



**We Follow Christ's
Footsteps in Love**

***PE Policy
2019***

***St. Joseph's
Infant and Junior Schools***

St Joseph's Mission Statement

St Joseph's aims to remember that our faith underpins all that we are and all that we do.

We aim to commit ourselves to providing our children with a balanced curriculum where abilities and interests are stimulated.

Prayer and worship will be real experiences for each child, parent, governor and member of staff.

We endeavour to strengthen Christian values and encourage all to live in a harmonious, multicultural society.

Race and Equality Statement

Clearly if we are to achieve our mission statement we must aim not only to eliminate unlawful racial discrimination but also to actively promote equal opportunities and good race relations in all areas of school life.

We aim to eliminate both direct discrimination (treating a person on racial grounds less favourably than others are or would be treated in the same or similar circumstances) and indirect discrimination (when the application of a condition, though applied equally to all racial groups, is such that a smaller proportion of a *particular* racial group can comply with it, and it cannot be shown to be Justifiable on other than racial grounds).

Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children.

At St Joseph's each class will receive 2 hours of physical activity per week.

The sessions will contain elements required by the National Curriculum of:

KS1 pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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. (New National Curriculum)

KS2 pupils

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. (New National Curriculum)

Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
 - by developing a positive attitude and interest in a wide range of physical activities.
 - by raising awareness of issues regarding Health Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child:
 - aesthetic appreciation and understanding of Dance and Gymnastics.
4. To help establish the individual child's self-esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).

5. To ensure that every class has the opportunity to take part in competitive competition throughout the year.

To ensure every child has the opportunity to take part in after school sports clubs.

6. Provide opportunities for external competitions and tournaments.

Guidelines

St Joseph's School will:

Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.

- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (e.g. use of athletics data in ICT and number work in both numeracy and PE lessons).
- Develop programmes that meet the needs of all the children, providing equal opportunities — inclusion of SEN and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day - parents, links to local sports clubs (Arsenal, QPR, Northwood Gymnastics club and Tae Kwon Do, Inter-school matches (SSCO)
- Ensure children wear the St Joseph's expected P.E. kit. for all lessons. (See below).
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

The P.E. Curriculum

Curriculum Framework

Teachers should use the curriculum framework as a starting point when planning their work in Physical Education. Core tasks help teachers to assess prior knowledge and plan progress throughout a unit of work for each of the different areas. In addition, programmes of study such as Val Sabin are available to support planning. Time Allocation

Government stipulates all children should have a "Five hour offer" of PE and Sport. This is: 2 hours of PE lessons per week in curriculum time, an additional 1 hour through clubs and extra-curricular activities on the school site and a further 2 hours through a mixture of school and community/club organised sport. Each class is timetabled at least two sessions in which they have priority of access over hall or playground. In addition, children are encouraged to have active play and lunch times through the use of 'Huff and Puff activities and resources led by playground staff on duty.

Planning and Assessment

Each year group follows a long term plan to ensure they cover all the relevant areas that are statutory for their year group. They will complete a core task once in each area throughout the year. Teachers carry out the task at the start of the term to inform their planning in the coming weeks and again at the end to assess pupil progress. An assessment grid for each core is completed at the beginning and the end to show progression. The core tasks become progressively harder in each year group and the outcomes expected in each area on the assessment grids also become more challenging. Pupils are assessed against these outcomes using emerging (1), expected (2), exceeding (3) descriptors.

Individual Lessons

Individual lesson plans may be taken directly from available resources and adapted to

suit the class. If the class teacher is confident he/she may choose to plan the lessons in their entirety. This is, in many ways, preferable, but teachers should ensure they plan to the weekly teaming intentions with reference to the core task they are working towards. This will ensure logical progression.

Professional coaches

All pupils receive specialist teaching from external coaches in gymnastics, dance and football.

They also complete pre assessment grids and end of unit grids against age expected outcomes. These coaches also highlight talented pupils and provide pathways to outside of school to further develop their skills.

Further Points to Consider

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Select a mixture of competitive and non-competitive activities.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.

- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

How PE teaching is monitored

The Subject Leader looks at planning and will observe lessons. They will also take in samples of assessments for core tasks.

Health and Safety

PE KIT

Nursery

Already wear an appropriate uniform that is suitable for physical activity indoors and outdoors.

Reception, KSI and KS2

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Games and Athletics: School shorts and T-shirt for indoors lessons in the halls

Juniors - (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day).

Properly fitting plimsolls

Dance and Gymnastics: As for Games.

Swimming: Swimming costume, children are NOT allowed to swim in underwear. Some pools insist on trunks rather than shorts.

Outdoor Activities: Generally, as Games, but otherwise clothing appropriate to the activity.

General Points

- Teachers should also wear appropriate clothing.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).

Children Without Kit

At the beginning of each year, parents will be informed by letter of PE kit requirements. A child who has forgotten their kit will be given a missing P.E kit letter. If it is an ongoing problem an informal conversation with the parents would be appropriate.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. If necessary, children will be escorted to the medical room.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible.

Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established St Joseph's method of carrying

Gymnastics apparatus (to ensure consistency throughout the school).

Locating equipment

Equipment is kept in the PE cupboard (the key is available from the School Office).

Ordering Equipment

Any new equipment required can be ordered through the PE coordinator.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests, this can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.

Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.

- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend the more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

STAFF TRAINING

- The PE co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.
- Staff to observe and team teach dance lessons alongside teachers from Non-Stop Action