

St. James' C of E Primary School

RE Policy

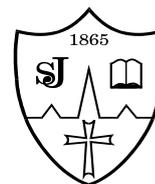
St James' C of E Primary School

PE Policy

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November 2015

November 2018



Introduction

St. James' C of E Primary School believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a learner's physical development and well-being.

A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a diversity of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavor to provide stimulating, enjoyable, satisfying and challenging learning experiences for every learner. Through the selection of suitably differentiated and logically developed tasks, it is intended that all learners, irrespective of their innate ability, will enjoy success and be motivated to develop their individual potential. The activities offered and the teaching approaches adopted seek to provide learners with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and to begin to understand those factors which affect health and fitness.

Aims

The objectives of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to promote a sense of fair play, positive attitudes and sporting behaviour towards themselves and others;
- to develop the way children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- to follow a learning programme which incorporates structured planning for activities and progression for all abilities

Roles and Responsibilities

The PE coordinator is responsible for:

- managing the PE budget
- developing PE schemes of work and PE curriculum
- organising staff CPD
- developing a coordinator's file/portfolio

- liaising with the SSCO (School Sports Co-ordinator) linked to Bournside Secondary School
- monitoring the teaching and learning of PE across the school

All teaching staff are responsible for the delivery of PE and games lessons for their own classes; external sports coaches may be used to support the teaching and learning of specific areas of the PE curriculum.

Teaching and Learning

All teachers are expected to:

- Have high expectations of boys and girls in PE and sport and to place equal emphasis on achievements of girls and boys within school.
- Ensure that the children experience a range of competitive and co-operative activities with a focus on enjoyment for all involved.
- Widen the curriculum to put more emphasis on physical exercise as an essential component of a healthy lifestyle.
- Promote discussions and evaluations of performance which are constructive and enable pupils to respect themselves and others as performers and as active and supportive members of a group or team
- Refer to and display positive images of women and men's sporting achievements from areas of dance, gymnastics, games, swimming and outdoor adventure including minority ethnic groups and sports people with disabilities.¹
- Plan activities and programmes which enable all pupils to develop qualities and skills relating to co-operation and sensitivity, fair play and respect, the acceptance of decisions and rules, and handling success and failure with dignity.
- Plan activities which are acceptable to pupils of all religious affiliations. This requires sensitivity to cultural norms and religious observances, and making suitable provision for pupils who are fasting or celebrating particular festivals or need to follow certain dress codes. Activities should also be drawn from a range of cultures so that pupils appreciate that dance, games and sport are universal, and are aware of ways in which different societies and cultural traditions have influenced each other.
- Promote the same high standards of behaviour as in other areas of school life.

Curriculum

The school adheres to the programmes of study outlined in the National Curriculum and uses the Lancashire Scheme of work to support its curriculum planning. These plans define what we teach from Reception to Y6, and ensure an appropriate balance and distribution of work across each term. Each teacher keeps their own evidence of planning and the subject leader reviews these plans.

PE activities are planned 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school and develop the Key Skills.

Key Stages 1 and 2 include six areas of activity:

Key Stage 1

Dance

Gymnastics

Key Stage 2

Athletics

Dance

Games

Games

Gymnastics Activities

Outdoor and adventurous activities

Swimming activities and water safetyⁱⁱ

The Foundation Stage

We encourage the physical development of our children in the Early Years Foundation Stage (EYFS) as an integral part of their work. As EYFS classes follow the Practice Guidance for the Early Years Foundation Stage, we relate the physical development of the children to the developmental matters set out in the 'Physical Development' area of learning, which underpin the curriculum planning for these children. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. To support the work of the EYFS curriculum we use the Lancashire Scheme of work that ensures key skills are progressive throughout the school.

Assessment and Recording

Individual teachers make continuous assessment of children's abilities, commitment and sporting spirit. Assessment of skills across the P.E curriculum is passed on each term to the PE Coordinator and analysed for developmental areas or to highlight SEN/G&T children. These provide continuity and demonstrate the child's' progress through the school.

Special sporting achievements, e.g. team participation are recorded in personal files. A final positive comment is made in the end of year report that may single out progress in a particular area of PE.

Timetabling

We aim to provide a minimum of two physical activity sessions a week, of at least 2 hours in length as recommended by the Government.

Swimming will provide an improvement on this standard and counts as one of the two sessions.

In addition to this some physical activity should be provided each week e.g. Wake and Shake is undertaken twice a week for 20 mins each time. We shall endeavour to have (weather permitting) one lesson each week outdoors. This may be exceeded in the summer term.

Timetabling will ensure provision for all six parts of Key Stage 2 and 3 parts of Key Stage 1 achieving a considered balance.

At the start of Reception pupils may have less time spent on structured PE lessons, with much of the physical development being developed in our Reception outdoor area. Time is spent developing skills that have been seen through the EYFS baseline (EExBA baseline) and readiness for whole class PE sessions depends on the group's readiness to take part in these. Initially, these sessions will take place in the hall and then move to outdoor lessons when the staff feel that they are ready. This is usually quite early on but will depend on the cohort.

Extra Curricular/Additional Activities

The school endeavours to provide the following (where staff expertise permits) as extracurricular activities. Many offer the opportunities to participate in festivals and competitions at different levels throughout the year. Primary school leagues are established in football and netball.

- Tag rugby
- Cross-country.
- Football
- Netball
- Dance
- Summer sports: a compendium of rounders, athletics, field events and learning of skills.
- Kwik Cricket
- Dodgeball
- Tennis
- Gymnastics
- Sports Days

The school also offers opportunities for children to take part in educational visits and residential visits in Years 5 and 6.

PE Equipment

An inventory of PE equipment is held by the PE co-ordinator.

Staff should be aware that springboards are specialist equipment and should not be in general use. The safety mat is also specialist equipment but could be used in certain circumstances. Please check this with the PE co-ordinator.

Equal Opportunities

All aspects of P.E. are open to both girls and boys including extra-curricular activities. In the spring however, a Girls only Football club will operate in preparation for the Cheltenham Girls Football Tournament. This will give girls the opportunity to train in confidence working on skills that many of the boys regularly practice outside of school. A football club that the boys can attend will still run in the form of Isporta.

Special Needs

The National Curriculum states: 'All pupils are entitled to access to a broad and well-balance curriculum; this includes all aspects of the National Curriculum.'

All pupils will be included in PE lessons and staff will be aware of any child's requirements and will adopt a specific approach as needed.

Health and Safety

Safety will be as stated in the 'Safe Practice in Physical Education' book published by the British Association of Advisors & Lecturers in Physical Education.

All children are required to change for physical activities for reasons of hygiene and safety. In the hall children should wear white shorts and t- shirt. They should be barefoot unless there are medical problems. Girls may not wear tights or boys socks in place of pumps.

No child is allowed to do P.E. in trousers or a school skirt as these could cause an accident if caught up in apparatus. For winter games sessions, KS2 pupils need a change of footwear i.e. football/hockey boots or an old pair of shoes as gym shoes are unsuitable, trainers or pumps should be worn. A plain, black pair of sports trousers and a dark jumper (other than the schools sweatshirt) may be worn. Every child needs a shoe-bag or sports bag in which to keep P.E. kit. Sports kit should be in school every day. If kit is not in school, replacements will not be provided and the children will be asked to take on a mentoring/umpire roll within the lesson. If children do not have kit in school on two consecutive occasions, teachers will make contact with parents to discuss any possible issues. In the case of injury children should be involved in the lesson as score keepers etc, where physical activity is minimal.

Staff are all issued with a St James' PE kit and are expected to where it, along with appropriate footwear for all PE sessions.

Children must learn to carry and respect equipment. They must be aware of the dangers. This process must begin at KS1.

It is assumed that all lessons will take place in a disciplined and enjoyable atmosphere where instruction and learning take place in a safe environment. Risk assessments for the area in which the lessons take place and the equipment used can be found in the school risk assessment folder.

All coaches will be checked by the Criminal Records Bureau.

Review and Monitoring of policy

This policy has been developed through discussion with the teaching staff and governing body. It will be updated in line with new initiatives and changes to the curriculum. The implementation of this policy will be monitored by the PE Coordinator.

References: This policy should be read in conjunction with the following policies and documents

Equal Opportunities Policy
Appendix 1 for swimming timetable
Educational Visits Policy
Appendix 2 for overview of resources
SEN Policy
Health and Safety Policy
Staff Recruitment Policy
Safeguarding Children/ Child Protection Policy
Teaching and learning Policy

APPENDIX 1: Swimming Timetable

KS2 children should be able to swim at least 25 metres unaided and be able to pace themselves in floating and swimming challenges relating to speed, distance and personal survival. To be able to use recognised strokes and personal survival skills. The following chart shows times allocated at Pitville Pool:

	Y3	Y4	Y5	Y6
Autumn Term 10 weeks each			X	
Spring Term 10 weeks each	X			

APPENDIX 2: OVERVIEW OF PE RESOURCES

P.E. Resources found in the coordinators classroom: This contains relevant publications, which may be of use in planning lessons.

General Resources:

Physical Education National Curriculum

Primary Link Teacher Folder – Sports Coordinator Scheme

QCA Scheme of Work

Safe Practice in Physical Education – BAALPE

Schools Out: Lets Play Sport Pack & Video

TOPS Play Folder

TOPS Programme Information

Youth Sport Trust – Child Protection Pack

Gymnastics:

Val Sabin – Primary School Gymnastics Folders Key Stage 1 & 2

Leapfrogs Gymnastic Activities for Infants and Juniors – Jim Hall

Gymnastics for Juniors (Coventry Council pub.)

Outdoor and Adventurous Activities:

TOP Outdoors – Handbook & Cards

Orienteering Folder – 1996

Safety in Outdoor Education – HMSO

Games:

Teaching Children to play Games.

Bright Ideas: Games for P.E.

Playground Games for Infant

Val Sabin – Games Folder for Key Stage 1

Invasion Games:

FA Teaching Certificate Activities Folder

TOP Sport Football

A Complete Guide to Tag Rugby – Nick Leonard (book & video)

TOPS Sport Rugby Cards

Net / Wall Games:

Tennis (Lawn Tennis Association) Lesson Plans (book)

TOPS Tennis cards

Sunny Delight Junior Awards Scheme Teachers Pack (Basketball)

Striking /Fielding Games:

Cricket Howzat! In the Classroom Pack

Time to Play (England Cricket Board)

Athletics:

TOPS Athletic Cards

Athletics – Gloucestershire County Council

Dance Resources found in Key Stage Two Activity Area:

TOP Dance

BBC Tapes & music to accompany the scheme of work.

TOP Dance cards

Gloucestershire Dance Project – Christmas Dance Notes

Dance & Dance Drama in Primary Schools: Starting Points

Hodder Primary P.E: Dance

Dance – Staffordshire County Council Education Committee

Dance Ideas for Primary Schools – Gloucestershire Dance Project

Dance Manual – Primrose Education

P.E. Apparatus in the hall: All large apparatus is checked independently once a year by an outside specialist firm. The Co-ordinator should be notified of any breakages immediately.

3 Section Box

Agility table round/split

3 Agility Tables rectangular

2 Frames for balancing benches

4 Wooden benches

1 Padded bench

3 Plank tops

1 Padded plank top

1 Large frame

2 Poles (attachable)

1 Ladder (attachable)

Mats Heavy/light

1 Wedge for rolls

1 Safety Mat

Bands

P.E. Equipment in the Hall:

Netballs, 4 netball posts & nets, leather footballs, plastic footballs, mini footballs, small goals & nets (kept alongside the garage), Large goals & nets, TOPS goals, corner flags, rugby balls, tag rugby belts, uni-hoc sticks, hockey sticks, hockey balls, plastic tennis racquets, tennis balls, LTA bag with metal racquets, slow tennis balls, tennis nets, wooden rounders flat & rounded bats, wooden cricket stumps, rounders posts bases (x6), Kwik cricket sets (x3), Kwik cricket balls, mini tees, athletics bag (contains 8 shots, discuses and javelins, flags, relay batons (x6), flags used to measure in athletics, hurdles (Two different sizes), pumps, playground & field spray markers, skipping ropes, hoops (3 different sizes), sponge balls, 2 chalk cubes, dome cones, flexible cones, large post cones.

Infant Stock kept in the Infant Cloakroom:

TOPS Bag: Infants

Large/medium playground balls assorted (soft/hard), bands.

Beanbags
