

FRONT STREET COMMUNITY PRIMARY SCHOOL



PE POLICY September 2018



P.E. Policy

Mission Statement

We believe PE supports and develops individual children's physical competence, lifting self esteem and personal confidence. Our aim is to challenge each child to reach their full intellectual, creative and physical potential through providing high quality and diverse experiences.

Aims

We believe that PE is unique in its ability to develop the 'whole' person. We value high quality PE lessons and the extended curriculum opportunities where our children's relationships, social development, fun and health are enhanced and promoted.

Our aims in teaching PE are that all children will

- Be physically active and find enjoyment in physical activity
- Find a lasting sense of purpose, achievement and fulfilment in physical activity
- Develop a variety of physical skills appropriate to their ability and an understanding of how to apply them.
- Develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and the ability to cope with success and failure.
- Develop physical skills, habits and interests that will promote a healthy lifestyle
- Develop their skills of communication and the ability to work independently *and* with others.

Planning and Curriculum Organisation

At Front Street we have developed a Curriculum map which clearly builds on previous work and achievements and which provides the opportunity for progression of skills whilst offering a wide variety of sports. Lessons are planned using a variety of schemes as an aid and are tailored to meet the needs of the children, building upon their skills.

Teaching and Learning Styles

A variety of teaching styles are implemented at Front Street Primary School to engage the variety of learners providing them with the opportunity to learn from visual, auditory and kinaesthetic activities. Skills and understanding are often developed as a whole class but children are encouraged to work cooperatively in groups as well as independently. Teachers try to make lessons as varied as possible in structure to accommodate the wide range of learning styles. The emphasis in our teaching of PE is on allowing all children to achieve enjoyment, satisfaction and success at their own level.

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.

Equal Opportunities

Inclusion: Providing effective learning opportunities for all pupils

All children have an equal opportunity regardless of gender, race or ability, to progress and succeed in physical education. We pay particular attention to ensuring there is no gender bias in equipment or in access to resources. Teachers pay attention to the equal distribution of their questioning across all groups.

Pupils with special educational needs

The planning and resourcing of PE at Front Street Primary School takes account of every child and their needs. The skill and ability of each child is accounted for when differentiating the lesson. Pupils with special needs are able to develop confidence and express their feelings in PE, as it is a subject in which success does not depend on academic ability. Equipment can be varied to suit the particular needs of some children as well as the expected outcome of the task. Pupils with particular ability and flair for PE are extended through the use of more advanced techniques and activities are altered to ensure they offer the desired challenge.

The contribution of PE to other curriculum areas

English

Speaking and listening skills are used in PE lessons. Children are constantly challenged to discuss, question and explain their thinking and skills. Children are encouraged to describe what they have done and to discuss how they might improve their performance.

Maths

Children are using and applying their maths skills during a range of PE lesson, for example, in Athletics, children are offered opportunities to use stop watches to get a 'best time' and try to beat it, children measure the distances they run and topics such as perimeter lend themselves to PE by the physical nature.

ICT

We use ICT to support PE teaching where appropriate, it is regularly used as a visual tool to offer examples to the children. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

SMSC

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. Children learn about the benefits of exercise and healthy eating and how to make informed choices about these things.

PSCHE

PE contributes to the teaching of personal, social and health education and citizenship. The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within PE encourage them to work together and respect each other's views.

Resources

- It is the responsibility of staff to ensure that all equipment is appropriately collected and returned from/to the PE storage areas.
- Children should not be allowed to enter the PE stores unsupervised.
- PE equipment should be organised before the lesson eg Lunchtime.
- All equipment, especially balls, should be counted at the beginning and end of each lesson to avoid loss.
- Children should be taught to carry the equipment properly.

Health and Safety

- All children should have a PE kit in school. Children are expected to wear a white t-shirt and black shorts, black tracksuits may also be worn during outdoor lessons and in cold weather. Children must not take place in the lesson without appropriate footwear.
- Staff must also wear appropriate kit for PE lessons.
- We encourage the children to consider their own safety and the safety of others at all times.
- The LEA policy is that no jewellery is to be worn for any physical activity.
- Staff will carry out visual checks of apparatus/equipment before the start of every lesson.

Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. **An assessment framework from the planning tool used is completed at the end of each year, and a record of progress made each half term. The School Council created a Pupil Voice record of assessment which is completed by council members during a half term which identifies skills taught, progress made and children's feedback about the lessons.**

Teachers record this information and use it 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 school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

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 Headteacher and link governor, supported by the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. A named member of the school's governing body is briefed to overview the teaching of PE. This governor meets regularly with the PE co-ordinator to review progress.

Date : March 2014

PE TIMETABLE

NATIONAL CURRICULUM STATEMENTS:

FOUNDATION: Pupils should demonstrate good control and coordination in small and large movements. Children should be developing fundamental skills with confidence, safely negotiating space and trying new activities in the process.

KEY STAGE 1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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.

Basketball - 3,2,1,R,4,6 Gymnastics - 2,1,2,1,2,4 Rugby - 4,3 Tennis - 6,6,3,5

YEAR GROUP	COACHED	PLANNING	SKILLS FOCUS - NATIONAL CURRICULUM FOCUS
RECEPTION	<ul style="list-style-type: none"> - Gymnastics (Jan - May half term) - Basketball (spring 2) 	<ul style="list-style-type: none"> - Me and Myself - Movement Development - Ball Skills - Working with others - Fun & Games - Throwing & Catching 	<ul style="list-style-type: none"> - Master basic movements including running, jumping, throwing, hopping, crawling, throwing and catching. - Apply these in a range of activities. - Develop balance and agility, negotiate space, adjust speed, change direction. - Apply these in a range of activities. - Work as part of a group or class and understand and follow the rules. - Move confidently and in time to music
1	<ul style="list-style-type: none"> - Gymnastics (autumn 2, spring 2) - Basketball (spring 1) 	<ul style="list-style-type: none"> - Dance - Netball - Gymnastics - Football - Volleyball - Rounders - VS - games unit 2 throwing and catching. - VS - Games unit 1 ball skills and games. - VS - Games 	<ul style="list-style-type: none"> - Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. - Develop balance, agility and coordination, 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,

		unit 4 Developing partner work	
2	<ul style="list-style-type: none"> - Gymnastics (autumn 1, spring 1, summer 1) - Basketball (autumn 2) 	<ul style="list-style-type: none"> - Dance - Handball - Gymnastics - Hockey - Tennis - Golf 	<ul style="list-style-type: none"> - Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. - Develop balance, agility and coordination, 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,
3	<ul style="list-style-type: none"> - Basketball (autumn 1) - Rugby (autumn 2) - Tennis (summer 1) 	<ul style="list-style-type: none"> - Athletics - Basketball - Gymnastics - Dance - Rounders - Volleyball - Rugby - Tennis 	<ul style="list-style-type: none"> - Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance. - Perform dances using a range of movement patterns. - Take part in outdoor and adventurous activity challenges both individually and within a team. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
4	<ul style="list-style-type: none"> - Rugby (autumn 1) - Basketball (summer 1) - Gymnastics (summer 2) 	<ul style="list-style-type: none"> - Athletics - Handball - Gymnastics - Dance - Cricket - Tennis - Rugby - Basketball 	<ul style="list-style-type: none"> - Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance. - Perform dances using a range of movement patterns. - Take part in outdoor and adventurous activity challenges both individually and within a team. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
5	<ul style="list-style-type: none"> - Basketball H4H (spring 1) - Swimming (Sept - May) - Tennis (summer 2) 	<ul style="list-style-type: none"> - Dance - Handball - Gymnastics - Orienteering - Golf - Cricket - Athletics - Basketball 	<ul style="list-style-type: none"> - Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance. - Perform dances using a range of movement

		<ul style="list-style-type: none"> - Tag Rugby - Boccia 	<p>patterns</p> <ul style="list-style-type: none"> - Take part in outdoor and adventurous activity challenges both individually and within a team. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
6	<ul style="list-style-type: none"> - Tennis (spring) - Basketball (summer 2) 	<ul style="list-style-type: none"> - Gymnastics - Orienteering - Dance - Hockey - Tag Rugby - Cricket - Tennis - Basketball 	<ul style="list-style-type: none"> - Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance. - Perform dances using a range of movement patterns - Take part in outdoor and adventurous activity challenges both individually and within a team. - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.