

**ST. MARY'S CATHOLIC PRIMARY SCHOOL,  
STUDLEY**



**Physical Education Policy**

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St. Mary's Catholic Primary School, Studley

# Physical Education Policy

## Document Purpose

This policy document aims to reflect the philosophy of our school in relation to how PE is both taught and learnt. It provides a basic framework through which all staff, teaching and non-teaching, can approach PE and gives guidance in areas such as curriculum content, planning and evaluating.

This policy is intended to be used in conjunction with the scheme of work for PE. This identifies which areas of the curriculum are to be covered by which year group and to what extent. It is intended that this policy, in conjunction with the scheme of work and advisory documents in the areas of dance, gym and games will form the basis for the teaching of PE.

## Readership

This document is intended for:

- All teaching staff, including supply teachers
- School governors
- Parents
- Inspection teams
- LA advisors
- Non-teaching assistants and support staff
- Teaching assistants

## **Subject Aim**

PE is a foundation subject within the National Curriculum.

The aims of PE are:

- To develop a range of physical skills
- To develop stamina and strength
- To express ideas in dance form
- To develop an appreciation of fair play, honest competition and good sportsmanship
- To develop an appreciation of the aesthetic qualities of movement
- To learn how to cooperate with each other and work successfully in pairs, groups and teams
- To develop physical and mental coordination, self control and confidence
- To develop self-confidence through the understanding of one's own capabilities and limitations
- To provide opportunities for a wide experience of all six physical activities in the National Curriculum
- To motivate each child so that they retain a lifelong interest in all aspects of PE and recognise the importance of living and maintaining a healthy life

These aims are consistent with our school philosophy and take account of the LA Curriculum Policy and National Curriculum non-statutory Guidance.

The subject comprises of Programmes of Study, end of Key Stage Statements and an Attainment Target. These are divided into levels of increasing challenge.

Our pupils will work at levels appropriate to their abilities. We recognize that our children have individual differences and talents, achieve certain objectives at different times and have different degrees of competence.

In learning PE, children will have the opportunity to achieve the following objectives:

### **Objectives for End of Key Stage 1**

For pupils to have had experiences to enable them:

- To perform confidently basic ways of moving from one place to another, for example running, jumping, rolling, climbing, transferring weight from one body part to another and holding the body still
- To perform contrasting movements including quick and slow, strong and light, wide and narrow and high and low
- To use apparatus to get on/off, under/over and along to absorb shock when jumping or moving from apparatus of various heights
- To appreciate and respond to contrasting sounds in music, percussion and words
- To propel a variety of objects, including balls of various sizes, quoits, beanbags, hoops and so on
- To undertake simple ball skills, for example, throw, catch, bounce, kick
- To play simple games with and alongside others in order to experience being a member of a team
- To become familiar with various forms of apparatus and to set it out and put it away efficiently and safely
- To explore the potential for physical activities in the immediate environment

## **Objectives for End of Key Stage 2**

The children should have experience to enable them to:

- Combine basic actions such as travelling and turning in the form of a sequence
- Perform sequences on the floor and apparatus on different heights
- Repeat and refine the original sequence
- Reproduce some specific movements including named skills such as forward roll and headstands
- Absorb shock and momentum on landing and travelling from different levels of apparatus
- Respond physically and aesthetically to rhythms, moods, qualities in music, words and sounds
- Develop and repeat movements in dance
- Strike/propel a ball with reasonable accuracy by using different parts of the body and various implements
- Invent their own games selecting appropriate equipment, size and shape of playing area and number of players
- Participate in team games involving various numbers of players and conform to rules
- Enter water safely by jumping or diving
- Swim 25 metres on front or back
- Perform certain water skills to include floating and treading water
- Experience outdoor and adventurous activities

## **Curriculum and School Organisation**

The curriculum covers the six areas set by the National Curriculum.

- Stage statements
- Athletics
- Outdoor and adventurous activities (Key Stage 2 only)
- Dance
- Games – Net / Wall, Invasion, Striking and Fielding
- Gymnastics
- Swimming (Key Stage 2 only)

There will be a progression from Year R to Year 6 as outlined in the thematic and subject timetables in appendices 1, 2 and 3.

### Time Allocation

Each year group is allocated 2/3 areas of Physical Education per half-term. Each area is then allocated a relevant theme. Each area is planned and matched against the Attainment Target for PE and Programmes of Study to ensure suitable progression, and full coverage of the National Curriculum throughout the school.

### Planning and School Organisation

Within this time it is expected that all relevant Attainment Targets and Programmes of Study are covered at each key stage. It is however recognized that limited hall time and wet weather at times can affect PE teaching. However, the class teacher and the PE co-ordinator will endeavour to ensure the subject is adequately represented in terms of the overall timetable in each class.

Planning and evaluating PE areas and themes with the whole school, in order to implement any necessary changes, takes place annually or when appropriate.

Detailed curriculum content and progression can be found in the Scheme of Work for PE.

A range of published materials are used in the planning of PE throughout both Key Stages. Top's Cards for both Dance and Games are available. We also have the Suffolk PE Scheme, and our own scheme to support staff.

## The Co-ordinator's Role

The Co-ordinator receives any information or resources which arrive in school. She is responsible for the organization and liaising with various agencies including Sports Hall, staff, local schools, grounds staff, parents, clubs and coaches. She is also involved in:

- Analysing teacher and year group planning.
- Staffing and planning meeting to deliver the NC.
- To provide in-service training, e.g. sportshall – Health and Safety issues and Lead lessons in Years 5/6.
- Organise and run various extra-curricular clubs.
- Organise tournaments and matches, which includes liaising with parents and colleagues.
- The PE Co-ordinator will work together with staff to consider any necessary changes or adaptation to the policy.
- To purchase, replace or repair, any resources that are needed.
- To manage the PE budget.
- To organize inter and intra sport competitions and festivals.

## **Clothing for PE Activities**

- Dance/gym – red shorts, white T-shirt, black pumps or bare feet
- Indoor games – red shorts, white T-shirt, black pumps
- Athletics/games – Winter: black tracksuit, trainers or pumps, white T shirt, old school sweatshirt.  
Summer: red shorts, white T-shirt, black pumps or trainers.
- Swimming – swimming costume or trunks, swimming cap (optional), goggles with parental consent
- Adventure activities – suitable outdoor clothing depending upon activity,

**All clothing should be clearly labelled with the child's name.**

**No jewellery to be worn for any physical activity.**

**Hair must be tied back.**

## Non-Participants

If for some reason a pupil is unable to participate, the child must have a letter explaining the reason for excusing them. In an instance where children have forgotten their PE kit, school can provide some spare kit. The teacher will also keep a record of all pupils not participating and give a reason.

If this is a regular occurrence a text message is sent home to parents.

## Safety

Ref to Health and Safety Policy and Activity Sections for extra information.

Prevention is the PE teachers first consideration. At St Mary's we believe that children need to be taught and learn to have responsibility for their own safety and the safety of others in all activities which they undertake.

The children also should learn to respond to instructions and signals from the teacher and follow their particular rules and codes. Teachers have the responsibility to plan appropriate work for the needs of the class. Records of work covered are to be consulted i.e. progressive stages of learning are to be planned for so that children are guided along a path of learning suited to themselves and their needs.

Before embarking on any block of PE activities, teachers must make themselves aware of the following points:-

- 1) The children's medical records need to be consulted and any conditions which may affect their lessons are noted.
- 2) The nearest First Aid Box to the activity is to be located and the nearest First Aider.

The environment in which the PE is to be carried out and any equipment or resources which the children use should be regularly checked and in good order. Any equipment or resources not satisfactory should be removed from use by the teacher in charge of PE.

Children need to learn about and understand the importance of warming-up and cooling down from exercise in order to prevent injury.

Teachers must build these periods into their lessons.

Correct clothing should be worn by all children taking part in PE lessons, both from a safety angle and hygiene considerations. The pupils should not wear watches or jewellery and long hair must be tied back. Sweets or gum must never be chewed.

In the gym children must have bare feet or if necessary pumps, but definitely not trainers or stockinged feet. Children should wear shorts and a T-shirt, which is our school kit. No tracksuit bottoms or footless tights to be worn. The same rules apply when the children are engaged in dance activities, although in some cases just bare feet will suffice.

For Games and Athletics the children wear T-shirt, shorts and/or tracksuit in the cooler weather.

At the swimming pool children are to wear costumes or trunks, with a hat or goggles if desired. Wearing of long baggy swimming shorts is to be discouraged.

Teachers should be able to move quickly and safely in all PE activities. A minimum requirement is a change of footwear.

During the course of a PE lesson the noise level should be such that the teachers voice can be heard above the children's, without the teacher having to shout or use a whistle. The teacher should not take up the same position in the room and should not participate alongside the children. The teacher must keep all children within sight, they must not stand within a group of children but at the side.

Above all it is the teachers' responsibility to evaluate any risk involved in an activity and be sure that the value of this activity outweighs that risk.

Teachers perform many preventative measures in PE lessons but accidents can occur. Therefore it is important that they know the emergency procedures for on-site activities, off site and at the pool. At the pool, teachers and children must be familiar with the three whistle emergency call and know how to react, children must move to the nearest side, get out and sit silently awaiting instructions.

On and off site in event of an accident, teachers should keep calm, take charge and get others to help. They should assess the situation and work quietly while reassuring the rest of the party. If several are injured, the most serious ones are dealt with first.

Any accidents which occur in school are to be logged in our Accident Book.

Accidents which occur must be reported to the Head teacher as soon as possible.

## **Extra-curricular Activities**

These are an important part of a child's primary education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. It helps to introduce a competitive element to team games and promote cooperation and a sense of good sportsmanship. Therefore at St Marys we run many wide-ranging extra curricular activities. There are clubs specifically for certain age groups and some open to all. A list of all activities is available on the school's website.

## **Sports Grant**

We have been able to buy in additional P.E. provision to expand our curriculum and experiences offered to the pupils and partly or fully subsidize after school activities to attract as many participants as possible. For example in 17/18we are offering:

- Multiskills – Key Stage 1 & Key Stage 2
- Gymnastics
- Aerobics
- Badminton

## **Outdoor and Adventurous**

External Providers also support corridor lessons and we have specialists who deliver Dance, Gymnastics and outdoor sports.

There are opportunities in both Year 5 and 6 to take part in a residential visit.

Usually Year 5 stay at Alton Castle, this is both a spiritual and physical experience.

Activities include walking, swimming, mountain biking and survival. Year 6 attend a PGL Centre and participate in numerous activities including rock climbing, orienteering and cycling.

## **Class organisation and teaching styles**

Two styles of teaching PE are normally found in schools. They are generally known as the direct and indirect approach.

The *indirect* approach caters for the needs and abilities for all pupils and allows them to approach the exercises that have been set in their own way. When appropriate the teacher must give active encouragement and help to individual pupils. Any interesting problems and good examples should be demonstrated to the whole class. The indirect approach increases pupil's self-awareness but this must not be allowed to develop into selfishness. Pupils should be taught to be cooperative and courteous.

The *direct* approach covers formal teaching and coaching of specific skills. Teachers must understand the progressions involved and take into account children's ability and previous experience. Pupil's learning a new skill should have the necessary strength, flexibility and body awareness and should pass through the progressive stages leading up to that new skill.

The curriculum maps on the school website give more information regarding what area of the PE curriculum is taught in each term.

### **Assessment & Reporting**

Teachers formally assess PE termly against the National Curriculum key objectives. At the end of the year a judgment can then be made as to the pupils overall level of attainment. This is then reported to parents in the end of year report.

### **Resources and Accommodation**

A wide variety of PE resources are available in school. These include teachers' resource books and notes, children's task cards, TOPS Lesson plans for Games and Dance, dance tapes, teachers' lesson plans, Suffolk PE Medium and Short Term Planning and PE equipment. A range of pictorial resources such as posters, pictures and photographs are also available. All resources are shared.

The majority of PE equipment is kept in the PE Shed. In addition to existing equipment we also have Tops Games, Hockey and Basketball bags. The store is only accessible to members of staff and children under adult guidance.

With the opening of the Sports Hall, we have access to equipment and facilities kept there. These include both large and small equipment enabling us to deliver the N.C. e.g. badminton, basketball.

Gym apparatus is kept in the Hall. Teachers' books, lesson notes and pictorial materials are kept either in Key Stage 1 or Key Stage 2 areas.

### **Equal Opportunities**

Please refer to our separate Equal Opportunities Policy on our website,

<http://www.stmarysrcstudley.co.uk/Policies>

### **Special Educational Needs**

See Policy on Special Educational Needs. All children at St Mary's will be given the opportunity to develop skills to the very best of their ability. Wherever possible, all children will be able to participate in and through the whole Physical Education Curriculum which we offer. For children who have physical disabilities, some modification may have to be made to this area of the curriculum. This modification is made in consultation with support staff, physiotherapist etc.

Gifted and Talented pupils will be identified according to the G & T policy. Children who are able at P.E. are extended by playing in teams representing the school, working with adults who have an expertise in a particular area who have come into school to work, e.g. tennis coaches and by helping peers and younger children. Parents are informed if a particular talent is identified. (See also document 'Provision for the Gifted and Talented').

## **Evaluation**

Evaluation is carried out to enhance teaching and learning and is the responsibility of the class teacher in conjunction with the PE Coordinator. The class organisation and teaching style of this policy will be subject to evaluation each year.

This evaluation will focus on:

- Content (requirements of the National Curriculum)
- Pupils' progress and influencing factors
- Teaching
- Accommodation
- Resourcing
- Organisation and teaching methods
- INSET effectiveness

The methods of evaluation will include:

- Assessing pupils' achievements
- Reviewing the Programmes of Study coverage
- Analysing teacher and year group planning
- Discussing and talking to pupils
- Staff discussion

The PE Team work together to consider any necessary changes or adaptation to the policy. These are then discussed and agreed by the whole staff before the policy document is amended.