

PE Policy

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.

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. 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, as well as promoting positive attitudes towards a healthy lifestyle.

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 Granby each class will receive 1 hour of physical activity per week. In addition to this, KS2 classes receive 6 hours of swimming instruction. At the moment classes are timetabled to have at least one Physical Education session 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)

Guidelines

Granby 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.
- Provide ample opportunities for pupils to compete in Level Two competition.
- Integrate, where possible; into other curriculum areas).
- Develop programmes that meet the needs of all the children, providing equal opportunities
- Inclusion of SEN and physical disabilities.
- Ensure children wear the St Joseph's expected P.E. kit. for all lessons. (See below). Also, ensure teachers change into appropriate clothing to teach PE lessons.
- 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.

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 includes Level 1 competition (competition within the school) at the end of every unit of work.

6. To ensure every child has the opportunity to take part in breakfast and after school sports clubs, as well as external competitions and tournaments.

The P.E. Curriculum

Curriculum Framework

PE is a foundation subject in the National Curriculum.. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach compulsory dance, games and gymnastics, swimming and water safety, and athletics. Swimming and water safety takes place in Key Stage 2 on a rota basis.

- We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.
- Parents and carers will be informed which PE activities are led by approved instructors and not directly by a member of teaching staff.
- Teachers should use the curriculum framework as a starting point when planning their work in Physical Education.
- Each class is timetabled at least one session in which they have priority of access over hall or playground.
- The class teacher should identify from the curriculum map the 5-7 week unit of work their class will be following. Each teacher must submit a detailed medium term plan which clearly show the learning intention, success criteria, vocabulary, teaching input, activities and plenary for each lesson within the Gymnastics, Dance and Games units.
- Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome.

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.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.

- 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.
- Count equipment in and out but use pupils, where possible, to help.
- 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 PE is monitored annually.

The Subject Leader looks at planning and will observe lessons. When appropriate it is also possible that the P.E. Subject Leader will seek the support of a specialist to evaluate particular areas of the curriculum such as gymnastics.

Health and Safety

PE KIT

PE kit is white T shirt and dark coloured shorts. Indoor plimsolls or outdoor trainers are also required.

Nursery

Nursery children are encouraged to bring PE kit for indoor and outdoor games. However, unless children have obviously dangerous footwear (eg. high heeled boots) all should take part

Reception, KS1 and KS2

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

Games and Athletics: Shorts and T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or 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.
- Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery.
- If a child is unable to participate through illness or injury, then staff need to be informed either by a written note from the parent/guardian or by a telephone message to the school office. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Children without Kit

At the beginning of each school year parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. 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. For small cuts or grazes the teaching assistant should accompany the children to apply first aid.

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. After the incident the teacher must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the teacher to be aware 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. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary. Otherwise medication is to be kept in the school office. If the lesson is to take place off site, such as St Andrew FC, all medication should be taken.

OTHER ISSUES

The premises have been risk assessed and all playgrounds and halls will be safety checked regularly. Equipment will be serviced annually. Equipment is dealt with below.

Equipment and Resources

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.

Locating equipment

Gymnastics equipment for all classes are kept in both halls. Core Games equipment for use indoors is kept in the PE trolley in the KS2 hall and behind the curtain in the KS1 hall. For outside use it is kept in the PE shed on the playground (the key is available from the School Office).

Ordering Equipment

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

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 ESL 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 more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

Recording and Assessment

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the progression maps for each PE unit. During swimming lessons, distances achieved and National Swim Awards passed should be noted and the PE coordinator informed - ASA certificates will then be presented in assembly.

However, end-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made. The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: cooperate, dominate, and withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

Other Issues

EXTRA-CURRICULAR SPORT

Granby is fully committed to providing extra-curricular sporting opportunities. These include:

- ELOs available to all age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports through local school arrangements.
- Friendly matches against other schools/groups.
- Exhibiting work. For example a dance performance in assembly or attendance at a dance festival.

LINKS WITH OTHER AGENCIES

These include:

- Participation in competition through LRS SSPAN membership.
- Affiliation to the Lancaster Primary Programme.
- Involvement in Young Leaders training through Sports Leaders UK.
- Involvement in the Change for Life programme
- Involvement with Leicestershire & Rutland Cricket through the School delivery programme.