



Christ the King Catholic Primary School



Policy

Issue

02

Physical Education and School Sport

Date

17/09/16

Introduction

The national policy statement for Physical Education and School Sport (PESS) states:

Physical Education and School Sport contributes to the overall education of pupils by helping them to lead full and valuable lives through engaging in purposeful physical activity. It develops physical competence and helps to promote physical development. It also helps to teach pupils, through experience, to know about and value the benefits of participation in physical activity. The overall aim is to increase the percentage of school children who spend a minimum of two hours each week on high quality PE and school sport; and create new opportunities for 5 to 19 years olds to participate in a further three hours each week of sporting activity, through school, voluntary and community providers.

This policy supports the objectives of the national Physical Education and School Sport Strategy for Young People (PESSYP) which aims to:

- raise the quality of teaching and learning in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment;
- improve the understanding of how high quality PE and school sport can be used as a tool for whole school improvement, particularly in terms of behaviour management, attendance and attainment;
- improve the understanding of how high quality PE and school sport can be used to support healthy lifestyles and physical activity;
- encourage more innovative interpretation of the PE programme of study to better meet the needs of all pupils to enhance achievement; and
- enhance cross-phase continuity to improve pupils' progress.

The basis of Physical education and school sport is the Physical Education National Curriculum which consists of six areas of activities:

- Athletic Activities (KS2 only)
- Dance Activities
- Games Activities
- Gymnastic Activities
- Outdoor and Adventurous Activities (KS2 only)
- Swimming and Water Safety Activities.

These activities take place within the context of teaching and learning. General and specific skills are acquired, knowledge and understanding developed, and positive personal and social attitudes encouraged.

The scheme of work for Physical Education forms part of the policy and is a written statement of the knowledge, skills, understanding and activities to be covered by each year group.

Aims

The school aims to provide a high-quality Physical education curriculum which inspires all pupils to succeed in activities and competitive sports. We aim to provide as many opportunities as possible for children to participate in a range of sports in physical education lessons and within extra-curricular clubs. We aim to enable children to become aware of the importance of a healthy lifestyle which includes

exercise for both fitness and enjoyment. We also encourage pupils to compete within sports, however to ensure they treat each other with mutual respect and to embed the British values in everything they do.

Physical education and School Sport aims to:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.
- Give all pupils the confidence and ability to identify, examine and respond to problems using a variety of skills.
- Develop self-confidence through understanding the capabilities and limitations of oneself and others.
- Give pupils a sense of enjoyment and pride in their physical abilities.
- Encourage respect for the ways in which people of different cultural backgrounds, both at present and in the past, have used their skills in physical activities.
- Develop pupils' understanding of the way in which equipment might be used and their capacity to maintain interest and perseverance to achieve success in any chosen activity.
- Show pupils the similarities and differences of the work of "professional" sportspeople and appreciate their abilities and aesthetic qualities.
- Develop pupils' capacity to express ideas in dance forms.
- Encourage flexibility and openness of mind which is necessary to meet all challenges.
- Encourage pupils to use their previous learning and experience to assist the satisfactory response to new challenges.
- Develop the appreciation of the concepts of fair play, honest competition, good sporting behaviour and good sporting attitudes.
- Develop an understanding of the importance of exercise in maintaining a healthy life.
- Develop physical mobility and flexibility.
- Develop understanding and appreciation of the purposes, forms and conventions of a selection of physical activities.

Pupils should develop self-esteem through a range of psycho-motor skills.

Objectives

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. 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

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.

Equality and Cohesion

All areas of Physical Education and School Sport aim to promote equal opportunities in accordance with the school 'Equality and Cohesion Scheme', which recognises as a school we must strive for equality and excellence for all in order to promote the highest possible standards.

The aims of this scheme include:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity
- To promote good relations between people of different ethnicities
- To promote positive attitudes towards disabled people
- To encourage participation by disabled people in public life
- To take account of disabled people's impairments, even when that involves treating disabled people more favourably.

Pupils are taught in mixed class groups by their class teacher. Girls and boys have access to all activities both within and outside the curriculum.

Activities and programmes are provided which enable all pupils to develop qualities and skills relating to co-operation and sensitivity, fair play and respect, the acceptance of decisions and rules, and handling success and failure with dignity.

Pupils will have the experience of the responsibility for leading a partner and of being led, and of being a group leader as well as a group member.

Pupils will be required to act as judges, umpires and referees, and reflect on the skills, qualities and approaches that are essential to be effective.

Pupils will have the opportunity to study health related fitness, illustrated by referring to a range of different cultures.

A pupil may have special needs in physical education due to sensory, visual, auditory or movement difficulties. They may also have learning difficulties and medical conditions. Their overall emotional and behavioural well-being should also be taken in to account when planning and delivering activities. These difficulties may be temporary or permanent, mild or more severe and tasks will be adapted accordingly.

Pupils will be given, wherever possible, the opportunity for privacy when changing for both curriculum and extra-curricular activities. Younger pupils will change in their classroom with older pupils given access to separate changing areas.

Management

The Head Teacher has the responsibility for ensuring that the Physical Education and School Sport strategy is implemented in line with the Physical Education National Curriculum and to report to the Governors.

The physical education subject leader is responsible for the following areas:

With pupils

- as a class teacher
- as a specialist teacher
- as a point of reference
- as special needs support via class teacher
- as co-ordinator of extra - curricular activities and links with local clubs

With teachers and/or Senior Management Team

- to give advice/work alongside/ consult
- to provide special work for individuals or groups
- to provide resources
- to arrange school-based Inset
- to encourage colleagues to attend other Inset
- to liaise with other co-ordinators in school.

In the Curriculum Area

- to give knowledge/experience as a specialist teacher
- to share knowledge/experience as consultant
- to increase knowledge/experience via reading, Inset, working parties
- to plan for others
- to evaluate programme and monitor quality
- to lead in preparing and implementing development plan.

The Policy

- to prepare and promote guidelines, policy, schemes
- to develop and implement assessment, recording and reporting systems
- in the use of non-teachers in Physical Education and School Sport.

Developing Networks

- that engage in curriculum consultation and discussion
- that aim to promote curriculum consensus
- that share resources
- that develop links with secondary schools and other partner schools
- that establish community links
- to liaise with the Local Education Authority
- that identify and promote external agencies.

Developing resources

- to organise
- to promote use and ensure maintenance.
- to monitor health and safety.

Organisation

The Physical Education schemes of work are derived from The Primary National Curriculum in England, Key stages one and two Framework (2014) for Physical education. It provides a framework of teaching aims for each key stage using specific examples to enable focused teaching.

An overall Keys Stage Plan shows an overview of planned curriculum activities.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2 hours	2 hours	2 hours	2 hours	2 hours	2 hours

Each year all pupils in key stages 1 and 2 take part in:

- Dance Activities
- Games Activities
- Gymnastic Activities.

In addition to this, at some time in key stage 2 pupils will participate in Swimming, Athletics and Outdoor and Adventure Activities.

Not all aspects of physical education require the same amount of time or the same degree of continuity for progress to be made. Emphasis is placed on gymnastics activities, dance activities and games activities, to provide a foundation of basic movements and understanding. The scheme makes provision for pupils to experience all areas of activity by the end of Key Stage 2.

Pupils are expected to wear appropriate clothing for each activity, i.e. T-shirt, shorts, pumps, a school tracksuit for outside use (when necessary), and suitable swimwear. Pumps are required for Gymnastic and Dance Activities. Outdoor footwear needs to be appropriate to the surface and weather conditions. All clothing and footwear should be suitable for the activity and teachers should check this regularly.

All classes are to use the school hall(s) for indoor activities, and the playground/field for outdoor activities.

Activities in physical education will follow the Key Stage Plan and ensure:

Breadth and balance

This will be provided through:

- individual, pair and group activities
- contact and non-contact activities
- competitive and non-competitive activities
- use of different teaching styles.

Differentiation

This may involve:

- having different groupings, e.g. ability groups, individual activities
- using different equipment for different levels of ability, e.g. small or large ball for catching
- giving different group/individual tasks and different allocations of time.

Progression

Pupils may, for example:

- perform a greater variety of movements
- find different ways to perform a task
- demonstrate better balance
- show greater strength
- complete a task in less time
- aim at a smaller target.

The attainment target for physical education provides a framework for progression in physical education and this is built into the scheme of work. When planning specific activities, teachers will build upon the past experiences and achievements of individual pupils. They will plan for progress in the difficulty and quality of a pupil's performance by providing a variety of opportunities.

Pupils who are unable to participate in their physical education lesson in a practical situation need to provide a letter from home stating the reason for their non-participation. This should be noted by the teacher and an alternative method of involving the pupil in the lesson should be used. Long term non-participation needs to be confirmed by the home and possibly a medical certificate. Regular non-participation needs to be monitored and recorded.

Pupils will be encouraged to continue participation and to develop an active lifestyle. The school is a member of a School Sports Partnership. This enable pupils to access a range of extra-curricular activities including football, high five, cross country, gymnastics, rugby, basketball, athletics, cricket, trampolining, fencing etc.

An overview of all extra curricular activities is available.

The school encourages pupils to participate in residential trips organised at Coventry's Outdoor Centre Plas Dol-y-Moch to enable children to experience a variety of outdoor and adventurous activities such as canoeing, orienteering and abseiling, as well as problem solving in the outdoors.

Pupils will be encouraged to take part in community sporting activities provided by other organisations and to make use of local facilities. Information from approved local clubs and providers that publicises activities organised outside school hours, during holidays and activities will be distributed to the relevant age group.

The use of external suitably qualified coaches is encouraged to offer activities and coaching sessions to enhance pupil and staff overall experiences both in curriculum and extra curricular time.

The school has achieved the National Healthy Schools Award and the Activemark Award.

Resources

There are a range of resources, of various types, in sufficient quantities, to support the pupils learning at different levels. The school will audit on an annual basis and provide the relevant sums to purchase and replace equipment.

Resources to support learning and teaching are available, Coventry LA books, Primary Gymnastics, and Primary Games, LCP Publications for PE, BBC programmes on dance (tapes and books), TOP Cards, Safe Practice in Physical Education by AfPE (formerly Baalpe), the Athletics Association Awards Schemes.

Publishers are constantly producing materials that support teachers planning. The school will regularly review and update their resources. Video clips are also available through PEpod accessed through iTunes/the Coventry Learning Gateway or the school PE server.

All equipment is stored in the hall PE cupboard in Key Stage 1 and in the PE shed in Key Stage 2. It must be checked out and in by the class teacher. There is a variety of equipment that is suitable for each age group and will enable staff to plan sessions that are differentiated and challenging. Any equipment that is damaged or lost should be reported to the physical education co-ordinator. If any equipment is required and is not readily available in school, please inform the physical education co-ordinator. When equipment is used it is important that the teacher considers the choice of equipment for the class. A variety of equipment should be offered.

Gymnastics apparatus is available in the hall to allow pupils to make structured progression based on the experience of the pupils and staff.

All large apparatus and equipment is checked and maintained on an annual basis. Teachers will check equipment and apparatus each time it is used.

When new resources or replacements are needed, the physical education co-ordinator is informed. The decision to order new resources arises from discussion between the physical education co-ordinator and the Head Teacher.

Assessment, Recording and Reporting

Assessment in pupils' attainment is a continuous process and is integral to all teaching and learning. The assessment of Physical education should be conducted by:

- direct observation of the individual pupils work on a given task
- listening to, and discussing with, the individual
- listening to, and observing work between, a group of pupils
- observing the skills developed in one area and assessing the ability to transfer their skills to another area

Teachers also participate in lessons which are taught by specialist teachers from outside organisations to enable them to improve their own professional development within this curriculum area.

Monitoring

Monitoring of the effectiveness of this policy will be led by the physical education co-ordinator. All staff will be asked for feedback through discussions at staff, and physical education co-ordinator meetings.

Review

This policy will be reviewed periodically according to the School's policy review cycle.

Review history

Issue 01	Policy approved by Governors	17/09/15
Issue 02	Reviewed	17/09/16