

ST JOSEPH'S R.C.

PRIMARY SCHOOL

## Physical Education Policy

Compiled     June 2013

# **SECTION ONE**

## **POLICY DOCUMENT**

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## **1. INTRODUCTION**

Physical Education is a foundation subject of the National Curriculum and this document describes the policy for its implementation at St. Joseph's R.C Primary School.

This policy was compiled in June 2013 by the P.E. Co-ordinator in discussion with the staff.

All class teachers are responsible for the implementation of this policy under the guidance of the P.E. Co-ordinator. The Head Teacher through the co-ordinator is responsible for the implementation and effectiveness in accordance with whole school planning procedures.

## **2. PHILOSOPHY**

In order to be of benefit to all concerned, P.E. needs to be experienced in a safe and caring environment in order for it to contribute to all pupils' development. The P.E. programme provides opportunities for pupils to increase their self-confidence through an ability to manage themselves in a variety of challenging situations.

A balanced programme of individual and team, co-operative and competitive activities are needed in order to cater for each pupil's abilities and preferences. Such a programme is based on progressive learning objectives which can be combined with flexible and varied teaching styles and will provide appropriate, stimulating and enjoyable learning situations for all pupils.

P.E. can be considered as a means of achieving access to cross-curricular themes, skills and dimensions rather than as a subject concerned exclusively with the acquisition of motor skills and techniques. P.E. incorporates aspects of Geography, Maths, Science and Health Education.

## **3. AIMS AND OBJECTIVES**

At St. Joseph's R.C Primary School we aim to help all pupils:

- appreciate and enjoy moving and achieving in physical activity.
- develop competence and confidence in physical skills.

- understand and appreciate a range of kinds of physical activity including sports, dance and outdoor activities.
- be able to take part effectively on their own, with partners and in groups, in co-operative and competitive situations.
- select, practise and improve their own participation in physical activity.
- value safety codes, minimise risks, avoid danger and respond appropriately, when necessary, to emergency situations.
- recognise, understand, appreciate and comment on good and poor performance.
- value the contribution which P.E. and exercise can make towards their health, well-being and lifestyle.
- appreciate the importance of fair play and of abiding by the rules and codes of conduct in all activities.
- understand and appreciate the importance of valuing the contribution of others, whether male or female, whatever their level of ability or social and cultural background.

Overall, the aims of P.E. for our purposes can be simplified as follows:

Physical – skill and personal fitness.

Intellectual – subject knowledge, focusing on the individual learning.

Social – appreciation of self and others; instillation of a positive attitude.

Safety – awareness of safe practices.

#### **4. MANAGEMENT AND ADMINISTRATION**

The school uses the both the Val Sabin and Wirral Schemes and Units of Work with year group modifications for all areas of activity.

#### **5. PHYSICAL EDUCATION CONTENT**

P.E. should involve pupils in the continuous process of planning, performing and evaluating in all areas of activity.

The content of the P.E. programme is currently based on the National Curriculum 2000.

Here at St. Joseph's we encourage the physical development of the children in the **Foundation Stage** as an integral part of their work. This is achieved through relating 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 of age. We encourage the children to develop confidence and control of the way they move and how they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenges, both indoors and outdoors, using a wide range of resources to support specific skills.

Pupils in **Years One and Two** should be taught three areas of activity in each year as laid down by the National Curriculum. Within these areas children need to be taught:

**Games**            throwing and catching, travelling and sending, use of small games equipment, travelling and control, travelling and sending/receiving, developing games and inventing rules.

**Dance**            select and apply, compose, evaluate and improve through basic body actions, develop action phrases, use of stimuli.

**Gymnastics** travelling and jumping, rocking and rolling, taking weight on hands, travel with body parts high and low, turning, spinning and twisting.

In **Key Stage Two**, pupils' should be taught Games, Gymnastics and Dance within each year group. In addition, pupils need to be taught Athletic Activities, Invasion Games and Swimming at some point during the Key Stage. Here at St. Joseph's R.C, pupils encounter Swimming from Year Three through to Year Six.

The skills which need to be taught within each area are:

- |                |   |
|----------------|---|
| Games          | sending and receiving a variety of apparatus, marking and dodging, moving under control with range of objects, gaining possession, use of space.                                  |
| Gymnastics     | flight, stretching and curling, transference of weight, balancing, twisting and turning.  |
| Dance          | control of movements by varying shape, size, direction, level, speed, introduction of traditional UK dances, be able to express themselves in response to music or other stimuli. |
| Athletics      | running, throwing and jumping, using a variety of equipment, recording their own performance.   |
| Invasion Games | <b>Basketball, Hockey, Tag Rugby</b> dribbling, ball/stick control, passing, spatial awareness.   |
| Swimming       | floating and swimming challenges, swim at least 25m unaided, varying means of propulsion, principles and skills of water safety and survival.                                     |

## 6. FACILITIES

The successful teaching of P.E. requires a range of facilities. Here at St. Joseph's R.C we have access to a hall presently equipped with apparatus, playgrounds and a field, weather permitting. We also have a multi-purpose sports barn, with a range of pitch markings, and a fully equipped stock cupboard, to provide for all the above activities. This is also rented out to other members of the community for a variety of sports activities such as martial art and gymnastics.

## 7. HEALTH AND SAFETY

All Health and safety issues at St. Joseph's RC are based on the Wirral's 'Safe Practice in PE Guidance Document' (HS/ECS/039) dated January 2009 (copy of which are held in school).

All teachers are responsible for safety within their own lessons and should, therefore, be familiar with the procedures associated with the teaching of particular activities.

Unnecessary furniture is to be removed from the working environment. Any furniture and equipment should be stored safely and neatly in an area so as to permit safe physical activity. Ideally, all furniture should be removed.

Floor surfaces need to be checked for areas where slippage can occur (as is the case after lunch if the dining hall is used as part of the lesson) and that apparatus around the hall is safe and secure. In addition the floor needs to be clean and splinter-free so that bare foot work for gymnastics and dance can safely take place. It is the responsibility of the individual class teacher to check that floor surfaces are safe, any concerns are to be reported to the Head Teacher and Site Manager in the first instance to be actioned upon, and the PE Coordinator for information purposes.

If mats and apparatus are being used then the safety of such needs to be ensured by staff prior to pupils working on them.

Mats are to be placed where controlled landing from a height is an envisaged part of the lesson. They are not there to prevent injury from a fall as they are not a safety feature, and in any case the mat is unlikely to help much. It is best to ensure that;

- work is carried out in a controlled manner.
- gradual progression is used prior to engaging in ambitious moves.
- the teacher has taken responsibility for the stability of the apparatus.

If a child appears to be getting into a situation where a fall may occur, then the situation needs to be rectified immediately.

The playgrounds surrounding the school are marked out for a range of physical activities, with the field being marked for football, rounders and athletics throughout the year. It is the responsibility of the teacher using these facilities to ensure that as safe an environment as is possible is available for their class use. Inspection of these areas prior to their use plays an important part in lesson preparation as the Site Manager may need to be notified over objects such as broken glass etc.



### **General Safety Points for Physical Education**

- All staff are to adopt a consistent approach to the demonstrating the carrying, lifting and placing of equipment.
- No jewellery. All earrings are to be removed by the child. Parents are to be advised when PE takes place so that younger children are sent to school without earrings in place.
- Appropriate clothing and footwear is to be worn by all participants. Bare feet are best suited to gymnastics and dance activities, whereas for games activities then black pumps/plimsoles are to be worn. Training shoes are not to be worn indoors for any PE lesson.
- Be aware of hazards.
- Hall floor should be clean and dry.
- No talking whilst working so as to concentrate on movements.
- No running with apparatus.
- Teacher should give clear instructions and have a clear view of all activities.
- Good teacher control.
- Teacher checks all apparatus before activities commence.
- Teacher should recap on the correct handling procedure at the beginning of each lesson.
- Always carry out a warm up and cool down.

In the event of an accident then the following procedure needs to be carried out:

- Stop all activity and calmly sit the class down.
- Send two children to the main office with information relating to where the injured person is and which teacher is asking for assistance.
- The teacher must comfort and reassure the injured child and not move them.
- The head teacher or their deputy will deal with the incident in accordance with the school Health and Safety Policy.

- The teacher involved will need to review the events prior to and after the incident, writing down what happened; draw a plan of the incident; write down where the teacher was positioned when the incident occurred; isolate what equipment was being used by the injured person.
- Complete an accident report and place a copy in the school files and in their own file for record purposes.

## **8. STORAGE OF EQUIPMENT**

Equipment is stored in the PE cupboard inside the hall and the barn and is mainly stored in nets, bags or plastic boxes with each containing a particular type of equipment. Prior to the start of each lesson the teacher should select whatever equipment they wish to use and place it in a suitable and easily accessible place. It is important that children are supervised when collecting and returning P.E. equipment. Equipment needs to be returned to the appropriate place at the end of each lesson. Any lost or damaged equipment should be reported to the P.E. Co-ordinator as soon as possible so as to arrange replacement or repair.

## **9. DRESS**

Guidance relating to this aspect can be found in the 'Safe Practice in PE Guidance Document' (HS/ECS/039).

As a result of the very vigorous nature of P.E., all participants need to change out of their everyday clothing into appropriately clean clothing that provides a freedom of movement and, when necessary, some protection from the weather.

It is the responsibility of the parents to ensure that their children come to school adequately prepared. But they can only do this if information is provided in advance of their child's requirements. In short, this is covered by the School Prospectus but letters may need to be sent home at various times of the year for elements of Games, Athletics and Swimming.

Pupils' are encouraged to change quickly and quietly for all P.E. lessons, placing clothes in a neat pile on their desks and shoes under their chairs. Teachers need to also be appropriately attired for P.E. with regards to suitable footwear and clothing.

For indoor lessons children should wear:

- plain white T-shirt/vest
- black shorts

Bare feet are best when working indoors, especially for Gymnastic and Dance activities, as it helps the feet to become stronger and aids the development of sensitive footwork, but it is vital that the teacher checks the floor prior to each lesson for damaged areas and splinters. Areas of concern need to be reported to the P.E. co-ordinator who will then inform the Health and Safety representative of the school. However, lightweight canvas topped rubber soled slip on pumps may be worn for reasons of health and safety, especially for Games, Athletics and OAA activities in the halls. It has been noticed that a large number of pupils' wear trainers as school shoes which in turn has been shown to 'soften' feet, so by insisting upon either bare feet or pumps for P.E. in the halls then we are helping their development and giving their feet a rest.

For outdoor lessons children should wear:

- black shorts/tracksuit bottoms.
- plain white T-shirt/tracksuit top/long sleeved top.
- Pumps/trainers

Long hair should be tied back and jewellery should be removed before leaving the classroom prior to the start of the lesson. If children have pierced ears, they should remove their earrings. If they are unable to do this then they should be advised to leave them at home on days where P.E. is on the timetable

If a child forgets their P.E. kit then if at all possible they can be provided with a spare kit. If a pupil persistently forgets their kit, a standard letter will be sent home to their parents - this can be obtained from the Office. Children may be excused from P.E. lessons on medical grounds if they bring a letter from their parents or guardians explaining the problem. In such cases they should observe other children participating in the lesson and carry out observations. If the lesson is due to take place outdoors and teachers consider that weather conditions are too cold for a pupil to

remain sedentary then the pupil should be sent to another teacher's class with appropriate work.

## **10. EQUAL OPPORTUNITIES**

All pupils' will be given access to the full P.E. curriculum, regardless of gender, race or cultural background.

All pupils at St. Joseph's R.C are entitled to a comprehensive programme of physical activity so as to fulfil the statutory National Curriculum requirements, take into account individual needs and interests, and provides pupils with opportunities to pursue activities beyond the school environment.

Throughout the whole school all pupils will learn cricket, football, hockey, netball and rugby skills and take part in related small group activities. There will be no single sex groupings.

## **11. EXTRA-CURRICULAR ACTIVITIES**

Physical activities opportunities offered at St. Joseph's R.C in both curriculum and out of school hours are there to provide pupils with equal opportunities to participate in a range of activities. All children in the target year group have access to these activities whether free or involve costs.

The following clubs and activities are run by P.E. co-ordinator and assistants from out of school, out of school hours:

- Football (Graham Branch) Autumn 2 and Winter 1
- Circuits Winter 1
- Running Autumn 1-2
- Tennis Summer 2
- Running Club
- Trampolining (St. Mary's College) All year
- Volleyball (Brian Kendall All year)
- Judo (Wirral Judo)

Children encouraged to seek out clubs of the practised sport after completing the club, to enhance the provision of out of school hours activities through the availability of coaches and other resources.

Children of both sexes are encouraged to participate in these activities. The programme of activities may vary depending upon the availability of staff.

Coaches who visit St. Joseph's in order to run lessons during curriculum time or out of school hours must be cleared by confirming the following:

- validity of coaching qualification.
- that a Criminal Records Bureau Check (CRB) is held by the coach.
- that the coach is on the Wirral's Coaching Register (details from the PE Coordinator)

## **12. PLANNING AND DIFFERENTIATION**

Staff at St. Joseph's use appropriate units from Val Sabin and the Wirral Scheme of Work for P.E. with year group modifications, which include short-term plans for each unit of work. Teachers will supplement this scheme with their own ideas and activities as the lesson content within each scheme is flexible. All lessons will include a warm up, main activity and cool down.

Planning for differentiation should include:

- pupil groupings, e.g. ability or mixed ability groups or group, paired or individual activities.
- resources, e.g. different equipment for different levels of ability.
- pupil activity, e.g. different group tasks, different roles and responsibilities.
- extension activities, for those pupils who have successfully completed tasks.
- other opportunities, e.g. extra-curricular activities, for the development of skills.

Pupils of low ability will need constant reassurance and patience to help improve their confidence. **On no account should pupils ever be asked to pick teams as this can be a distressing experience for those pupils left at the end.**

### **13. SPECIAL EDUCATIONAL NEEDS**

Every possible effort is made to give special needs pupils full access to the P.E. curriculum. Children to be provided with 1-2-1 support from Teaching Assistant if educational plans suggest this.

### **14. ASSESSMENT**

Assessment of pupil's progress is a continuous process and teachers need to look at the learning outcomes of the unit of work that they are following. The main method of assessment is through teacher observation and through the units of work need to focus on the ability of the child to plan, perform and evaluate. The recording of every aspect of a pupil's progress is neither necessary nor desirable as records should be brief and fit the needs of the teacher. Significant achievement or weakness may need to be noted so as to serve as a basis for future planning of appropriate challenges or form part of the annual report on progress.