



St Joseph's Catholic Primary school

Physical Education Policy

Rationale:

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. With this approach, we enable children to make informed choices about physical activity throughout their lives.

Aims:

- to enable children to develop and explore physical skills with increasing control and coordination
- to encourage children to work and play with others in a range of group situations
- to develop the way in which children perform skills and apply rules and conventions for different activities
- to increase children's ability to use what they have learnt to improve the quality and control of their performance
- to teach children to recognise and describe how their bodies feel during exercise
- to develop the children's enjoyment of physical activity through creativity and imagination
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- to develop communication and speaking and listening skills.
- to provide children with a skillset which can be used and developed throughout their lives

Teaching and Learning

In Key Stages 1 and 2, we teach all areas of PE; dance, games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities. Each half term a core task is the focus of teaching, which is aimed at a specific area of PE. Throughout the half term, sessions are focused on building upon skills so that a core task can be completed in the final session. Additionally, each class takes part in a weekly orienteering session that links to other areas of the curriculum. This enables children to apply their orienteering skills to different situations.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open ended and can have a variety of results
- setting tasks of increasing difficulty, where not all children complete all tasks
- allowing children to set their own challenges to achieve a personal best
- grouping children by ability and setting different tasks for each group
- providing a range of challenge through the provision of different resources, e.g. different equipment

These strategies differ depending on the children and the tasks set.

Early Years

We encourage the physical development of our children in early years as an integral part of their learning. 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 of age. We encourage the children to develop confidence in the way they move, and the way they handle tools and equipment. 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. In addition, children complete SAQ sessions which focus on movement skills, appropriate to their developmental stage.

Extra-curricular activities

As a healthy school we promote a wide range of activities for pupils of all ages. We provide a range of PE-related activities including Quidditch, football, multi-sports, boxercise, cricket and fencing. These encourage children to further develop their skills in a range of areas. The sessions are delivered by outside agencies, such as the Easington School Sports Partnership or school staff.

Throughout the year, children in Key stage 1 and 2 take part in festivals and competitions arranged by the ESSP. These include cross country, football, cricket, tennis and Tag Rugby.

Annually we hold whole school events such as a festive run, Sports Day and fundraising runs for local charities. These extra-curricular activities introduce a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. The opportunities foster a sense of team spirit and co-operation amongst our children.

Resources

There are a wide range of resources to support the teaching of PE across the school. If any resources are missing or found to be damaged, the PE leader should be informed as soon as possible so that such items can be repaired or replaced. Additional resources are be purchased where required.

Role of Subject Leader

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching and learning within the school's monitoring cycle. This may be through lesson observations, work scrutiny, monitoring of assessments or staff/pupil interviews.

The subject leader is also responsible for supporting colleagues in the teaching of PE and for being informed about current developments in the subject. The subject lead attends network meetings and provides access to necessary resources for planning and assessment.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The school PE kit is as follows: shorts and t-shirt for indoor PE, with tracksuit bottoms and a hoodie for outdoor PE activities. Staff should set a good example to children and ensure that they are wearing appropriate footwear at all times.

Reviewed by: R.Sanderson

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