

Physical Education

Date	Review Date
April 2018	January 2019

Our school is a Church of England School and works in partnership with our two local parish churches, St Mary with St Albans and St Peter and St Paul's. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

"We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' applies to all areas of our school, including the PE curriculum. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbour as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community, pupils, staff and parents, and also in our safeguarding responsibilities.

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. Our Physical Education Policy is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, inclusive and trusting environment for children where they feel valued and respected.

P.E is a foundation subject of the National Curriculum and supports work in other areas of the curriculum. This document sets out the aims and objectives of P.E. at St. Mary's & St. Peter's School and relates to the teaching and learning policy.

The P.E. co-ordinators are responsible for ensuring that all staff are aware of the policy and its content and that, as far as possible, policy and practice are well matched. The co-ordinators also share responsibility for monitoring continuity and progression throughout both key stages and ensuring that resources and equipment are available and well maintained.

The responsibility for teaching P.E. lies with individual class teachers, who should plan work with reference to the policy and areas of activity. Where Kick London coaches are teaching PE, the class teacher is responsible for communications regarding assessment, behavior and highlighting specific needs of the children. Teachers should seek support and assistance from the P.E. co-ordinators or other colleagues, as appropriate.

Aims

P.E. is an area of learning which encompasses the development of physical and social skills and promotes life in all its fullness. It is usually taught as a discrete

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subject but is often linked with other curriculum areas and the school values. Cross-curricular links with topic work and music are particularly promoted.

The aims are to:

- Promote physical activity and a healthy and active lifestyle
- Develop positive attitudes towards exercise and self-esteem
- Develop skills of problem solving/planning/decision making/judging and observing
- Develop gross motor skills
- Develop co-operation, teamwork and social skills
- Be enjoyable, safe and challenging

Objectives

To enable pupils:

- To acquire and develop fundamental movement skills (FMS).
- To select and apply skills, tactics and compositional ideas.
- To evaluate their own and others' work, and use these evaluations to develop their own skills
- To develop knowledge and understanding of the importance of being active, fit and healthy
- To understand how the SMSP school values are associated with sport. Whilst appreciating opportunities to experience life in all its fullness.

Teaching Guidelines

Children are taught the appropriate skills in accordance with National Curriculum guidelines:

Key Stage 1: Games

Gymnastics
Dance
Athletics
FMS

Key Stage 2: Games

Gymnastics
Dance
Athletics
FMS
Outdoor and adventurous activities
Swimming and water safety

All activities will be adapted for suitability to the ages and abilities of the pupils concerned.

Each half-term two areas of activities are taught. In the autumn and spring term: one indoor and one outdoor activity and in the summer term: usually two outdoor activities. Children are usually taught P.E. in their normal class groups or year groups, but other groupings may occur. Foundation stage children have the

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same access to the P.E. curriculum as KS1 children in line with the EYFS (See EYFS Policy).

Teaching styles incorporate a variety of individual, paired and group activities. Pupils work in co-operative, collaborative and competitive situations that aim to cater for the strengths and needs of every pupil. These, experienced within a range of areas of activity, aim to promote the knowledge, skills and understanding of movement skills. In this way a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background is also developed. Pupils are also provided with opportunities to develop their creative and expressive abilities through dance and improvisation. They are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness in order to live an active lifestyle. Pupils are encouraged to participate in a range of competitive situations. These include competing in house team events, to give the children an opportunity to practice their skills.

It is an expectation that all children will take part in the P.E. curriculum. Any child not participating in a P.E. lesson must bring a note from a parent/parental guardian and work as directed by the class teacher whilst the lesson is taking place.

All children have the opportunity to join sports clubs, including: gymnastics, netball, football, tag rugby, cricket, athletics, basketball, street dance. These may be held during lunchtimes and/or after school. KS2 children also have the chance to represent the school at a number of sporting events.

Curriculum Planning

Skills are developed through all the areas of activity and built upon through whole school planning. Progression is addressed through each area of study, with reference to appropriate schemes of work.

Long Term Planning

This is based on the National Curriculum for physical education, which details what is to be taught over the Key Stages and provides the basis for planning physical education activities for each year group. This is undertaken by the physical education coordinator and varies little from year to year, unless there are changes to the National Curriculum. It is monitored and evaluated regularly by the physical education coordinator.

Medium Term Planning

This takes the long-term plan and organises the teaching of Physical Education into half-termly sections. For most areas of work this can be found in each year group's P.E. folder or group room (e.g. real PE). Other areas can be found as

SMSP schemes of work (e.g. SMSP Dance Challenge). Planning is more detailed and the objectives are more specific in nature.

Short Term Planning

This planning is developed by the class teachers, who respond to the needs of their pupils. Schemes of work are adapted for specific classes and groups and Individual learning goals might also be set for pupils in some lessons.

Health and Safety

In their planning of activities, teachers should anticipate likely safety issues and also explain the reasons for safety measures and discuss any implications with the children. Children should be trained to move and store equipment safely and defective equipment must be reported to the P.E. co-ordinators.

All children must change into appropriate P.E kit for lessons: Shorts and T-shirts for indoor sessions and joggers/track suits may be worn for outside sessions if cold. Footwear should be appropriate for the lesson: Plimsolls or bare feet for indoor activities and trainers or other suitable footwear (e.g. football studs) for outdoor activities. No jewellery should be worn during P.E. lessons, including earrings. Therefore, if ears have been newly pierced the earring should be covered up with plasters or another suitable material brought in by the child. Long hair, that is able to be put into a pony tail, must be tied back.

Children, who teachers feel are not adequately equipped for P.E. lessons, will not take part and will be appropriately instructed for the P.E. session. If children persistently fail to have the correct P.E. kit, parents/parental guardians will be informed.

Resources

Indoor P.E. equipment is kept in the P.E. cupboard in the hall and outdoor equipment is kept in the P.E. shed. Large pieces of equipment, such as goal posts and netball posts, are stored outside.

P.E. folders are available for each year group, documenting what areas of activity should be taught and when. Physical copies of Real PE plans can be found in teaching folders. All P.E. resources are monitored and maintained by the P.E. co-ordinators and regular health and safety inspections of the hall apparatus are organised by the Local Authority.

Monitoring and assessment

Children are assessed in P.E. in line with the school's assessment policy. The physical education curriculum is monitored on a regular basis by the coordinators, who study pupils' performances, monitor teaching practice,

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planning and ensure entitlement for all pupils across the school. S/he identifies the training needs of the staff and plans the training programmes through INSET and staff meetings, as required. S/he also attends training for coordinators run by the local authority and other providers.

Pupils are assessed at the end of every year against the National Curriculum criteria. This is a summative assessment and details the pupil's development of skills at that moment in time. These grades are put onto Target Tracker using the Bands system of attainment and are also provided to parents through reports at the end of the year.

Where Kick London are teaching PE lessons a baseline assessment and final assessment are completed to monitor progression. These are carried out every half- term and shared with the class teacher.

More important to the school, however, are the formative assessments, which are informal, continuous and ongoing, and identify the needs of the individual pupils. These are incidental, form part of the physical education activities, and are used to inform the pupil's future developmental areas.

Additional Educational Needs (AEN)

All children with physical special needs are catered for according to their individual need and in line with the SEN policy.

Headteacher:		Date:	
Chair of Governing Body:		Date:	