



St Joseph's RC Primary School

PE Policy

Updated: September 2020

PHYSICAL EDUCATION POLICY

RATIONALE

St. Joseph's believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil'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 variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities, in co-operative, collaborative and competitive situations, aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently, and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils 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 begin to understand those factors that affect health and fitness.

CURRICULAR AIMS

- To develop skilful use of the body, the ability to remember, repeat and refine actions, and to perform them with increasing control, co-ordination and fluency. (Acquiring and developing.)
- To develop increasing ability to select, link and apply skills, tactics and compositional ideas. (Selecting and applying.)
- To improve observational skills and the ability to describe and make simple judgements of their own and others' work, and to use their observations and judgements to improve performance. (Improving and evaluating.)
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising. (Knowledge and understanding of fitness and health.)
- To develop the ability to work independently, and communicate with and respond positively towards others. (Working alone and with others.)
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

EQUAL OPPORTUNITIES AND INCLUSION

Activities are made available to all through differentiation in teacher planning. All members of staff have copies of the Inclusion Spectrum. It is in our SEND Policy that we will ensure that every child receives an equal opportunity within PE activities, regardless of race, gender, ability or Special Educational Needs.

SPECIAL Educational NEEDS

Any children who are identified as having 'special educational needs' are given the help that they require. Where children have a degree of physical or behavioural difficulties, they should be encouraged to participate in PE activities with help from others. Children with Special Educational Needs will take as full a part in the Physical Education programme as they are able. Depending on their level of disability or need, they will be able to experience most activities although some adaptations to the curriculum may need to be made. For further advice and guidance, class teachers should consult with the SENCO and/or the Physical Education Coordinator.

THE PE CURRICULUM

Children will be expected to participate in the full range of activities in the physical education curriculum.

At KS1 pupils are taught knowledge, skills and understanding through the following areas of activity:

- Games
- Athletics
- Gymnastics
- Dance.

At KS2 pupils are taught knowledge, skills and understanding through the following areas of activity:

Gymnastics

- Dance
- Games
- Athletics
- Problem Solving/Outdoor and Adventurous activities

Multi Skills or real PE

- Swimming and water safety

RESOURCE PROVISION

St. Joseph`s has a school hall, which is equipped with portable and fixed apparatus for gymnastics. There are two playgrounds. Both have apparatus to support physical activity and play. There is an artificial pitch with markings. There are two table tennis tables used for a lunch time club. The school is next to Southwark Park which is sometimes used for physical activities. Balls, equipment and resources are kept in the P.E. cupboard in the hall.

MONITORING AND EVALUATION

Planning is provided on the shared system and teachers are free to adapt these or create their own lesson plan if they feel that those provided do not address the needs of their children. If a teacher requires extra resources they should see the PE co-ordinator.

PE is monitored and lesson observations made by the PE subject leader and the PE Sport Network.

The PE Subject Leader annually evaluates the subject as a whole and prepares a new development plan.

Assessment

There is no need to create written recorded assessment data beyond a child's end of year report in which it is indicated whether they are below, meeting, or above year group expectations.

EXTRA CURRICULAR AND PHYSICAL ACTIVITY OPPORTUNITIES:

The purpose of extra-curricular activities is to:

- Extend children's learning
- Raise standards in PE
- Provide for all abilities
- Encourage fitness for life and increase daily physical activity
- Provide opportunities for inter / intra school competition (festivals, leagues etc.)

Break times/lunch times

In the infant playground children from reception, Years 1 and 2 are encouraged to participate in activities promoting balance, agility, coordination and development of skills. Lunchtime monitors from key stage 2 support the younger children with this. There is a table tennis club for key stage 2 children who do not participate in an after school sports club. Children can play football on the artificial pitch.

After school clubs

After school and lunch time sports/physical activity clubs are made available for as many children as possible, though for safety reasons there will be a necessary limit on numbers in individual clubs. The number of clubs we can offer may be impacted by funding. All children participating in after school clubs will have returned signed permission slips. Registers are taken at clubs to ensure the children are attending regularly. Registers are kept to identify those who do not take part in (extra) regular exercise.

SAFETY

Class teachers and adults others than teachers are responsible for the safety of the children in their care.

- PE kit and jewellery rules are understood by the children and are enforced
- The teaching area and equipment are assessed for safety prior to a lesson
- Children are taught how to safely get out, carry, use and put away equipment- no pupils are allowed in the equipment store unsupervised
- Any problems with unsafe or damaged equipment are reported to the PE Subject leader or Head Teacher
- Accidents should be logged in the accident book and parents should be informed when necessary
- Staff are aware of the fire procedures when leaving the hall
- Staff and children should be aware of emergency procedures at the swimming baths

RESOURCES AND EQUIPMENT

The PE Subject Leader makes an annual audit of equipment and resources, providing an up-dated list to staff. All lost or damaged resources need to be reported to the PE Subject Leader.

CURRICULUM LINKS

Whilst retaining its unique contribution to a pupil's movement education, PE also has considerable potential to contribute to much wider areas of learning. As well as dance themes reflecting topics, links can be made to other areas of the curriculum such as:

- ICT (Information, Communication Technology)– performances recorded using photography and video for use in self-evaluation and demonstration of good practice, or for visual stimuli
- PSHE (Personal, Social and Health Education) – leading, managing, co-operating and decision making skills - an integral part of PE

- SCIENCE – planning, predicting and testing ideas; health and fitness – learning about the body
- LITERACY – asking relevant questions; communicating ideas; listening skills
- NUMERACY – counting, measuring, calculating – distance, time, repetitions.

Sports Pupil Premium Funding

The government has provided additional funding to improve the provision of physical education (PE), sport and activity in primary schools was allocated to primary school Headteachers. This funding is ring-fenced and therefore can only be spent on provision of PE, sport and activity in schools.

See our website for full details of how our school has spent the Sports Premium Funding.

Health and Safety

Kit for P.E. lessons

- a) Footwear – A pair of trainers is required for outdoor P.E. lessons. Trainers should not be worn for indoor P.E.
- b) Indoor clothing – The school P.E. shorts and tee-shirt must be worn by all children during all Physical Education lessons.
- c) Outdoor clothing – Track-suits may be worn during outdoor sessions when the weather is cold.
- d) Swimming- Appropriate swimming attire and a towel.

Jewellery

No jewellery may be worn during Physical activities except small ear studs.

Limitations

Physical activity should extend children physically without endangering them or inhibiting their progression. The skill of the teacher is to recognise the limitations of the children, and not push them beyond this point.

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 an adult should accompany the children to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) an adult should stay with the child and another adult or responsible child should seek assistance. After the incident the teacher must complete an accident report form.

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 in school as per the school guidelines.

Safeguarding

Use of any external personnel including sports coaches and volunteers will be in line with the schools policy on Safeguarding and DBS / staffing checks.

Please also refer to the school's health and safety policy and risk assessment file.

Date: 06/10/2020

Signature on behalf of
The Governing Body: *E. Petri*