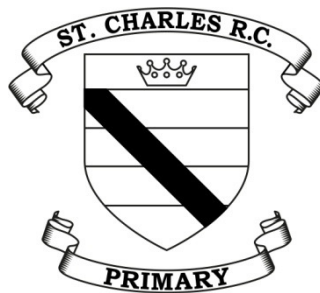


# St Charles RC Primary School

## PE Policy

2016-17



## CHRIST IS AT THE CENTRE



**C**ompassionate  
**H**elpful  
**R**espectful  
**I**nclusive  
**S**haring  
**T**ruthful



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## PE Policy

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*Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community. We aim to pass on the faith we share in partnership with you. We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support. We take pride belonging to St. Charles RC Primary School.*

### MISSION STATEMENT

#### Introduction

At St Charles RC, Christ is at the centre of everything in our school. Our Mission Statement is;

**As a family of God, we love to learn and learn to love**

#### Rationale:

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children.

At St Charles RC Primary School each class will receive 2 hours of physical activity per week. At the moment classes are timetabled to have at least one Physical Education session per week.

The sessions will contain elements required by the National Curriculum of: KS1 pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. (New National Curriculum) KS2 pupils

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### **Pupils should be taught to:**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Aims:**

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
  - by developing a positive attitude and interest in a wide range of physical activities.
  - by raising awareness of issues regarding Health Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child:
  - aesthetic appreciation and understanding of Dance and Gymnastics.

4. To help establish the individual child's self esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).

5. To ensure that every class includes Level 1 competition (competition within the school) at the end of every unit of work.

6. To ensure every child has the opportunity to take part in breakfast and after school sports clubs, as well as external competitions and tournaments.

### **Guidelines:**

St Charles RC Primary School will: Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum 2014.

- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent St Charles RC Primary School in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (eg use of athletics data in ICT and number work in both numeracy and PE lessons).
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities. Involve the outside community where possible - e.g. Sports Day - parents, Clubs – Change 4 Life, Inter-school matches – part of Swinton Cluster, SSCO partnership.
- We co-ordinate our safeguarding policy with all outside agencies.

Ensure children wear the St Charles RC Primary School expected P.E. kit. for all lessons. (See below). Also, ensure teachers change into appropriate clothing to teach PE lessons.

Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.

Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

### **The P.E. Curriculum:**

Curriculum Framework Teachers should use the curriculum framework as a starting point when planning their work in Physical Education. The progression maps for each area of PE has been devised to show progress across and within year groups, using 'I can' statements.

### **Time Allocation:**

Government stipulates all children should have a "Five hour offer" of PE and Sport. This is: 2 hours of PE lessons per week in curriculum time, an additional 1 hour through clubs and

extra-curricular activities on the school site and a further 2 hours through a mixture of school and community/club organised sport.

Each class is timetabled at least one session in which they have priority of access over hall or playground. In addition, every class is expected to participate in daily 'Wake Up Shake Up' style exercises at the end of every lunch and break in the playground. This is to be led by the Playground staff on duty.

Teachers should also ensure that their class is taking part in a daily '5 a day' dance routine at a time of day convenient to them.

### **Units of Work:**

The class teacher should identify from the curriculum map the 5-7 week unit of work their class will be following. Each teacher must submit a detailed medium term plan which clearly show the learning intention, success criteria, vocabulary, teaching input, activities and plenary for each lesson within the Gymnastics, Dance and Games units. Swimming lessons are planned and taught by trained instructors who plan targets for each of the ability groups. Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome. In line with the national curriculum objectives.

### **Individual Lessons:**

Individual lesson plans may be taken directly from available resources and adapted to suit the class. If the class teacher is confident he/she may choose to plan the lessons in their entirety. This is, in many ways, preferable, but teachers should ensure they plan to the weekly learning intentions of the unit of work. This will ensure logical progression throughout the unit of work and means skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in Dance, or a full (age appropriate) rules tournament in Games.

### **Basic Lesson Plan:**

1. Warm up - 3 to 5 mins gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

### **Further Points to Consider:**

Insist on correct and safe PE kit - see section in Health and Safety. Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen. Generally, sit the class down when showing demonstrations. Make sure they are watching and listening. Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity. Select a mixture of

competitive and non-competitive activities. Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball. Mix abilities where appropriate.

- In games, this will develop the skills of the weaker players and ensure fair competition.
- In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

### **How PE teaching is monitored:**

PE is monitored annually. The Subject Leader looks at planning and will observe lessons. When appropriate it is also possible that the P.E. Subject Leader will seek the support of a specialist to evaluate particular areas of the curriculum such as gymnastics. We actively seek the recommendations and feedback of physiotherapists and occupational therapists working with the school.

### **Health and Safety:**

#### **PE KIT:**

#### **Nursery:**

Children are encouraged to bring trainers and shorts/track-suit bottoms for outdoor games. However, unless children have obviously dangerous footwear (eg. high heeled boots) all should take part. Indoors, infants should be encouraged to bring shorts but should otherwise take part in underwear and bare feet.

#### **Reception, KS1 and KS2:**

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

### **Games and Athletics:**

Shorts and T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls

### **Dance and Gymnastics:**

As for Games but bare feet.

### **Swimming:**

Swimming costume, children are NOT allowed to swim in underwear. Some pools insist on trunks rather than shorts.

### **Outdoor Activities:**

Generally as Games, but otherwise clothing appropriate to the activity. General Points Teachers should also wear appropriate clothing. Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery.

Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).

Children not going swimming through illness or injury should stay at school with another class. In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

### **Children Without Kit:**

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents would be appropriate.

### **Accidents:**

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

### **Medical Conditions:**

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

## **OTHER ISSUES:**

Swimming sessions have been risk assessed and there is a guidance sheet which all staff have and this is given to supply teachers taking classes swimming by a member of the leadership team. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company.

## **Equipment and Resources:**

### **Safety:**

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established St Charles RC method of carrying Gymnastics apparatus (to ensure consistency throughout the school). Locating equipment Gymnastics equipment for all classes is kept in the hall. Core Games equipment is kept in the PE cupboard (the key is available from the School Office).

EYFS physical development equipment is stored in their cupboard of the outside area.

### **Ordering Equipment:**

Any new equipment required can be ordered through the PE coordinator. The PE and Sport grant has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

### **Inclusion:**

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.



- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

### **Recording and Assessment:**

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the progression maps for each PE unit. During swimming lessons, distances achieved and National Swim Awards passed should be noted and the PE coordinator informed - ASA certificates will then be presented in assembly. However, end-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made. The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: cooperate, dominate, and withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year? Has the child any specific problems which need to be addressed?
- Other Issues

### **EXTRA-CURRICULAR SPORT:**

St Charles RC Primary School is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs (breakfast and after-school) available to all age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports through local school arrangements.
- Friendly matches against other schools/groups.
- Exhibiting work. For example a dance performance in assembly or attendance at a gymnastics festival.
- Running club, football, netball, dance and multi-sports after school

### **LINKS WITH OTHER AGENCIES:**

These include:

- Participation in local sports leagues (primarily the SSCo) with other primary schools.

- Visits, and liaison with, outdoor education centres and agencies.
- Involvement with Salford Sports Development Team.
- Involvement with the local School Sport Co-ordinator.
- Liaison the Healthy School practitioners.
- Links with Lledr Hall and Robinwood OEC.

### **STAFF TRAINING:**

The PE co-ordinator will have access to specific training to support and develop their role. All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator. The PE co-ordinator will have a program of team-teaching set out through the year to support staff. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.

### **DISSEMINATION and REVIEW:**

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Head teacher.

### **Equalities Statement:**

St Charles RC Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Charles RC Primary school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.