making actual measures in distance and time.

Information and Communication Technology (ICT Developing Ideas and Making Things Happen). In Key Stage One, children can record the order of events on their computer for a game (7) or a movement routine (6,8). Video recordings can be watched and discussed to model good practice and feed this into future practical work.

In Key Stage Two, there are opportunities to collect real data. The effect exercise has on the heart rate could be collected at intervals during a lesson and presented as a line graph using Excel once children have entered their information. The learning outcome can be fed into the Personal Health and Social Education units of study analysing health.

Video recordings of the children or professionals (6,7,8,10) could be viewed and discussed to model good practice and feed this into future practical work.

Religious Education (RE) – being able to work in a group with a shared goal, co-operating and respecting the views and skills offered by team members.

SUBJECT IN THE SCHOOL DEVELOPMENT PLAN

Each year group from Nursery to Year Six had a minimum of 2 hours of PE each week. Key skills in both key stages were aimed at developing the following aspects within the National Curriculum for PE: -

- Knowledge and understanding of fitness and health
- Acquiring and Developing Skills
- Selecting and applying skills and tactics
- Evaluating and Improving Performance.

BREADTH OF STUDY WITHIN THE NATIONAL CURRICULUM FOR PE:

Dance Activities

- Key Stage One and Two - dance with a professional coach.

Games Activities

- Key Stage One - ball skills including striking and fielding.
- Key Stage Two – striking, fielding and invasion games including competitive net games. Tennis, cricket and basketball with a professional coach.

Gymnastic Activities

- Key Stage One – basic travelling, landing, turning and rolling in the form of trampolining with a professional coach. An introduction to Outdoor activities in the form of orienteering at the local Canal Centre.

Outdoor and Adventurous Activities

- Upper Key Stage Two –Year 6 attend an annual residential activity centre.

St Mary's holds a PE Week each year. The sporting activities include athletics, aerobics, healthy eating awareness and other healthy activities.

PROFESSIONAL LINKS IN THE COMMUNITY

Close links have been built and maintained with local sports centres and professional coaches to support staff in delivering key skills to support future planning and delivery of lessons. These supportive links include:

- Westway Sports Centre and Cliff Richard Tennis Association
- EPIC School Games

ANNUAL COMPETITIONS

The school enters annual competitive sporting events for The Royal Borough of Kensington and Chelsea. These events are;

RBKC Inter school football league,
The Epic School Games festival,
RBKC athletics competition at the Linford Christie Stadium,
RBKC swimming gala,

AFTER SCHOOL CLUBS

- Football training
- Netball
- Street Dance
- Healthy cooking club
- Yoga
- Futsal
- Ballet

INTRA SCHOOL COMPETITIONS

St Marys staff organise house competitions each half term. The points are calculated and the overall winning house is awarded a shield at the end of the school year.

We also hold regular trials for children who want to participate in an inter school competition.

SPORTS AMBASSADORS

This academic year (2016 – 2017) we have introduced a sports ambassadors scheme. 2 children from years 3 to 6 will be trained to help promote and organise sports at break time and assist staff at different times during the sporting year.

ORGANISED LUNCHTIME ACTIVITIES

Sports and other physical activities are organised every lunchtime.

Key Stage 1 and 2: activities include football, dodgeball, basketball, climbing frame, table tennis, skipping, champ ball, hula hooping,

Early Years: activities include bikes and scooters, skipping, hoops, space hoppers, bats and balls.

THE FUTURE

We hope to develop our range of outdoor activities we can offer our children and hope to make links with Queens Park rangers Football Club, The Canalside activity Centre, Horniman Park all weather pitch and Paddington recreation grounds.

AIMS

Our aim is to encourage children to reach their full potential in physical education.

We aim to create an environment in harmony with the differing needs, and cultures within the school community.

We believe that in using clearly defined objectives and progressive schemes, children will improve their physical well-being, confidence, skills, and self-esteem. The aim is to be positive in our teaching methods to praise and encourage children's development.

We aim to:

- develop acquisition of co-ordination skills;
- promote the physical gains and feeling of well-being gained from a variety of sport available, building on the basis that there is a sport for everyone;
- develop movement through music to communicate imaginatively;
- develop social interaction and co-operation skills;
- provide equal opportunities for all children to reach their full potential irrespective of race, gender, or physical attainment.

EQUAL OPPORTUNITIES

We aim to provide equal opportunities for all children to reach their full potential irrespective of race, gender, culture, or physical attainment. Differentiation will integrate all members of the school community without highlighting differences amongst groups.

CHILDREN WITH DISABILITIES

Teachers need to know how to respond to children with special needs. Some children may have physical disabilities but it is important to note that children with disabilities may *not* have a special educational need. They should be integrated into the lesson to learn with their peers. To enable children with disabilities to reach their full potential, it may be necessary to plan extra time for some activities and alternate use of paired or group activities.

SPECIAL EDUCATION NEEDS

In line with the child's SEN Code of Practice, tasks may need to be differentiated through resource and/or outcome. Teachers may need to consider behavioural and emotional needs in planning to meet the needs of children with special educational needs. In some cases, when a child has a learning support assistant, care should be taken to involve the adult with the child in a group capacity so that skills are enhanced without drawing attention to specific individual's needs.

GIFTED AND TALENTED CHILDREN

Teaching staff use assessment to inform planning and talented children should be challenged through differentiation (resource and task). Teaching staff should inform the PE Co-ordinator if they can identify a child who has excelled in a particular skill. The PE Co-ordinator will approach the child and parents and suggest recommending the child to the Borough's PE Consultant, who can provide information to direct talented children to outside agencies to develop their talent beyond school time.

MULTICULTURALISM

Enhance awareness of other communities and cultures through types of music and movement used in dance, opportunities to work with parents and other adults from other cultures, and video and IT link-up to gain knowledge of cultural sporting activities in other countries through.

ENGLISH AS AN ADDITIONAL LANGUAGE

Teachers should integrate children by considering key vocabulary the child may need to have an understanding of (non-verbal actions may help). Opportunities to interact verbally and non-verbally in pairs and small groups will enable children to access and fulfil the aims of PE. Audio-visual equipment and visual 'props' should be used to encourage full participation and develop confidence and self-esteem.

GENDER ISSUES

Male and female should be chosen to comment on learning and model skills taught. Teamwork should include an even distribution of males and females.

CURRICULUM CONTENT

KEY STAGE 1

Children build on movement from own experiences working in small groups and pairs. They use their imagination to develop ideas in movement and improving co-ordination skills.

KNOWLEDGE, SKILLS AND UNDERSTANDING

Acquiring and Developing Skills

Investigate and explore basic skills (running, jumping, turning, throwing, kicking a ball, responding imaginatively to music) with control and co-ordination.

Selecting and Applying Skills, Tactics and Compositional Ideas

Choose and apply skills in a sequence. Use tactics to vary the way skills are performed. Apply rules and conventions for different activities.

Evaluating and Improving Performance

Children should be able to describe what they have done and use ideas from others to refine skills and movement sequences. They should act on advice and discussion to alter a skill or movement to improve it.

Knowledge and Understanding of Fitness and Health

Children should recognise the physical changes they experience from exercise. They should know how the changes may alter with different activities and they should understand the importance of exercise.

BREADTH OF STUDY

Children will be taught how to apply knowledge, skills and understanding in dance, gymnastics, games, and swimming (Year 2 only).

Dance

Children will develop the ability to use movement imaginatively in response to music from different cultures performing basic skills of *travel, stillness, creating shapes, turning, jumping, and gesturing*.

Refine, control, and describe movements through observation and repetition to express feelings.

Move slowly and quickly, alter rhythm, and feel the difference in the body after doing so.

Develop spatial awareness independently and in small groups.

Games

Travel with and send and receive a ball in different ways.

Develop an ability to play simple net, striking, fielding and invasion games of their own and from instructions in a competitive form which include simple attack and defence tactics.

Gymnastics

Children should be able to perform basic skills in *travel, being still, finding space and using floor and apparatus equipment safely.*

Develop skills in taking off, landing, balancing and controlling movements.
Link skills in short sequences with a beginning, middle and end.
Vary speed, direction and level of performance.

Swimming

Year 2 children will be tutored in swimming for one term (preferably the Summer term).

Children will be taught to move and float in water with and without buoyancy aids to develop water confidence.

Be able to feel the support of aids.

Be able to propel their bodies through water using simple arm/leg strokes with or without aid.

KEY STAGE 2

Children develop their imagination through movement to develop sequences. They develop and acquire skills in many different activities and evaluate their own performance. They communicate in small groups and pairs to develop teamwork skills and enjoy an element of competitive sport.

KNOWLEDGE, SKILLS AND UNDERSTANDING

Acquiring and Developing Skills

Children should consolidate existing skills to build on these and develop and acquire new skills with improved control.

Selecting and Applying Skills, Tactics and Compositional Ideas

Children should plan and use tactics to alone, in pairs and in groups. They should vary the way skills are performed and apply rules and conventions for different activities.

Evaluating and Improving Performance

Children should be able to describe what they have done and use ideas from others to refine skills and movement sequences. They should act on advice and discussion to alter a skill or movement to improve it.

Knowledge and Understanding of Fitness and Health

Children should recognise the physical changes they experience from exercise and understand the importance of warming-up and preparing the body for different activities. They should appreciate the physical benefits of regular exercise and understand appropriate dress aids performance in a safe environment.

BREADTH OF STUDY

Children will be taught how to apply knowledge, skills and understanding in dance, games, gymnastics, swimming and athletics.

Dance

Children will be taught to use movement in response to music from a variety of cultures using the key skills of *travel, stillness, creating shapes, turning, jumping, and gesturing*.

Games

Children will be taught to use tactics to develop own and known attack and defence games in a competitive form use net games.

Specific skills and teamwork will be developing to play competitive striking, fielding, and invasion games.

Gymnastics

Children will use the basic skills of *travel, being still, finding space and using floor and apparatus equipment safely*, to develop a sequence using the floor/apparatus with variations in speed and direction.

Swimming

For one term each year, children will receive swimming tuition to develop water safety and confidence.

Children will learn to use arm and leg actions on their front and back to move through the water with or without a buoyancy aid.

Children will develop the ability to swim unaided for a period of time.

Children will learn and develop personal survival skills when they reach an appropriate level of swimming unaided.

All children will learn how to move in water safely.

Athletics

Children will use running, jumping and throwing skills to develop personal stamina and level of fitness to challenge their bodies.

Children will challenge their acquisition of these skills in competitive games and events independently, in pairs and in teams.

PE ACROSS THE CURRICULUM

PE can have a very significant positive impact on children in terms of a strong feeling of success, achievement and improved self-esteem. This directly impacts on other curriculum areas which closely inter-connect with PE. These areas are; English, Mathematics, ICT, Design and Technology, Music, PHSE and Citizenship, and Religious Education.

LANGUAGE AND COMMUNICATION

Children develop language skills through group work to plan and evaluate their work. As they perform a skill they will be encouraged to describe the process they went through e.g. kicking the ball with the right or left foot. Children will be encouraged to become familiar with the language conventions used in sport and to use this in their own descriptions and instructions. ***ICT has a direct link and is detailed in the next section.***

PHSE, CITIZENSHIP AND RELIGIOUS EDUCATION

Children will be encouraged to work with others in small groups where respect is paramount, to achieve a mutual goal. Children will interact to develop an ability to share and play fairly as they learn rules and conventions associated with different sports. Through physical activity, children will become aware of the impact on the positive impact on their health and well-being, understanding that their body is precious and needs to be looked after. Children will learn together in faith and love and understand that differences are to be accepted and built upon to enrich our ability to work together.

MATHEMATICS

Through PE, children will develop cross-curricular mathematical skills. They will be involved in estimating and making actual measures in distance, time, and temperature. They will need to combine ICT to analyse data collected to interrogate it and make informed comments e.g. heart rate before and after physical activity. PE creates an excellent basis for worded problem solving as well as other problem solving opportunities in designing games.

DESIGN AND TECHNOLOGY

PE creates the opportunity to use a purposeful context for the design and creation of toys and games within the ICT Programme of Study at Key Stage Two.

MUSIC

Children are exposed to multi-cultural tunes, themes and ideas, as they develop movements and sequences in music. They are encouraged to incorporate their knowledge of timbre and rhythm to express themselves imaginatively.

PE AND ICT

As children learn how their bodies respond to physical activity they will be encouraged to develop processing, reasoning and enquiry skills through ICT.

Video resources of professionals performing some of the key skills in both key stages create opportunities to discuss movements and tactics using visual cues. When this tool is used, children will be encouraged to use this model within their own sequences or games in later lessons.

Pictograms, pie charts and bar line graphs can be used to present and interrogate data gathered about different sports.

A database creates the opportunity to ask relevant questions using > and <, draw inferences, make deductions, predict outcomes, and test conclusions or future ideas for follow-up.

Spreadsheets can be a useful way of collecting data in intervals using number and measuring skills in maths to calculate predictions mathematically.

The Internet enables children to communicate and link-up with others in different countries to understand and appreciate different sports and the global interest in sport. The Internet creates an invaluable research tool enabling children to find out how and where they can follow-up their sporting interests.

PLANNING

TERMINOLOGY

'Unit' – a medium term plan designed for a term or less.

'Scheme of work' – planned aims and objectives for a unit.

All children should be provided with a broad, balanced, relevant and differentiated curriculum based on an equal opportunity to reach their full potential in physical education. In their planning, teachers should aim to develop physical and co-operative teamwork skills to enhance confidence.

Planning should be differentiated and progressive building on prior learning. Teachers should use the termly *units* in the QCA document alongside the existing *schemes of work* for each unit.

DIFFERENTIATION

Grouping – mixed attainment pairs/groups or individual.

Resources – vary the use of equipment to meet the attainment levels of different children. Always plan for children with varying needs to improve confidence and challenge the high achievers.

Activities – children should have alternate roles and responsibilities to consolidate knowledge of rules and conventions associated with different sports. Always plan for children with varying needs to improve confidence and challenge the high achievers.

Opportunities for excellence – develop interests in varying sports through after school clubs organised by the school and/or the Royal Borough of Kensington and Chelsea. These activities enable children to work with peers from other schools in competitive events. Teachers should encourage the development of excellence through entering individuals for organised Borough competitive events in swimming and athletics. Teachers should encourage hands-on research to develop interests.

Children should be grouped tactfully by the teacher and never selected by individuals choosing teams. This can seriously damage confidence, self-esteem and level of achievement in PE and other curricular areas.

APPROACHES TO TEACHING AND LEARNING

- Teachers should create the opportunity for children to develop skills and enhance their imaginative development.
- Time should be given to build on prior learning and repeat new learning to consolidate skills.
- Create the opportunity to become more independent and assertive as children take on new responsibilities.
- Encourage children to evaluate performances to recognise, check, and change the process to improve the outcome.
- Encourage children to relate prior learning to new skills in a range of activities.
- Make a variety of equipment and activities available to develop skills.
- Teachers should raise the profile and importance of appropriate dress to develop skills by dressing appropriately to model activities.
- PE lessons should be well paced to enable children to take out equipment and take positions quickly and quietly.
- Teachers should model skills with the children and praise positively whilst suggesting ways to improve.
- Ongoing feedback is very important to encourage children to participate fully and purposefully.

There should be a balance in both key stages between:

- grouped, paired and individual work;
- competitive and non-competitive activities;
- contact and non-contact sports;
- Development of skills and understanding.

ASSESSMENT, RECORDING AND REPORTING

Teaching staff in both key stages will have an A3 tracking sheet for their class for the year. The tracking sheet will detail each *activity* to be taught and the *key skills* the children are expected to acquire for each activity.

FORMATIVE ASSESSMENT

This is in the form of oral feedback and modelling from the teacher to individuals as they work towards acquiring key skills in each activity.

SUMMATIVE ASSESSMENT

This is in the form of a termly tracking system and therefore takes place throughout each term. The long-term curriculum map for each year group identifies when each activity should take place to fulfil PE requirements using the QCA Scheme and the National Curriculum. Some activities may occur over two terms, skills to be taught can then be split over this period.

Teaching staff will be expected to indicate when each child has demonstrated acquisition of the listed key skills for each activity for that half term using National Curriculum Level Descriptors.

Assessment should enable the teacher to immediately identify children who have not yet acquired all skills listed, children who have demonstrated acquisition of all skills, and children who have excelled if this is the case.

LINKS WITH THE KEY STAGES

The A3 tracking system will be passed onto the next teacher to take the class into their next year. Assessment can pinpoint which skills need reinforcing or introducing for each activity. Tracking sheets will be passed across from Key Stage One to Key Stage Two to enable teachers to use assessment to inform planning.

MONITORING

The PE Co-ordinator will monitor tracking sheets based on National Curriculum level descriptors across the key stages at the end of each term. This is to ensure that children of all abilities are participating and achieving appropriate levels in each activity.

The PE Co-ordinator will make an Action Plan annually and standards and progress will be monitored by the Headteacher or the Deputy Headteacher.

RESOURCES

All resources are kept in central storage areas in the playground for outdoor activities for Key Stage One and Key Stage Two (separate sheds). Indoor PE equipment will be stored centrally in the new hall when it is completed.

EQUIPMENT

Equipment has been selected to incorporate units of work to be delivered in both key stages.

In order to maintain a good supply and high quality of equipment it is essential that:

- all staff supervise the removal and return of equipment for PE lessons and after school clubs;
- the outdoor sheds holding equipment should be locked;
- audits will be carried out by the PE Co-ordinator at the end of each term to ensure resources will be available for the next term;
- the PE Co-ordinator will manage the annual budget;
- literature to aid teaching e.g. TOPS is available in the central resources area for staff to access for planning;
- coaching assistance may be available from the Borough and outside agencies to aid teachers in the planning and delivery of units.

DRESS

Children should be encouraged to change for PE quickly and quietly within their classrooms. In Year 6 children could use nearby toilets for privacy. Teachers should also change into appropriate footwear as it will be necessary to model skills and opportunities for accidents should be minimised. In the case of indoor hall activities, teachers should have bare feet not trainers.

PE uniform is as follows:

Indoor

Navy blue shorts, white T-shirt (plain or St Mary's logo), black **plimsoles**, **white socks**.

Outdoor

Blue St Mary's logo tracksuit, socks and trainers.

It is important that children keep the dress code and that teachers enforce it to prevent children wearing expensive logo clothing, which creates, unwelcome financial competition.

Children should not wear their usual white St Mary's tops for PE, they must change to maintain an acceptable standard of hygiene. No tights should be worn and children should never wear socks/tracksuits during contact indoors with slippery surfaces, for safety reasons. Long hair must be tied back and children should keep the Code of Conduct agreed and refrain from wearing jewellery and remove watches during PE lessons.

HEALTH AND SAFETY

All teachers are responsible for safety in lessons. An awareness of procedures to be followed to teach particular units is imperative and can be accessed through the QCA document or literature in the central resources area.

In order to minimise risks involved in some activities the following steps should be taken when it is necessary to remove children from the premises for physical activity:

- adult/child ratio of 1:8 should be planned for and parent helpers should have their role clearly defined;
- asthmatic children should be identified and a personal inhaler should be obtained and taken out of school by the teacher;
- a mobile phone should be taken from the office by the teacher;
- when swimming, the teacher should request that an attendant supervises children in the opposite sex changing area whilst the teacher supervises the other group. All personal belongings should be padlocked in one central area by the supervisor(s);
- children should be educated about the need to walk not run on slippery surfaces;
- any student teachers should always be accompanied by the teacher during PE lessons for insurance reasons and professional development;
- when taking a group of children off the premises for annual sporting events, permission must be sought from parents and the guidelines above must be adhered to.

DISCIPLINE

Children should always be aware of their teacher's expectations in a PE lesson and the consequences for not behaving inline with agreed rules in the Code of Conduct. Children should arrive at the venue for the lesson quietly and act on instructions quickly to organise resources and equipment. The noise level should always enable the teacher's voice to be heard without straining. Teachers should position themselves in the hall or outside so that they can observe all children and rotate to work within small groups.

ACCIDENTS

- If there is an accident, all children should be asked by the teacher to stop what they are doing.
- Depending on the severity of the accident, send the child with a responsible peer to the office for assistance. Alternatively send a responsible child to the office to ask for assistance whilst you remain with the injured child if the incident is more serious.
- Asthmatic children should have their inhaler at hand in case it is needed.
- If apparatus is damaged during a lesson, the teacher should report this to the PE Co-ordinator as this will have direct implications on the health and safety of subsequent users.

It is the responsibility of the Headteacher to ensure that large apparatus is checked annually for safety.

From an early age, children should be shown how to take out equipment and put it away safely to reduce the risk of muscle straining or accidents possibly caused by lack of spatial awareness. In the case of benches, three children should be involved in lifting with knees bent, one holding either end of the bench and one holding the middle section. As the teacher models safe distribution of equipment using responsible children, others should remain seated in a designated area away from the equipment.