



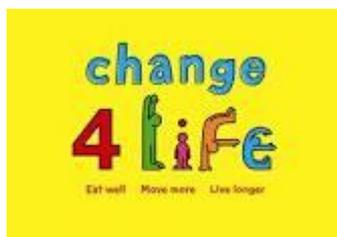
ST THOMAS MORE RC PRIMARY SCHOOL

2017/18

PHYSICAL EDUCATION POLICY



At St Thomas More School we understand the importance Physical Education and School Sport have in developing the whole child. Our vision is to inspire a generation of children to recognise the importance of living a healthy active lifestyle through a spiritual recognition of the values of teamwork, respect, honesty, determination, passion and self-belief. Our aim is to challenge each child to reach their full potential and a desire for lifelong participation in physical activity or competitive sport.



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At St Thomas More, we believe that physical education, experienced in a safe and supportive environment enables pupils to develop qualities of confidence, self-discipline and leadership. It provides opportunities for social inter-action, self-expression and using initiative. It contributes to a pupil's well-being, health and fitness

In offering a balance of individual and team, co-operative and competitive activities, we aim to cater for pupil's individual needs and abilities. We also promote the understanding of the many benefits of exercise. All classes will have the opportunity to learn about healthy active lifestyles through our Change 4 Life activities. The PE programme is based on progressive skills learning which combined with flexible and varied teaching styles, endeavour to provide appropriate, Stimulating, enjoyable and challenging learning situations for all pupils.

Aims

- To enable children to develop and explore physical skills with increasing control and co-ordination and for all children to acquire fundamental movement skills.
- To encourage children to work and play with others in a range of group situations.
- To develop an understanding of how different skills are performed in a variety of activities.
- To increase the awareness of being safe and staying safe during PE lessons, including the need for rules and regulations.
- To show children how to improve the quality and control of their performance with observation and evaluation.
- To teach children to recognise and describe how their bodies feel during exercise and know what happens to our bodies and be able to explain this.
- Develop an appreciation for health and fitness and the benefits of an active life style.
- To develop the children's enjoyment of physical activity through creativity and imagination
- To develop an understanding of how to succeed in a range of physical activities, and how to evaluate their own success.
- To encourage every child to reach their full potential.

Objectives

- To participate in a range of psycho-motor/movement activities in order to develop Personal physical skills.(Practical attainment)
- To be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement. (Kinaesthetic)
- To be made aware of simple physiological changes that occur to their bodies during exercise.(Physiology)
- To be given opportunities to develop imagination and co-operation to achieve shared goals.(Teamwork)
- To be given the opportunities to develop personal characteristics like initiative, self-reliance and self-discipline.(Self-Knowledge)
- To be given opportunities to be stimulated and challenged.(Problem solving)
- To be given opportunities to develop areas of activity of their choice in extra-curricular time.

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SCHOOLS SPORTS FUNDING

Primary schools in England are going to share an extra £150m per year sports funding until 2020. The direct funding scheme for school sport, announced last year, is going to be extended for a further five years. Each year primary schools will continue to receive £8,000, plus £5 per pupil. As well as promoting good health, school sport has an important role in building "confidence and a sense of achievement". The funding - the Primary PE and Sport Premium - provides money directly to primary school head teachers, carrying on the sporting legacy of the Olympics. *****Funding for PE doubles to £320 million per year*****

The Department for Education has announced that funding for PE and sport in primary schools has doubled from £160 million to £320 million a year.

The money will be delivered through the PE and Sport Premium, which is part of a series of DfE programmes to improve healthy lifestyles among pupils and tackle childhood obesity.

Please refer to our PE funding Action Plan on the School Website to see how St Thomas More are planning to implement the new funding throughout the school.

Implementation

All children have access to two high quality PE lessons per week. . In addition, there are after school clubs on offer for the children to access.

Early Years Foundation Stage

In the Foundation stage, the Early Years Foundation Stage Guidelines are followed and progression ensured using the Early Learning Goals. In Reception, children have opportunities for Physical development through timetabled hall sessions for Gym, Games and Dance. In Nursery and Reception, physical development is planned for on an ongoing basis through the outside classroom provision.

Key Stage 1 and 2 follow the National Curriculum.

Curriculum

The curriculum has been organised to ensure that the children in key stage one and two have access to:

- Games(including striking/fielding, net/wall and invasion skills)
- Gymnastics
- Dance
- Athletic activities
- Outdoor and adventure activities(residential at an outdoor education centre, a visit to Hillend incorporating orienteering –KS2)
- Swimming-(Y4 all year, TOP up swimming in Summer term for Y6)
- Fitness

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PE in the Foundation stage.

We believe that a young person's development is inseparable from all other aspects of development because they learn from being active and interactive. Effective learning involves:

- Giving children plenty of time to explore experiment and refine movements and actions.
- Providing a safe, well planned and resourced environment.
- Supporting other areas of learning through physical play. Using and learning through all their senses.
- Building on children's developing skills to promote confidence and independence.

Planning

Work is planned by PE Coordinator and class teachers each term in accordance with National Curriculum requirements. Each term planning will incorporate a competitive element to the unit of work and be linked to the School Games Values of:

Passion, Self-Belief, Honesty, Determination, Team Work, and Respect.

Teaching and Learning

A range of teaching styles will be employed by the teachers depending upon the age and ability of the children, the nature of the work, and the learning objectives specified. We provide activities that are compatible with children's level of physical development and capability, whilst extending and developing individual competencies. The teachers will also watch for continuity and progression of skills and the pace of progress through the planned work.

Promoting key skills through Physical Education:

Social Skills The development of vital social skills such as teamwork, communication and leadership.

Cognitive Skills The development of cognitive skills such as decision making and analysis. To recognize the nature of a challenge, think of different ways to approach a task and self-evaluate. To collect and analyse data, using different forms of measurement and Information Technology.

Physical Skills To improve learning and performance, through recognizing what they do well and what they need to do better, helping them to observe a good performance and develop the confidence to do something new.

Knowledge of Health and Fitness To develop pupils' knowledge and understanding of healthy lifestyles.

Each lesson format will include:-

- warm up at the start of the lesson
- Clear Learning Objectives to increase understanding of what is required during the lesson.
- Plenary-all children should be able to answer the question "What have I learnt in PE today?"
- Cool down at the end of a lesson.

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Assessment/Monitoring

Pupils' progress and achievements will be assessed recorded and reported using the following methods:-

- Teacher observation of performance during each lesson.
- Assessment records showing progression from Year 1 to Year 6
- Teacher questioning of pupils in response to specific tasks/activities.
- Records of attendance for participation in extra-curricular activities or achievements beyond school.
- Reporting to parent's achievements and activities covered in the annual school report.

Equal Opportunities Statement

When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural background, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. We are aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers will plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

Inclusion

All children will be expected to participate in PE except where a medical condition prevents them. In these cases, a note from home will be required. We take account of the particular needs of children and consider these by endeavouring to plan for situations in which they can all achieve. Teachers will encounter a wide range of pupils with special needs, some of whom will also have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. A small number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities. Intervention, advice and support may also be provided by external agencies. Teachers will, where appropriate, work closely with representatives of other agencies, which may be supporting the pupil.

Pupils with disabilities

Not all pupils with disabilities will necessarily have special educational needs. Teachers will take action, however, in their planning to ensure that these pupils are enabled to participate fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Teachers will take specific action to enable to effective participation of pupils with disabilities by:

- a) Planning appropriate amounts of time to allow for the satisfactory completion of tasks
- b) Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- c) Identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals

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Differentiation and Special Educational Needs

Within the areas of activity within a lesson, broad task setting allows for differentiation by outcome.

Differentiation by task can also be used – here, the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive steps. In games, differentiation can be achieved through choice and of use of appropriate apparatus and group sizes / personnel by:

- setting suitable learning challenges
- responding to pupils diverse needs
- overcoming potential barriers to learning and assessment.

Gifted and Talented

St Thomas More School is committed to providing the best possible learning opportunities for all pupils. Within the context of this broad aim, we strive to provide support for those who are 'Gifted and Talented' in Physical Education (PE) and Sport / Dance by:

- To identify and support Gifted and Talented pupils within Physical Education.
- To set Gifted and Talented pupils targets encouraging them to work to their full potential within school.
- To encourage the expression of talent and empower pupils to recognise the benefits and challenges of being a talented performer.
- To help Gifted and Talented pupils develop the personal qualities which will enable them to maximise their potential.
- To identify and support Gifted and Talented pupils who have the 'potential' to perform at a higher level

Non Participants / Weather provision / Allocation for PE lessons

- All children must participate in PE lessons. However, if a child has been excused from PE for health reasons they must accompany the class to watch the PE lesson so learning can still take place; umpiring, photography, sports report writing, recording the different and varied ways in which a piece of apparatus is used etc.
- All PE lessons must be delivered outdoors throughout the year unless dance or gym equipment is required to teach. If weather is dangerous for children to be outdoors (ice, snow and heavy rain) then lessons will need to take place indoors in their timetabled location.
- All classes have been timetabled to carry out 2 lessons of PE a week which must take place.

Health and Safety in Physical Education

Children at St Thomas More are expected to behave in a considerate, responsible manner showing respect to other people and equipment at school and when representing the school at sporting events and competitions. The children are taught to be aware of safety implications concerning themselves and others.

The children will be taught:

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- a) To recognise hazards, assess consequent risks and take steps
- b) To control the risks to themselves and others
- c) To manage their environment to ensure the health and safety of themselves and others

In the interests of health and safety, it is important that children are dressed appropriately for PE sessions.

Suitable Clothing

All teachers are expected to wear trainers and clothing that allows for easy, quick and safe movement.

- All children to change for PE into shorts / t-shirt / sweatshirt / jogging pants.
- Bare feet for all children in the hall while using apparatus and doing gymnastics – except in medical cases where it is recommended that footwear should be worn.
- All children doing swimming must bring swimming kit or wear school kit. Individual cases regarding religion will be discussed as they arise.
- All jewellery to be removed or taped over and long hair to be tied back. St Thomas More is sensitive to the particular requirements of certain religions, and modifies the dress code in line with the guidelines for each faith.
- Children should have appropriate plimsolls or trainers for working outdoors.
- For swimming sessions, children are expected to wear a swimsuit or trunks and a hat. Children **may not** swimming goggles.

Children who are not appropriately dressed should not actively participate in the lessons – this is for safety, comfort and hygiene reasons. It is recommended that children bring a PE kit in on a Monday and leave it in school all week. If they wish to take it home to be washed they can do so on a Friday. This is in case PE lesson times may need to be altered due to unforeseen circumstances. PE kits for summer need to contain a pair of shorts, a t shirt and trainers. For cold weather conditions it is advised that children bring in tracksuit trousers and sweater and trainers that are suitable for use outdoors. Gloves with a grip and a bobble hat are also recommended. Scarves and hats with ties around the neck may not be worn.

Safety Precautions for every lesson include:-

- First aid provision and accidents logged
- Any broken or damaged equipment must be removed from stock and reported to the PE Co-ordinator.
- Teachers will supervise children when changing. [Upper KS2 children change in separate boys/girls areas.]
- No PE equipment is used by a pupil without the teachers consent.
- Children are aware of the safe practices required when using PE Equipment.

Training

Training is always available to staff to ensure that standards of delivery are high. The PE Co-ordinator will aim to keep abreast of new movements and initiatives. Local coaches are often invited to work alongside teachers to raise the standards of teaching in those sports.

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Partnership

The School Sports Partnership are families of schools that have come together to enhance sports opportunities for all. Our North Oxfordshire School Sports Partnership group involves six local primary schools and one secondary school. The partnership meets regularly and works together with the council and local clubs to promote sport in school, after school and to develop links for children with local clubs. The P.E.CoOrdinator, Mrs.D.Heap is the Primary Link Teacher- providing our school with the link into the partnership and the delivery of the PE Curriculum throughout both Key Stages.

Equipment and resources

The school has a hall, hard court areas and an outdoor adventure playground. The school hall is timetabled for use by every class for indoor PE lessons and is equipped with a range of gymnastic equipment including large wall apparatus. Outdoor our playground has a marked netball court, mini court and playground markings. Football goals are erected in the playground. Basketball nets are also be available for the children to use at playtime. Both Key Stages have a range of small equipment for playtime monitored by the "Playtime pals".-Y6 children who have undergone and passed their Young Leader Training Programme.

School PE equipment is kept in three storage areas the indoor cupboard in the hall and two large shed outside. All equipment is stored in its correct storage area and should be returned to the correct place after use. Children will learn how to get out and put away equipment in a safe and appropriate manner, however it is the teacher's responsibility to check all equipment at the end of the lesson. Equipment is audited and checked annually, however any problems with equipment MUST be reported to the PE Co-ordinator immediately.

There are a selection of teaching resources kept in the resource room for all staff to access and use. The TOP SPORT cards for outdoor games are on display in the large PE shed. The key for the outdoor shed is kept in the office.

Links with the wider community

In conjunction with our school partnership team we are always looking at fostering links with local clubs using the expertise of local sportsmen and women to help develop and enrich the delivery of the PE curriculum. We participate in sporting events, activities and competitions throughout the year that are organised by the School Sports Partnership. These include football, netball, tag rugby, hockey and cricket tournaments, Indoor athletic meetings, swimming galas, team building, dance and multiskills festivals

Out-Of -School-Hours-Learning (OSHL)

As part of the schools sport co-ordinators programme it is our aim to provide a number of after school clubs to give children the opportunity to extend their skills linked with a

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particular sport. These clubs may be run by teaching staff, local sportsmen/women and AOTTs. The clubs at present include Football, Table tennis and Dance with other seasonal clubs such as Tennis and Cricket available in the summer months.

The Role of the PE Co-ordinator.

- **Produce a flexible scheme of work, with lesson ideas to support its implementation**
- **Supporting colleagues in all aspects of the curriculum**
- **Maintaining and replacing equipment**
- **Monitoring the teaching of the subject at school**
- **Monitoring and Assessment of the pupils progress.**
- **Attending meetings and courses which will inform future development of the subject and ensure other staff are aware of courses themselves**
- **Ensuring that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents**
- **Ensure school participation in local sporting events**
- **Action plan appropriate use of the Sports Premium funding to support the development of Physical education, health and fitness and increased opportunities for competition.**
- **To action plan and strive to achieve the Youth Sport Trust and School Games PE Mark**

POLICY DEVELOPMENT

Date of approval: SEPTEMBER 2017

Date of review : SEPTEMBER 2018

Mrs.D.Heap