

# PE Policy 2017



Saint Augustine Webster  
Catholic Voluntary  
Academy



### **Mission Statement**

#### **The school will aim to:**

- develop an awareness of God's love and presence in individual's lives and to elicit a response to that;
- help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- make prayer, worship and liturgy valued experiences;
- develop real links with home and parish;
- create caring relationships with all those children and adults who are involved in the school.

## **Physical Education (PE) Introduction**

Saint Augustine Webster believes that physical education is an essential contributor to the development of the whole child.

Through high quality teaching and learning, children are provided with an understanding of the many benefits of exercise, such as development, health and well being, enjoyment, success and achievement across the whole curriculum and beyond. Saint Augustine Webster will aim to offer a wide range of activities, whether that is during lessons, lunchtime activities and after school clubs.

Physical education provides children with the opportunity to be creative, competitive and face up to different challenges, as individuals, and in groups and teams. It promotes positive attitudes towards healthy and active lifestyles. Children learn how to think in different ways and make decisions in response to these challenges. They learn how to reflect on their performance and plan and evaluate actions and ideas to improve the quality of their work. It also helps children to develop personally and socially. Through physical education, pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

### **Introduction**

1. St. Augustine Webster Primary School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

### **Intention and Aims Generally**

2. It is the intention of the school to provide a broad and balanced PE curriculum to aid and increase children's self-confidence in relation to their ability to manage themselves and their bodies within a variety of movement situations.

3. The aim is to cater for the different strengths, needs and preferences of each child by using differentiated activities (where appropriate) consisting of individual paired and group activities. Through the variety of opportunities that PE offers children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. A range of activities will therefore be provided with a broad base of movement knowledge, skills and understanding, which children can refine and expand throughout their primary school years.

4. Children of all abilities will be encouraged to join clubs and organisations with the aim of extending their interest and involvement in sport. We will also encourage children to develop their creative and expressive abilities, through improvisation and problem-solving.

5. Children who are taught to appreciate the importance of a healthy and fit body begin to understand those factors which affect health and fitness. Our aim to raise children's awareness in this regard is therefore closely aligned with the school's policy on Personal, Social and Health Education (PSHE).

6. Through the Government Funding for Sport the School will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils across the whole PE and sport spectrum. Spending will be reviewed and published on the school website.

### **Specific Aims in relation to Physical Development**

7. Different experiences for different age groups will ensure all pupils will be exposed to a range of appropriate challenges as they move through the school so that they:

- develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- become aware of the different shapes and movements that can be made with the body.
- develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- become aware of the benefits of a fit and healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- appreciate of the value of safe exercising.

### **Specific Aims in Relation to Social, Emotional and Cognitive Development**

8. Participation in PE and sport have other additional benefits which should help to:

- develop a love of physical exercise.
- develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- develop confidence in skills and abilities.
- promote an understanding of safe practice, and develop a sense of responsibility for the safety of others.
- realise that the right exercise can be fun and energise other things in life.
- create and plan games for mutual benefit.
- develop a sense of fair play.
- develop decision making and problem solving skills.
- develop reasoning skills and the ability to make judgements.
- develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- develop the ability to communicate non-verbally with the body.
- improve observational skills, the ability to describe and make simple judgements, and to use this knowledge and understanding to improve performance.
- understand that using correct techniques will improve accuracy and performance.
- enable performance evaluation and the ability to act upon constructive criticism.

### **Spiritual, Moral and Cultural development**

9. Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well; but also encouraging children always to do their very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure; and treating team mates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

## **The PE Curriculum**

10. In the Reception Class, opportunities will be 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 will last at least 2 hours each week.

11. Pupils in both KS1 and KS2 will engage in lessons of high quality PE 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. Year 2 includes swimming. At KS2 pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. Children's experiences will also be enriched through opportunities for outdoor and adventurous activities. A range of resources will be used to support progression across the curriculum including; **Get Ahead Scheme of work**, TOP sport resources and specialist coaching sessions for different sports.

## **Swimming**

12. Swimming lessons are currently carried out in Year 4 and it is compulsory for all children to take part. Lessons are provided by Local Authority employed swimming coaches at The Pods Scunthorpe. It is now a statutory requirement that all children leaving Primary school can swim at least 25metres.

## **Earrings in PE/Swimming**

13. Earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before school on a PE day. If there are exceptional circumstances which prevents this from being possible for a defined period of time, parents should provide a letter explaining the reasons and the date from which earrings can be removed. During this period the earrings will be made safe using micropore tape, however a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is sufficient.

## **Inclusion and Differentiation**

14.

We make sure that all children with special needs will be included in any physical education lesson. If a program needs to be adapted then the teacher in charge will do this in consultation with the PE coordinator and SENCO (if applicable).

Tasks should be differentiated to challenge all the children.

Children who have forgotten their kits will be involved in lessons by officiating at games, keeping scores or helping evaluate other children's performances. The class teacher keeps a record of the children who forget kits on a regular basis and letters go out to children who regularly forget kit.

## **Staffing/Staff Development**

Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. It is intended that all staff will take part in professional development to ensure secure subject knowledge and awareness of health and

safety procedures. It is further intended that staff should be comfortable and competent in the area of activity being taught. Where additional support is required this will be provided by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses will provide feedback and disseminate information/learning.

**The role of the PE Co-Ordinator involves:**

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with record keeping and assessment of the subject.
- Attending meetings and courses, which will inform future development of the subject.
- Ensuring that pupils have the opportunity to become involved in extra – curricular clubs to further develop skills and talents.

**Safety**

16. In order to minimise the risk of injury:

- children should dress in shorts/ tracksuit bottoms and t-shirts.
- children will work in bare feet for all indoor and apparatus work.
- plimsolls or trainers are worn for outdoor games, together with tracksuits if cold.
- jewellery is not to be worn. Ears pierced for less than six weeks will be covered with medical tape.
- long hair should be tied back and rigid headbands should be removed.
- children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by a teacher before use.

**Safeguarding**

17. All adults working with children in school with children will be DBS checked.

**School sports clubs and lunch time**

18. The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

We are part of the Sports Schools network and this offers a wide range of competitive and non competitive sporting events locally for key stage 1 and 2 children.

Coaches are also invited to come into school to upskill teachers and provide children with a further depth of knowledge in a variety of sports.

**Links with Other Subjects**

19. PE links to other subjects, e.g. Literacy, (recount/report/instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting/measuring and graphical representation of data). ICT is also recognised as a potential tool for

recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

### **Equality**

20. All aspects of PE will be taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives will be set in line with the school's Special Educational Needs and Equality Policies.

### **Records and Assessment**

21. Assessment for learning will be made through short term (daily/weekly) observations, of children's work, through discussion with the children, and through their own self-assessment.

Assessment of learning will be made through medium term (summative) assessments and longer term (formative) assessments.

### **Monitoring and review**

22. The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader along with the SLT. The work of the subject leader also involves supporting colleagues in the teaching of PE, keeping informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader has regular management time in order to make sure children and staff needs are met.

### **Get Ahead School Sports Partnership**

23. The school is a member of the North Lincolnshire School Sports Partnership and with their support and guidance the main aims are to use high quality staff and physical activity as a tool to help young people make changes to their life and to ensure they have healthy body and minds.

They aim at helping us to provide our students with a wide range of experiences, from becoming leaders, feeling proud to represent their school at competitions and beginning to develop a lifelong habit of being active.

### **Review**

This policy document will be reviewed in accordance with changes with any National changes. In the meantime, resources will be updated, staff training needs will be identified and we will work towards meeting them.

This Policy will be reviewed in 2 years.