



# St Luke's C.E. Primary School

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## Physical Education Policy

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Langport Avenue

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## **PHYSICAL EDUCATION POLICY**

### **THE IMPORTANCE OF P.E. IN THE CURRICULUM**

The physical development of most young children is well advanced by the time they start school. Young children quite naturally participate in vigorous movement for its intrinsic pleasure, and in doing so, they will already have experienced a wide range of movements and have gained some control over their bodies. A good Physical Educational Curriculum extends this ability and can also make a significant contribution to a child's emotional, intellectual and personal development; particularly their self-esteem.

Children's feelings about their physical ability may influence their self-confidence during adolescence and adult life. It is therefore important that we help children to reach their full potential and to feel as positive as possible about this aspect of their lives.

Physical Education incorporates many aspects of Science and Health Education. Opportunities will naturally arise to teach children the importance of looking after their own body. The most significant contribution Physical Education can make to Health Education is in establishing habits of participation in enjoyable physical activity, and in developing an understanding of the long and short term beneficial effects of exercise on the body. Pupils should also be made aware of the consequences of lack of exercise and the health problems this can lead to in later life.

P.E. lessons can provide opportunities for work in other curriculum areas, through the use of problem solving methods across its activities. In Mathematics, for example, the difficult concept of turning through angles is made simpler by providing the children with practical jumping tasks in gymnastics.

Games, Athletics lessons and Outdoor Adventurous Activities lend themselves to measuring and problem solving tasks. Children, including those who find difficulty in oral or written communication, can often experience success and joy in expressing themselves in movement. Language skills can also be reinforced and utilised in describing and analysing their own and others performances. The development of these skills is an integral part of this curriculum area.

### **WHAT ARE OUR AIMS IN TEACHING P.E.?**

We aim to:

- develop physical co-ordination and competence;
- promote the physical and psychological benefits of participation in physical activities, whilst at school and throughout life;
- develop an appreciation of skillful and creative performances across the areas of activity;
- help children develop socially through competition and co-operation between other individuals and groups;
- promote positive attitudes towards health and physical fitness;
- provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background, or physical ability.

## **HOW DO PUPILS LEARN IN P.E.?**

Physical Education is, by nature, a very practical activity where pupils learn through first-hand experience. In view of this, pupils should be physically active for most of the time in each of their lessons.

It is the ethos of this school that pupils are encouraged for their achievements and that all feedback is as positive as possible. Constructive comments are made to support pupils who are struggling to achieve. It is only in this environment that pupils will have the confidence to attempt, and therefore develop their skills.

Teachers at all Key Stages will need to plan tasks using a variety of teaching styles to provide a broad P.E. curriculum. Pupils will often start with by practising individual skills, with partner work and small group activities introduced as the lessons / sequence of lessons progress, although the exact structure will depend on the discipline (i.e. Gymnastics lends itself more to individual work.) When working in a group situation, these will usually be of mixed ability and gender.

## **MEETING THE REQUIREMENTS OF THE NATIONAL CURRICULUM**

### **The Early Years Foundation Stage**

- Physical Development taking place across all areas of Learning and Development
- Development of positive attitudes and understanding of exercise and health
- Physical Development enabling children to gain in confidence in what they can do
- Personal, Social and Emotional development

### **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 cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing 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

### **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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics)
- 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.

### **Swimming and water safety**

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

To ensure the National Curriculum Programmes of Study for P.E. are fully met, we follow the 'Manchester Scheme of Work' for Physical Education at KS1 and KS2. We also use the Val Sabin Scheme of Work for Dance to enhance the Dance Curriculum.

The Head teacher and the PE coordinator are responsible for the monitoring and implementation of the PE Curriculum. The Co-ordinator is responsible for the management of PE resources.

### **PROPORTION OF TEACHING TIME**

Children in the Early Years Foundation Stage implement the area of learning known as 'Physical Development'. For detailed information please refer to 'Practice Guidance for the Early Years Foundation Stage'. Pupils will have continuous access to outdoor play (encouraging gross motor skills) each day. Reception aged children will also have a weekly Dance lesson in the Autumn Term. Games activities will be introduced in the Spring Term with Gymnastics activities starting in the Summer Term.

At St. Luke's, children in both KS1 and KS2 will receive weekly lessons in Games, Dance and Gymnastics with KS1 pupils focusing on 'Fundamentals for Movement'.

During Year 4 pupils will receive swimming lessons from an instructor employed by Manchester Education Committee. This year group will reduce their weekly indoor lesson time. The remaining indoor lesson will be used for both Gymnastics and Dance with each half term being divided between the two activities (i.e. 4 consecutive lessons in Dance followed by 3 consecutive lessons in Gymnastics).

Units of Athletics and Outdoor and Adventurous Activities will be taught in Key Stage 2.

Pupils also have annual visits to the 'Hathersage Centre' in Derbyshire where they take part in many outdoor and adventurous activities.

### **PLANNING FOR DIFFERENTIATION**

Lessons should be planned and delivered to allow for the range of needs and abilities of all children. This is most successfully accomplished through differentiation by outcome or task.

Differentiation by outcome is achieved by setting tasks which are suitable and appropriate for all the pupils' starting level and which allows the more able children to be challenged. Differentiation by task is achieved when pupils are given a range of different but related tasks according to their level of ability.

### **PROGRESSION**

During all PE lessons, pupils are involved in the continuous process of planning, performing and evaluating their work, and there needs to be progression in all three areas. Teachers will encourage children to think about what they are going to do, what they have done, and how they might improve their performance.

### **INCLUSION / SPECIAL EDUCATIONAL NEEDS**

The school aims to include each child in every subject area, with support given as appropriate to enable this. We believe that all children have equal access to the P.E. curriculum irrespective of ethnicity, creed, gender or ability. At St Luke's we believe in celebrating the rich diversity of our pupils.

As noted in the schools S.E.N. policy, pupils with additional needs have the same entitlement as all other pupils and are offered the same curriculum with extra teacher support for those who experience difficulties, and more appropriately challenging tasks and opportunities for children demonstrating excellence across a range of P.E. activities.

Wherever practicable, provision will be made for pupils with special educational needs where it affects their performance in PE. They may have physical difficulties and/or emotional and behavioural disorders.

It is important to concentrate on pupils' abilities and how we can support their individual needs to help them achieve their goals. At times, it might be appropriate to have the support of a classroom assistant to help with the management of a particular child during PE. If this is the case, it is preferable to have the assistant working with a group of pupils which includes the child who needs the support. Everything should be done to avoid highlighting the disabilities of any particular child.

### **HEALTH AND SAFETY**

As stated in the Manchester Guidelines, the Head teacher is ultimately responsible for safety in all PE lessons but each teacher is responsible for safety in their own lessons.

It is important that good discipline is maintained throughout a PE lesson. Pupils should always be aware of what is expected of them, and what will happen if they do not follow instructions.

Class teachers should always be aware of the whole class even when working with a group of children. If an accident occurs during a PE lesson, the teacher should ask all pupils to stop what they are doing so that full attention can be given to the injured child. Depending on the type of injury sustained, the child may be sent to the office (with another child) to receive First Aid or, if it is a serious injury, a responsible child will be sent to the office to obtain assistance.

Some asthmatic pupils may need to keep their inhaler at hand during a PE lesson, and if this is the case, they should be taught to take responsibility for collecting and using them independently.

If any damage occurs to apparatus this should be reported to the PE Co-coordinator who is responsible for carrying out regular checks of the apparatus. It is the responsibility of the Head teacher to ensure that the large apparatus in the hall is checked at least once a year by a specialist.

The PE Co-coordinator will brief new staff on how to use the apparatus in the hall. Pupils should be taught how to safely carry, set out and put away equipment.

### **DRESS CODE**

#### **Staff**

It is important that the footwear worn by staff enables them to move quickly without risk of slipping. It is preferable to change into pumps or trainers to avoid the risk of injury, either to themselves or others.

#### **Pupils**

In Games lessons, for reasons of health, hygiene and safety, pupils should be encouraged to change into shorts or track-suit bottoms, T-shirts and trainers.

In Dance and Gymnastic lessons, the pupils will wear black leggings or shorts, and a white T-shirt. (In Gymnastic lessons leggings should be knee length to enable children to grip the apparatus, giving them better control.) Pupils with long hair should have it tied back.

Pupils should not wear loose or baggy T-shirts, hooded tops etc. They will work bare-footed for indoor lessons. Pumps, not trainers, may be worn if the child has a verruca. Under no circumstances should children wear only socks or tights.

No jewellery should be worn in any PE lessons. Earrings, necklaces, watches, rings and glass bangles are especially dangerous. If items are worn because of their religious significance, then precautions should be taken to secure them e.g. plasters over earrings, cuff over bracelets etc.

### **ASSESSMENT RECORDING AND REPORTING**

Teachers will complete a weekly evaluation sheet for each specific area and then transfer their findings to the PE tracker, which will be monitored by the Coordinator each term. It is expected that at least 80% of children will reach National Standards by the end of each Key Stage.

Teachers should plan lessons using the Scheme of Work, which can be adapted to meet the needs of their class. This can be done by highlighting the objectives they are working on each week, ensuring all objectives for the half term, in each specific area of activity, are covered. At the end of each lesson staff will discuss next steps with pupils and transfer to the lesson plan. The

evaluation sheet will be used to note the names of pupils who will need additional support or challenge.

### **REPORTING TO PARENTS**

Reports to parents will include a code which states whether their child is meeting the expected standard, working above or working towards. Teachers can also make comments where they feel the children have excelled in PE or enjoyed the subject.

### **CONTINUITY**

At the end of each year staff will take opportunity to inform the following teacher of those pupils in particular who will need additional support or challenge.

### **SAFEGUARDING**

Any safeguarding concerns noted during PE lessons will be followed up in the same way as all 'Child Protection' issues.

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