

St. Vincent de Paul Catholic Primary School



PHYSICAL EDUCATION POLICY

*"We are called to be the hands and face of Jesus
as we learn, love and grow together"*

School's own version

Reviewed: Autumn 2019
To be reviewed: Autumn 2022
Reviewed by the Teaching and Learning committee
Subject Leader - Mr. Roger Jennings

Ratified at Full Governing Body meeting

Signature:

Chair of Governors

Date ratified: 10th December 2019

INTRODUCTION

1 Introduction

- 1.1 Physical Education is a subject within the National Curriculum. This policy outlines the purpose, nature and management of the physical education taught and learned in our school.
- 1.2 The school policy for physical education reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body.
- 1.3 The implementation of this policy is the responsibility of all the teaching staff.

2 THE NATURE OF PHYSICAL EDUCATION

- 2.1 Sedentary living patterns and unhealthy dietary habits are becoming more prevalent in our society and there is strong and consistent evidence that doing regular, moderate-intensity physical activity provides a range of physical, intellectual and emotional benefits for everyone. Physical Education is about developing children's enjoyment, confidence and skill in physical activity and introducing them to the pleasures of sport. It is a practical subject which gives all children, irrespective of age or gender, opportunities for participation, enjoyment and success.
- 2.2 Physical Education promotes personal, social, intellectual and physical skills. At our school it attempts to foster co-operation, tolerance and self-esteem. Our school aims to promote an enjoyment of exercise which, we hope will be continued into adulthood as part of a healthy lifestyle. An appreciation of good nutritional habits also forms part of this. We recognise the contribution physical education can make to a child's moral, cultural and spiritual development. Children will be encouraged to appreciate and learn from the world around them and experience the awe and wonder of God's creation.

3 ENTITLEMENT

- 3.1 Pupils are entitled to a high-quality physical education curriculum which inspires them to succeed or excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (National Curriculum 2014)

3.2 PROGRAMMES OF STUDY

These outline the knowledge, skills and understanding inherent in the areas of activity in which all children should be involved throughout each key stage. These are:

KEY STAGE 1:

Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive activities (both against self and against others) and perform co-operative physical activities, in a range of challenging situations.

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.

KEY STAGE 2:

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 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 in a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

At designated times during key stage 2 children take part in swimming, athletics and outdoor and adventurous activities.

3.3 FOUNDATION STAGE:

Developing physical skills is a very important part of the education of young children. Foundation stage children have the same access to the physical education curriculum as those in key stage one. In the Reception class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. The Foundation Stage work towards the Early Learning Goals for Physical Development.

4 RANGE OF ACTIVITIES

Gymnastics

A thematic approach is the basis for the teaching of Gymnastics. This is founded on the VAL SABIN scheme of work and may be supplemented with other material. During KS 2 apparatus chosen for lessons is arranged along the perimeter of the hall so that children take responsibility for its assembly and disassembly.

Games

There is an emphasis on developing individual skills and tactics. Children are encouraged to make up and play small sided games using these skills and tactics. These will develop from invasion games such as

netball, football, rugby and hockey; striking and fielding games such as cricket and rounders and over the net games such as short tennis. The content for games is implemented from the VAL SABIN scheme of work.

Dance

During Key stage one and two, dance is explored through stories, poetry and music. Whenever possible, dance is linked to other areas of the curriculum e.g. Religious Education, History, Geography etc. Dance sometimes plays an important part in assemblies and whole school celebrations.

Foundation stage pupils are occasionally introduced to ring games and creative dance. In addition, movement tapes on a theme are used. During KS 1 and KS 2, use is made of the Val Sabin scheme and CD's.

During KS2, the dance curriculum includes traditional and modern dance forms. Whenever possible, children will have the opportunity to observe and sometimes participate in dancing from other cultures and times in history. The County Dance Festival and the Stevenage Dance Festival, which both take place every two years are highlights for the children. Groups from across the school participate where possible.

4.2 Swimming

All children in year 3, with the exception of those with exemption on medical grounds, will attend weekly swimming lessons at Stevenage swimming pool. This course of lessons takes place during the autumn, spring and summer terms.

4.3 Outdoor and adventurous activities

Orienteering:

Early directional work feeds into the development of orienteering skills. Orienteering skills are developed at different stages across KS2 in relation to map work in Geography. Year 6 complete orienteering exercises whilst on their residential visit.

Sailing & climbing:

Year 5 pupils engage in canoeing or sailing lessons and climbing activities taken by qualified staff at Fairlands Valley Lakes.

Outdoor and Adventurous Activities (OAA)

Year 6 are taken on a residential visit during the Autumn Term. The main subject content involves OAA and other physical activities as well as problem solving and resilience building. Activities are led by qualified instructors and may include archery, climbing, abseiling and trapeze!

5.1 Progression and assessment:

The PE Curriculum Framework will serve as a record of the broad topics covered in each activity area for subsequent teachers to refer to. Each year group has a progression of skills planner. Progression will be addressed within each area of study through careful planning of the coverage of the relevant skills and vocabulary. The progression of skills planner outlines the main aspects for progression and continuity and focuses on what children are expected to know, understand and be able to do at the end of each year. Staff have access to the Val Sabin scheme of work along with other resources to support their teaching.

End-of-year reports should remain firmly focused on qualitative judgments based on observation of achievement and progress made.

There will be differentiation in activities, tasks and outcomes depending on the abilities of the children involved.

5.2 Annual Sports Day

There are three separate sports days: Nursery; Reception and key-stage one; and Key stage two.

Nursery sports includes sprint races as well as novelty fun events.

For Reception and key stage one, and key stage two sports, children are arranged into teams and participate in sports activities on different circuits. Here the emphasis is on participation and team effort. Teams are awarded points for each activity with the teams accumulating the most points at the end being declared the winners. In addition, children compete in individual running finals, based on earlier heats.

5.3 Sporting Behaviour:

The ideals associated with fair play and good sporting behaviour will be encouraged at all times. When involved in inter-school competition, children are taught to congratulate their opponents after the match.

5.4 Children regularly take part in the following competitions:

Stevenage Schools 7 a-side Football league (boys)

Stevenage schools 7 a-side Football league (girls)

Stevenage schools Football Knockout Trophy (boys)

Stevenage schools Football Knockout Trophy (girls)

Stevenage schools Football Autumn Tournament (girls)

Stevenage schools Football Autumn Tournament (boys)

Stevenage schools Netball Rally

Stevenage schools Netball league

Bishop's Cup in football and netball

Annual Tag Rugby Tournament at Stevenage rugby club

Annual Stevenage Indoor athletics Festival

Annual Stevenage Cricket festival at Stevenage Cricket club

Annual Stevenage Basketball Festival

Annual Cross Country Festivals

Gaelic Football Festivals

Mini Olympics for Key stage one and key stage two

Sporting Futures on Tour

Throughout all activities the emphasis is on children improving their own performance not on comparison with others. Sporting achievement is shared and praised through the weekly assemblies.

5.5 Groupings

Children will usually be taught in their normal class or year group.

5.6 Responsibility for planning/teaching

All teachers will be responsible for the planning and teaching of Physical Education

5.7 Inclusion

Special Needs

Every attempt will be made to enable all children to participate in physical activities. Advice is readily available, and often taken, from the Sporting Futures team. For example;

S = change the space available

T = change the time allowed

E = change the equipment e.g. softer or larger balls, different sized bats etc

P = change the people e.g. different sized groups

Equal opportunities;

All physical education lessons aim to ensure an equal interest level for both boys and girls. Teachers choose activities, themes, music etc that will be of interest to all, regardless of gender or culture.

Talented: Every effort is made to provide pathways for talented children to exploit their talent.

5.8 Health education:

Health and Physical Education is a key learning area. It is an important dimension in a pupil's broad scope of development during their years of schooling.

Health Education, particularly those areas addressing the effects of exercise on the heart, the need for warm-up and cool-down and the need to exercise to keep us healthy will be addressed during lessons.

6 Health and safety

6.1 The school Health and Safety Policy outlines guidelines for all school activities including swimming lessons and the use of playground/playing field equipment. Guidance can also be found in 'Safe Practice in Physical education,' a BAALPE publication.

When engaged in physical education children are expected to behave in a considerate, responsible manner showing respect for other people, equipment and the environment. During physical education, children will be encouraged to discuss safety implications concerning themselves and others in order to increase their awareness of safety issues involved in the relevant activities e.g. apparatus.

6.2 Children are taught why wearing appropriate clothing and being hygienic is good for their health and safety. All children must change into appropriate kit for dance, gymnastics, games, outdoor activities and swimming. Trainers must be worn outdoors. All children should be barefoot in gymnastics and dance. Verrucas may be covered with a plaster or verruca sock but this is not absolutely necessary. Plimsolls must not be worn on the agility apparatus.

The following points should also be noted:

- Footwear should be secure with all laces fastened properly.
- Football boots are to be worn only during training for and participation in football or rugby matches.
- Recently pierced ears should be covered; pupils should not be wearing earrings in school
- Parents are updated about policy changes in relation to suitable clothing for physical education.

6.3 The safe use of equipment will be encouraged at all times and children will be trained to move and store equipment in a safe manner. At KS2 an adult collects and returns equipment from the hall store. All equipment will be checked by the teacher before it is used by the children. All adults working in school have a responsibility to report any defect in equipment to the PE co-coordinator. The equipment officer inspects all PE equipment annually. Faulty equipment is discarded or sent for repair.

6.4

The teaching of swimming is carried out by qualified staff at Stevenage Swimming Pool. While at the swimming pool, the school staff are still in charge of the class and should be vigilant at all times. Instructors welcome the help of school staff during swimming lessons. Children must adhere to safety rules laid down by the pool authority. Swimming achievement certificates are awarded as the children progress through different stages.

6.5 Links with Outside Agencies: Outside Agencies are encouraged, where appropriate, to share their expertise with the children. To date we have had a wide variety of sporting organizations contributing this aspect of school life. We became part of the Stevenage Schools Sports Partnership in September 2006. This was renamed as Sporting Futures in 2011. We access curricular support, competitive opportunities for our pupils and training for staff.

6.6 We have an ongoing range of extra-curricular PE clubs. Young Leaders also provide regular lunch-time activities for Key stage one children.