



Physical Education Policy

*Our children
Our St Jude's family
Happy Inspired Loved
The sky is not the limit
Ready for today prepared for tomorrow*

The purpose of this policy

This policy reflects the school values and philosophy in relation to the teaching of physical education. It sets out the framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents, inspection teams, L.E.A. advisors and interested others. Copies are provided to School Staff and the Governing Body. A copy is kept in the School's Policies & Guidelines Handbook.

Aims and Objectives

At St Jude's Primary School, our aim is that all children should enjoy a range of physical activities that enable them to reach their full potential within the PE curriculum. In order to achieve this, our aims and objectives are:

- Ensure pupils understand that physical activity is an important part of a healthy, active lifestyle
- Provide a curriculum that satisfies the needs of the National Curriculum
- Challenge pupils to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- 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)
- Establish good habits and awareness of safety and personal hygiene
- To provide regular opportunities to compete in inter-school competitions
- To provide equal opportunities for all children to achieve their full potential, through curricular and extra-curricular sessions.

Expectations for teaching Physical Education at St Jude's

All pupils at St Jude's will receive 2 hours of physical activity per week delivered by the class teachers and professional coaches. The sessions will contain elements required by the National Curriculum:

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)

The Foundation Stage

We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully.

(Early Learning Goal)

Teaching and Learning

The National Curriculum will be followed and will be enhanced by the use of other published schemes and support materials, such as LCP, Val Sabin and BBC School Radio. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. The class teacher should identify from the curriculum map (see appendix 1) the 5-7 week unit of work their class will be following. The medium-term planning documents, kept on the school network and staffroom, will indicate the activities that children will be involved with during the half-term. Individual members of staff will amend the short-term planning for pupils, based on their knowledge of the children's ability. Swimming lessons are provided by qualified teachers from JAGS and Brixton Recreation Centre. All lessons will include the following basic framework:

- Lessons will be planned to provide challenge for pupils of all abilities (inclusive)
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed
- Equipment and activities will show awareness of VAK learning styles, and will be differentiated and adapted to extend, challenge and accommodate all levels of ability
- Lessons will provide challenges which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers and effective participators
- Lessons include opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool and gymnastics hall
- Opportunities for the children to evaluate their performance and that of others
- Teaching strategies will vary as is seen appropriate during any lesson between whole class, group and individual activities. Feedback will be constructive and frequent
- Progression will be made within a lesson, between lessons and from one class/year group to the next. This will be monitored and supported through planning and assessment records.

Cross Curricular Links

Contribution of PE to teaching in other curriculum areas

- a. **Science** – keeping healthy and healthy eating.
- b. **Maths** – speed, distance, angles, position and movement, rotation and time.
- c. **English** - speaking and Listening, Subject-specific vocabulary and movement within drama/role play.
- d. **Music** – rhythm and tempo.
- e. **ICT** - use of stop watches and the internet for researching sporting events.
- f. **History** - dances relating to the Topic.
- g. **PSHE** - following rules, living healthily, co-operating with others and understanding fairness and equality.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

SMSC

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

Christian Values

Through sport, children are taught the values of respect, trust, honesty, friendliness and perseverance.

Time Allocation

All pupils receive 2 hours of Physical Education curriculum time per week. They are timetabled morning and afternoon sessions in which they have priority of access over hall or playground. In addition, equipment, games and activities are available at break and lunch times in the playground (active playground with zoning and markings). Further opportunities are given to children to attend Sports clubs outside of school hours and competitions.

In accordance with the National Curriculum, one hour of P.E. per week is used for swimming sessions in a KS2 class (year 3 and year 4). All children are expected to be able to swim 25metres by the time they leave Year 6. Participation is compulsory.

Dress Policy

It is expected that children will wear the school PE kit during lessons. This includes:

- school T-shirt
- navy blue school jumper
- navy blue track suit bottoms or shorts
- suitable trainers/plimsolls.

The pupils can work with bare feet indoors during gymnastics. Tights must not be worn. Jewellery should not be worn. If ears are pierced, only studs should be worn.

***Staff are not to take earring out of children's ears nor take responsibility for items of jewellery.**

Staff can come to school suitably dressed. They can wear trainers and dress comfortably for the P.E lesson.

If children do not have a kit, a letter is sent home and this is closely monitored. Spare kit is used for children to wear if they do not have a kit. A phone call home may be necessary and parents are made aware of the importance of their child taking part in statutory 2 hour PE lessons.

Equipment & Resources

An annual audit of PE resources is undertaken by the PE Coordinator. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning. Where there is a need to replace old equipment, or to purchase resources allowing for the introduction of new activities, the PE Coordinator will bring such recommendations to the head teacher. There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.

Large apparatus is stored in the hall. Games equipment is stored in the P.E room situated in the hall.

Staff and Pupils are encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (Staff to supervise)
- Be aware of any safety procedures relating to the carrying or handling of resources.

Inclusion

All children are entitled to an inspiring, progressive and challenging physical education curriculum. Through our creative curriculum we ensure that opportunities are provided to ensure all children receive the opportunity to be challenged and demonstrate consolidation in a particular area of learning. Enrichment activities including afterschool clubs and competitions/tournaments are carefully planned.

Assessment, recording and reporting

Pupils are assessed against the skills and content statements in the national curriculum. Teachers use a variety of means to assess the children regularly including: observing and questioning during lessons. The professional coaches also feedback to the teachers and PE coordinator about the lessons and pupils. Progress and achievement in the PE is reported to parents and carers each year in the annual report.

Role of subject leader (P.E Co-ordinator)

- Provide teaching staff with a curriculum to follow
- Provide staff with links to curriculum development
- Primary Link Teacher with St Martin-in-the-Fields
- Liaise with sporting organisations that works with our school. Provide a timetable of sporting opportunities throughout the year
- Order equipment and resources
- Liaise with other members of staff in offering lunchtime opportunities from outside agencies
- Providing links with parents in the form of newsletter and updating website information
- Provide a structure of how the sports funding will be used to have a sustainable impact upon the attainment and achievement of all children
- Access to specific training to support and develop my role
- Team-teaching with newly qualified teachers, new staff and in areas where existing staff feel less confident.
- leading training/staff INSET
- Monitoring and assessment
- Write an action plan

Health & Safety

The following list is a general outline of safe practice in P.E. more detailed, subject specific guidelines can be found in the 'Safe Practice in Physical Education and School Sport' document. All staff will implement the following health and safety guidelines -

- All forms of physical activity should be preceded by an appropriate warm-up
- The pupils must be given tasks which are challenging, but within the scope of their ability
- Teachers must carry out a risk assessment of all equipment before use and give pupils disciplined strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete
- Appropriate levels of lighting must exist to facilitate a safe working environment
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall and after rain on the playground or on the grass as this may make the area too slippery to be safe
- All jewellery, watches and religious symbols should be removed
- Long hair should be secured as appropriate to the activity at all times
- Appropriate clothing must be worn by pupils and staff
- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise
- The teacher must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely
- For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills. E.g. correcting a child's position during a gymnastics lesson
- Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance
- Pupils are taught how to improve their own abilities to assess risks
- Regular checks are made on all equipment. All large items of equipment are inspected annually by an independent safety expert
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear
- Any items constituting a danger are taken out of use immediately
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc)
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings
- Pupils wear suitable footwear when travelling to and from the hall. If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

Policy written by: Sidee Dawodu

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Appendix 1

St Jude's PE Overview 2016-2017		Key stage 1		R
CLASS/ TERM	2	1		
AU 1	<p>The Great Fire of London (LCP or BBC school radio)</p> <p>Games Activities 2 (Lessons 1 – 6 (LCP))</p> <p>Gymnastic Activities 2 (Lessons 1 – 6 (LCP))</p> <p>Games Activities 2 (Lessons 7 – 12 (LCP))</p> <p>Sleigh Ride (LCP)</p> <p>Large ball skills (SG)</p> <p>Gymnastic Activities 2 (Lessons 7 – 12 (LCP))</p> <p>Skipping/Multi-skills</p> <p>At the seaside (LCP)</p> <p>Games/Team games</p> <p>Key Steps Gymnastics (Year 1 & 2)</p> <p>Athletic Activities 1 (LCP)</p>	<p>Gymnastic Activities 1 (Lessons 1 – 6 (LCP))</p> <p>Games Activities 1 (Lessons 1 – 6 (LCP))</p> <p>The Magic Toys (LCP)</p> <p>Games Activities 1 (Lessons 7 – 12 (LCP))</p> <p>Gymnastic Activities 1 (Lessons 7 – 12 (LCP))</p> <p>Large ball skills (SG)</p> <p>Animals (LCP)</p> <p>Skipping/Multi-skills</p> <p>Key Steps Gymnastics (Year 1 & 2)</p> <p>Games/Team games</p> <p>Life Cycles (LCP)</p> <p>Athletic Activities 1 (LCP)</p>	<p>Music & movement (BBC school radio)</p> <p>Games</p> <p>Small ball skills and beanbags</p> <p>Gymnastics</p> <p>Gymnastics (SG)</p> <p>Games</p> <p>Bat and ball</p> <p>Dance</p> <p>(BBC school radio)</p> <p>Large ball skills (SG)</p> <p>Gymnastics</p> <p>Gymnastic Activities 1 (Lessons 1 – 6 (LCP))</p> <p>Games</p> <p>Multi-skills</p> <p>Dance</p> <p>(BBC school radio)</p> <p>Games</p> <p>Games/Team games</p> <p>Gymnastics</p> <p>Gymnastic Activities 1 (Lessons 7 – 12 (LCP))</p> <p>Games</p> <p>Athletics (SG)</p>	
AU 2				
SP 1				
SP 2				
SU 1				
SU 2				

C – SG Coach T – Teacher

St Jude's PE Overview 2016-2017

Key stage 2

CLASS/ TERM	6	5	4	3
AU 1	Gymnastic Activities 5 (LCP) Games - C Football Dance - T	Gymnastic Activities 4 (LCP Years 3 & 4) Games - C Football Dance - T	Swimming Games - C Football Swimming	Gymnastic Activities 3 (LCP) Games - C Football Dance - T
AU 2	Divali Dance (LCP) Games - C Tag Rugby Gymnastics - C	In the playground (LCP) Games - C Tag Rugby Gymnastics - C	Games - C Tag Rugby Gymnastics - C	Divali Dance (LCP) Games - C Tag Rugby Gymnastics - C
SP 1	Invasion Games 4 (LCP) The River (LCP) Games - C Short Tennis	Invasion Games 4 (LCP (Netball)) Tudors (LCP Years 3 & 4) Games - C Short Tennis	Games - T Invasion Games 2 (LCP) Dance - T Life on the Nile (LCP) Games - C Short Tennis	Games - T Invasion Games 1 (LCP) Dance - T In the playground (LCP Years 5 & 6) Games - C Short Tennis
SU 1	Gymnastic Activities 6 (LCP) Games - C Athletics Games - T	Gymnastic Activities 5 (LCP) Games - C Athletics Games - T	Gymnastics - T Gymnastic Activities 4 (LCP) Games - C Athletics Dance - T	Swimming Games - C Athletics Swimming Games - C Cricket/ Rounders
SU 2	Invasion Games 4 (LCP (Netball)) Cricket/ Rounders Games - C	Invasion Games 3 (LCP (Football)) Cricket/ Rounders Games - C	The River (LCP Years 5 & 6) Games - C Cricket/ Rounders	Swimming Games - C Cricket/ Rounders

C - SG Coach T - Teacher