

Physical Education Policy

St. Cuthbert's CE Primary
School

Physical Education Policy

School Philosophy

At St Cuthbert's it is recognised that PE needs to build on the children's natural enthusiasm for movement, by expressing and testing themselves in a variety of situations.

Through Physical Education we aim to enable pupils to develop physical literacy. We aim to provide children with co-ordination, strength, stamina and skill and to promote spatial awareness, intelligent reactions to situations and appreciation of physical excellence.

We believe that Physical Education should lead to a sense of well-being, a greater understanding of health and fitness, a healthy lifestyle and a feeling of self-confidence.

Why PE?

- Physical Education contributes to healthy growth and physical development, through physical activity.
- Physical Education has an important role to play in establishing a healthier nation, offering children the opportunity to understand the need for, and to develop healthy lifestyles.
- Those who are active in childhood are more likely to reap benefits associated with an active lifestyle in adulthood.
- Research has shown that when primary pupils receive regular exercise they perform better in all aspects of schooling, due to increased metabolism and alertness.
- The development of good gross motor skills and their refinement are important, in order to enhance self-image and raise self-confidence.

- Physical Education provides an essential opportunity to develop knowledge, skills and understanding of the body and its movement.
- Physical Education promotes children's artistic and aesthetic understanding within and through movement.
- Physical Education encourages development of positive attitudes and personal qualities, such as self-esteem, independence, empathy and tolerance.

We aim to enable our pupils to:

- Receive regular exercise;
- Make informed decisions about the importance of exercise in their lives;
- Develop positive attitudes to participation in physical activity;
- Become skilful and intelligent performers;
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- Understand what it takes to persevere, succeed and acknowledge the success of other children;
- To discover their own preferences and aptitudes;
- Develop the appreciation of fair play, team play, honest competition and good sportsmanship;
- Foster self-esteem through the acquisition of physical competence and poise;
- Develop self-confidence through understanding the capabilities of themselves and others.
- Understand the role of P.E. and exercise in being healthy.

Planning

We aim to provide a well-balanced PE curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and both Key Stage One and Key Stage Two National Curriculum.

In (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. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week. EYFS children will also be given the opportunity to go for a swimming taster session in the summer term. Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. In Year 1/2 children will also be given the opportunity to go swimming in the summer term. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, outdoor and adventurous activities, gymnastics, dance, athletics and swimming. They will also be given opportunities and training in leadership.

Assessment

Evaluation and assessment undertaken in PE is primarily of a verbal nature, and through a continuous process of observation.

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussion with the children, photographs and through their own self-assessment or peer assessment. An assessment of achievement of some key objectives will be recorded on the Foundation Subject tracker.

An assessment of learning, progress and attitudes will be reported to parents in the annual report.

Cross-Curricular Issues

It is important that we are able to use the skills of physical education in everyday life and realise how these skills relate to different areas within the school curriculum.

Physical education lends itself particularly well to lateral thought, transferral of skills and practical experience, providing excellent links with a range of subjects such as geography, mathematics and English.

Teachers are also encouraged to incorporate the use of ICT tools within PE. For example; using an iPad with coach app or video camera to record sequences in gymnastics and/or dance for further observation, discussion and evaluation or analyse a shot technique in games.

Staffing

In KS2 all PE is taught by the Class teacher or a teacher whose specialism is PE.

In KS1 PE is taught by an HLTA or the class teacher.

In EYFS it is taught by the class teacher.

Safety

Teachers are ultimately responsible for safety; however, children should be encouraged to recognise potential dangers and to become progressively more responsible to their own safety and that of others.

Working area and surface

Teachers should check working areas and surfaces for any potential dangers to ensure areas are safe. Teachers should also consider their position in the room/hall/playground/field, throughout the lesson to enable maximum observation.

Equipment

Teachers should ensure that all equipment is safe for children to use. All staff must be fully conversant with the setting up of apparatus, particularly the large gymnastics equipment, and wall bars. If staff are unsure, they should check with the subject leader. Pupils should be taught to lift, carry, place and use equipment safely. Equipment is stored in the large area at the side of the hall.

Any faulty equipment should be reported to the Subject Leader.

Clothing

Children (and teachers) should wear appropriate clothing. St Cuthbert's PE kit comprises a white t-shirt, navy/black shorts and trainers for all lessons, tracksuits, joggers and jumpers are recommended for outdoor lesson in winter. For gymnastics and dance, all children should have bare feet. Letters will be sent home if correct kit is not brought on a regular basis.

Other safety considerations

Jewellery should not be worn during PE lessons. Shoulder length and long hair should be tied back. Ear-rings should be removed by the child. If this is not possible then the child should tape their own ears to cover the ear-rings.

ACCIDENT PROCEDURE

If an accident occurs, the pupil should be sent to a qualified first-aider or the first-aider called to the incident. The incident should be recorded on an accident form, as per school guidelines.

Participation

Any child not participating in the PE lesson should bring a note explaining the reason or parent should provide a verbal explanation, but should still be involved in the lesson in some way, through observation, coaching or officiating.

Parents will be contacted if their child is a regular non-participant.