



# PE Policy



I am a  
child  
of God  
*1 John 3:1*



## St Gerard's Catholic Primary School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."



***“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.***

## **Physical Education Policy**

### **Aims and objectives**

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

### **The aims of PE are:**

- ◆ to enable children to develop and explore physical skills with increasing control and co-ordination;
- ◆ to encourage children to work and play with others in a range of group situations;
- ◆ to develop the way children perform skills and apply rules and conventions for different activities;
- ◆ to increase children's ability to use what they have learnt 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 increase the amount and level of physical activity carried out by each child through experimenting new sporting and none-sporting activities.

### **Teaching and Learning Styles**

At St Gerard's, we have employed a Sports Coach who will be the main provider of PE lessons and extra-curricular activities. We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and

understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- ◆ setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- ◆ setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- ◆ grouping children by ability and setting different tasks for each group, e.g. different games;
- ◆ providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment;
- ◆ creating a variety of PE lessons whereby the completion of tasks are not the focus of the lesson but the level of fun and enjoyment is.

### **PE Curriculum Planning**

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. Our Sports Coach plans his own lessons weekly. We have adapted the national scheme to the local circumstances of the school. As required in Key Stage 1, we teach dance, games and gymnastics, plus one other activity: outdoor and adventurous activities. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus three other activities: swimming and water safety, *athletics and outdoor and adventurous activities*. *The children also enjoy a range of activities provided by outside agencies.*

### **The Foundation Stage**

We encourage the physical development of our children in the Reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning

for children aged four to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle 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.

### **Contribution of PE to Teaching in Other Curriculum Areas**

Within our school, PE provides good cross-curricular links with other curriculum areas:

English: This encourages children to describe what they have done and how to discuss how they might improve their performance.

Maths: Our Sports Coach uses Maths of the Day within many lessons to ensure that children are building on their maths knowledge and being active at the same time. This is used throughout the school from EYFS to Year 6.

Computing: We use IT to support PE teaching when appropriate. During lessons, the Sports Coach will take pictures using a school iPad as a method of evidencing.

PSHE/Citizenship: Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, Moral, Social and Cultural Development: The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

### **Teaching PE to Children with Special Educational Needs**

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children.

Through our PE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE. We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment and Recording**

The Sport Coach assesses children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information in their assessment files and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. The PE subject leader keeps photographic evidence of children's work (portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the DfE.

### **Resources**

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE container. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment

safely. The children use the school playground and the local authority playing field for games and athletics activities and the local swimming pool for swimming lessons.

### **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader, along with the Sport Coach, also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Headteacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

### **Extra-Curricular Activities**

The school provides a range of PE-related and none-sporting activities including netball, football, and games for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in area knockout competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

### **Health and Safety**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

### **Onsite Activities**

A generic risk assessment has been produced for all activities that take place during school time. Any outside agencies that come into school provide us with their own risk assessment for their activities.

### **Offsite Activities**

All offsite activities have to have a risk assessment as we have not got the facilities to undertake any activities we travel to different schools, leisure centre and the stadium that provide their risk assessment for the event.

### **Disabilities/Medical Conditions**

Children who have a disability require a separate risk assessment that anybody teaching PE for that specific child is required to read and adhere to the actions.

The PE lesson is taught by the Class Teacher so they are aware of any medical conditions the children may have. If we have an outside agency come into school to take a PE lesson all relevant information is passed over.

### **First Aid/Defibrillator Training**

All staff are first aid trained in our school, there are first aid kits situated in every classroom and in the main school link corridor.

Staff have recently (2018) refreshed yearly been Defibrillator trained and that is situated outside the photocopying area.

### **Emergency Evacuation**

Staff and children follow the school protocol.

### **Weather**

PE activities can be indoor or outdoor lessons. If the weather is hot we ask parents to provide the children with caps and sunscreen.

In the event of cold weather e.g. rain and snow all PE lessons are indoors.