

St Gerard's RC Primary School Policy
Physical Education 2016/2017

Introduction

The health benefits of regular physical activity are substantial as stated by the Chief Medical Officer's Report, 2004; "There are few public health initiatives that have greater potential for improving health and well-being than increasing the activity levels of the population of England."

PESSCL recommend that children partake in a minimum of 2 hours high quality Physical Education in addition to 60 minutes of at least moderate physical activity each day. Schools play a pivotal role in providing opportunities for pupils to undertake regular physical activity and in the encouragement of meeting these targets.

Placing a high value on purposeful physical activity can promote further participation beyond school life and providing a wide range of opportunities can promote overall school unity and forge links with the wider community.

Teachers, pupils and parents can find mutual satisfaction in the success of individuals, teams and the school as a whole.

Aims and Objectives

Aims:

- Promote healthy and active lifestyles in pupils and parents through high quality PE lessons, structured break times and extra-curricular activities.
- Provide worthwhile and varied out of school hours opportunities.
- To reach and promote National Curriculum targets for PE.
- Incorporate guidance and initiatives in teachers planning through peer mentoring and structure staff training.

Objectives:

- Provide a minimum of 2 hour of physical activity for all children.
- To provide provision of safe and stimulating areas in which children can play and be active during break times, with adult support and supervision.
- To raise the profile of physical activity throughout the school and encouraging cross-curricular links.
- To monitor pupils' level of involvement in physical activity inside and outside of school.
- Teachers TAs and Sports specialists strive to provide High Quality PE provision (PESSCL) in which children adopt each of the 10 outcomes of Physical Education;

- **Commitment** to PE and Sport and make them a central part of their lives - both in and out of school
- **Understanding** of what they are trying to achieve and how to go about doing it
- Hold PA as part of a **healthy and active lifestyle**
- Have **Confidence** to get involved in PE and sport
- The **skills** and control that they need to take part in PE and sport
- The willingness to take part in a **range of competitive, creative and challenge-type activities**, both as individuals and as part of a team or group
- Ability to **think** about what they are doing and make appropriate **decisions** for themselves
- Show a **desire to improve** and achieve in relation to their own abilities
- Have the **stamina, suppleness and strength** to keep going
- **Enjoy** PE, school and community sport

Teaching and Learning

- Provision of P.E time: Each year group is timetabled a morning or afternoon for both indoor (Hall time) and outdoor PE (Playground). One session to be taken by the sports specialist and the other session to be delivered by the classroom teacher. 2 hours in total.
- Additional Physical Activity time is provided through structured play, provided by Play Facilitators, targeted out of school clubs and additional swimming time for Years 3,4,5 and 6.
- Provision for PE follows the QCA units of work. Long term plans for each Key stage can be found in the appendix - P.E. Scheme of work.
- PE lessons cover the core themes of the national curriculum; Dance, Gymnastics, Striking and Fielding Games, Invasion Games, Net and Wall Games, Athletics, Swimming and Outdoor and Adventurous Activities.
- Teachers medium term and lesson planning is adapted, with guidance from the PE coordinator, from the **LCP scheme of work** and supplemented by other schemes; including **Rawmarsh Dance, Rawmarsh Gymnastics** and **TOPS** activity cards.
- Cross curricular links are identified within the LCP Schemes of work.

Planning

Schemes of work for the PE curriculum follow the National Curriculum objectives and are supplemented by QCA unit plans. This is kept by the PE Coordinator, who liaises with each year group and copies any relevant plans, offering assistance and guidance where needed. Coordinators are also responsible for collecting and updating additional support materials.

Early Years Foundation Stage

PE in the Foundation Stage is included in structured play and PE time in the curriculum.

It is intended that the PE objectives can be met through activities including stories, rhymes, shapes and outdoor play.

Key Stage One

The total time given to PE in KS1 is split evenly between Games, Gymnastics and Dance. The Long Term Plans detail the themes that are covered in each area. There is a minimum of two PE sessions per week, each session being one hour in duration including changing time.

Health Related Exercise should be covered as apart of activity sessions, and may be reinforced through Topic work. It could be reinforced through the use of appropriate non-fiction text.

Key Stage Two

The majority of the total time given to PE during KS2 is spent doing Games, Gymnastics and Dance. These areas of activity take up 60-70% of the total time for PE across the Key Stage. The remaining time is spent on Athletics, Swimming and Outdoor and Adventurous Activity (OAA).

The Long Term Plans for KS2 detail the themes that are covered in each area. There is a minimum of two PE sessions per week, with 60 minutes spent on activity in each lesson (including changing time).

The OAA component is covered during a five-day residential visit to an Outdoor Education Centre in Y6.

The swimming programme is focussed on Year 6 in February, Year 5 in March/April, Year 4 in May and Year 3 in June.

Health Related Exercise should form part of the existing programme.

Aspects of the programme can be reinforced in topic work and any PHSCE programme.

Assessment and Marking

Children should be assessed at the end of each unit of PE, inline with the schools assessment policy, and this should be used by each teacher to inform subsequent planning. Assessment can be a number of different and the use of digital media, e.g. video footage, is recommended to promote reflective development during lessons, such as showing good practice and for pupils self evaluation.

ICT

We recognise the importance of ICT as a tool for learning in PE. Opportunities to use ICT to support teaching and learning will be planned and used as appropriate in line with the ICT policy and making crosscurricular links.

Special Needs Provision

SEN provision is made by individual teachers, inline with the schools SEN and inclusion policies. Guidance given by the PE coordinator. For children with SEN the task will be adjusted or they may have extra support. Planning sheets will reflect this provision.

Gifted and Talented Children

Gifted and Talented pupils are identified by class teacher and passed to coordinator. Tasks will be set which challenge all pupils including those who are more able. Planning sheets will reflect this provision. Children will be made aware of clubs and provisions for them in the local community to further their skill outside of school.

Equal Opportunities, Race Equality

All children are provided with equal access to the PE curriculum. We are committed to equal opportunity in PE regardless of gender, race, religion, disability or ability.

Safeguarding

We provide a safe and secure environment ensuring all children are safe within school. Please refer to the school's policy for Safeguarding. Any activities undertaken in the school grounds must comply with the Health and Safety regulations laid out by Redcar and Cleveland Borough Council. Specific PE / PA schemes of work contain guidance to which the adults in charge must adhere to. Any activities undertaken off the school premises, or being done for the first time within school grounds, must have a risk assessment carried out prior to the event taking place on **Evolve**.. *Guidance for risk assessments is given by the Educational Visits

Coordinator

When an accident does occur it is necessary for the teacher or member of staff to make the situation safe as a priority and then locate any help needed. This may include finding supervision for the children whilst the incident is dealt with and if necessary conducting any first aid (by recognised first aider), followed by any medical attention necessary and logging the incident fully in the accident book.

First Aid stations are located in the first aid room. Any medical conditions of the children must be recorded and parents are required to keep the school informed of any amendments. Children who use inhalers must be carried by the children and they must administer any medication themselves, unless a member of staff has been specifically trained.

Dress/Clothing

- If the lesson is being taken by the sports specialist/sports apprentice, they must change into suitable clothing for PE as role models for the children.
- Pupils are expected to bring PE kits on a Monday and leave them in school until Friday afternoon only taking them home during the week if they need to be cleaned. Kits should be brought in a cleared labelled bag.
- Indoor PE sessions - T-shirt and sport shorts, bare feet unless a medical problem necessitates the use of plimsolls until the problem clears.
- Outdoor PE sessions - T-shirt and sport shorts, plimsolls / trainers, sweatshirt or tracksuit.
- Swimming - Girls must wear a 'one piece' bathing costume and the boys are to wear trunks or swimming shorts (not baggy). A letter from guardians taking full responsibility must be given to the school if the child is to wear goggles.
- Jewellery and watches must not be worn during any PE sessions and hair should be tied back, including during swimming. If children want to have their ears pierced it should be done during the school holidays so that there is no disruption of the lessons.
- Parents / guardians will be informed if a child does not bring their PE to school.
- Class teacher to be informed in writing if a child is unable to partake in PE.

Full details of the clothing policy for school can be found in the School Prospectus or on the school website.

Resources

Paper resources in school are stored in the staff room or in the PE

Coordinators classroom. Any new resources will be introduced to staff during staff meetings and any inset training needed will be given during this time. It is also the Coordinators role to circulate any information regarding PE training for professional development.

Physical resources / PE equipment is stored in the PE cupboard next to the hall. Broken equipment or requests for additional resources are to be given to the Head teacher, via the PE Coordinator.

Staff Responsibilities

P.E. Coordinator:

- First point of contact regarding all physical activity concerns.
- Responsible for overseeing PE curriculum and planning across key stages
- Conducting an inventory of equipment and resources (annually)
- Timetabling and scheduling of hall / playground time / swimming
- Provide staff training and contact outside agencies where necessary
- Organise and monitor clubs, teams and activities
- Plan and organise intra-school competition, including sports day
- Liaise with any TA and coaching providers
- Share good practice and provide support and guidance for colleagues
- Lunchtime Supervisors - Provide supervision of the children and encourage active / structured play. Positive role models for the pupils.
- Outside agencies - Be fully briefed regarding school policies and procedures. Keep a full register of each event. Provide the school with list of relevant qualifications and experience. Meet with PE coordinator and / or Headteacher before the commencement of any activities.

Monitoring and Review

In addition to teacher assessment, the PE Coordinator is responsible for monitoring that safe practice is adhered to during lessons and take any necessary steps to promote high quality PE. This will include lesson observations, peer mentoring, shared planning and the use of PESSCL survey data, along with staff training.

Role of Governors and Parents

Governors are attached by priorities within the school improvement plan.

Any governor wishing to monitor and evaluate PE is welcome to do so and in the first instance will contact the Headteacher. Governors are invited to accompany teams to extra-curricular sports clubs and sporting events.

We value parental involvement in their child's development of PE and promote a home/school partnership in the following ways:

- Invitation to watch their child participate in sport competitions
- Annual sports day
- Regular parent's evenings

Date:

Signed:

Date of Review: