

PE Policy

July 2005

***Our Mission Statement: -
At St Jude's Catholic School we will support our children to enable them
to reach their full potential, thereby empowering them to be caring
individuals, capable of critical independent thought.***



Rationale

We believe that PE is an essential contributor to the development of a healthy lifestyle. By providing a range of purposeful, physical activities we aim to make PE both fun and rewarding for every child in the school. By promoting sporting values and developing physical skills we endeavour to begin the process of our pupils' lifelong physical wellbeing.

Aims

1. To fulfil the requirements of Reception Early Learning Goals and The National Curriculum Programmes of study for Key Stages One and Two.
2. To enable each child to plan and prepare for an activity and to carry out and perform the activity to the best of their ability.
3. To review and critically appraise their own and others planning and performance of an activity.
4. To have an understanding of the contribution of activity towards healthy living and life long effective exercise which includes awareness of, access to, and use of community activities.
5. To identify and apply the principles of safe practice to an activity.
6. To develop essential personal and inter-personal skills in order to interact with others and gain personal meaning from participation.
7. To develop qualities of commitment, fairness, co-operation and enthusiasm.
8. To establish self-esteem through physical confidence.
9. To understand that there is a place for competition through games.

Staff Development

Opportunities through Inset and the subject leader will be provided for staff to extend expertise and knowledge, and to become familiar with new initiatives.

Physical Education Entitlement

The Government's target for Key Stage 2 is 2 hours of PE a week which includes extra-curricular physical activities. Each class has 1 hour indoor PE time and 1 hour outdoor time, weather permitting. Lunchtime structured play activities are also available.

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Over three terms children will access games, dance, gymnastics and athletic activities.

Year 3 + 4 have one term each of swimming activities at Fareham Leisure Centre. (appendix 1)

Year 5 + 6 children participate in outdoor and adventurous activities.

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Out of Hours Learning

- Netball Training – Year's 4,5 + 6
Netball training for year 3 commenced during Summer Term 2005.
- Football Training – Years 4,5 + 6
- Cricket Training – Years 4,5 + 6
- Our school is part of the 'Schools Sports Partnership' – Government initiative which is aiming for schools to have stronger links with Secondary Schools and local sports clubs. In the future we are hoping that these links will enable our school to get support for more- extra-curricular activities.

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Adults other than Teachers

We have skilled teaching assistants who support teachers during PE lessons. The mid-day supervisory staff organise various outdoor activities on the field and playground at lunchtimes. Fully trained netball and football coaches supervise extra-curricular training. We are in the process of getting extra support for cricket after school. We are hoping to get further support from other skilled coaches in the future. Our parents are very good at supporting extra-curricular activities by providing extra support at coaching sessions and assisting with transport etc.

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Safe Practice

The safety of the children and staff is paramount at all times. Children are never left unsupervised. Firm discipline and control are essential for safe practice, with children being trained in good habits of response, behaviour and handling gymnastics apparatus. Children enter the hall in a calm manner and know what is expected of them. In the event of a serious accident two children will be sent immediately 'to bring a grown up'. Under no circumstances will the class teacher leave the injured child until assistance arrives.

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Dress

- Suitable, safe footwear is worn for all outdoor activities e.g. trainers or plimsolls. Indoor activity is done on bare feet unless a child has a verucca.
- Full PE kit must be worn; this consists of blue shorts and a plain white t-shirt. The kit must not be too small so that it restricts movement nor too baggy where it could get caught on equipment. T-shirts should be tucked into shorts. Long hair should be tied back.
- In cold weather, children are permitted to wear tracksuits instead of shorts and t-shirts.
- In warm weather children are encouraged to apply their own sun block, wear peaked caps and bring a bottle of cold water to school. They can re-fill the bottle throughout the day.

- All jewellery and watches should be removed, or preferably not worn on PE days. Where ears have been newly pierced the children should provide Elastoplasts and cover their own earrings with them.
- Should jewellery be worn for genuine medical or cultural reasons, the risk of injury should be reduced for example, by using sweatbands to cover bracelets.

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Apparatus

Apparatus must not be used without a qualified teacher in attendance. Children will be taught how to lift and move apparatus safely and correctly. Apparatus must be well positioned taking account of the space necessary for safe 'take offs' and 'landings'. When asked to stop, children must descend from large apparatus sensibly and by the shortest route. If a child freezes on a piece of apparatus they can be helped down by the class teacher, who can send for the assistance of another adult.

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Cross Curricular Links

Language and Communication – Throughout the PE curriculum children will have opportunities to:

- Develop their language skills through working with others to plan and evaluate work.
- Use correct terminology to pass information on to others.
- Read diagrams, maps and instructions that explain what they can do or where they can go.
- Extract information from a new website that is being set up in Sports Partnership about where they can get involved in physical activities and sport. They will also be able to send comments to the website.

PSHE, Citizenship and RE – children will have opportunities to:

- Work with others, listening to ideas and treating them with respect.
- Co-operate and collaborate with others, in teams and groups, to achieve a goal together.
- Develop an understanding of fair play and fairness through knowing and applying rules and conventions.
- Develop a respect for, and positive attitudes towards the environment and their own health, safety and well-being.
- Learn to recognise and value physical differences, abilities and aptitudes, and to find ways of accepting and including all.

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Thinking Skills

The PE curriculum enables the children to promote the following thinking skills:

Information-processing, reasoning, enquiry, creative thinking and evaluation.

Numeracy Skills

Counting, keeping score, positioning, shape work, timing and distance work are examples of Numeracy skills in the PE session.

Science Skills

Children learn about the importance of warming up and cooling down. They are taught about how PE contributes to the importance of fitness and health.

ICT

Children will learn how to use the digital camera in order to record work.

Equal Opportunities and Inclusion

We aim to give ALL pupils access to the whole range of activities in the PE curriculum. The PE curriculum often provides opportunities for children who struggle academically to succeed. Support is provided for these children whose physical needs may otherwise prevent them from taking part in the PE curriculum.

Equipment and Resources

PE equipment is stored in the school hall. Staff are encouraged to train the pupils to leave the cupboard ordered and tidy. The PE leader is responsible for purchasing new equipment. The gymnastic equipment is regularly inspected by Universal Services on an annual basis. Separate equipment is used at lunchtimes, this is stored in the Key Stage 1 area.

The Learning Environment

Indoor PE takes place in the school hall which is also used for school meals, Breakfast Club and After school club. Before being used for PE purposes, the hall is swept and cleaned so that children can safely work on bare feet. PE displays, posters and groupings are encouraged to promote PE work. Outdoors, we have 2 wooden play areas which are checked regularly to ensure safety. We also have a small field – mainly used by Key Stage 1 and reception children and a large field which has a Rounders pitch and athletics track. There are also three playgrounds – an infant playground, and two Key Stage 2 playgrounds. The upper playground has netball markings.

Leadership and Management

The PE Leader is responsible to the Headteacher. The Headteacher works with the PE leader to report the development of PE to the Governing Body.

Monitoring and Evaluating

The Headteacher currently monitors PE lessons. The PE leader is to receive training on monitoring through Sports Partnership.

Assessment and Recording

Assessment of pupils performance influences the pace at which new skills and techniques are introduced. These should be evidence of continuity and progression in teachers medium term QCA planning where National Curriculum level descriptors are adhered to.

Assessment of pupils achievement will include:

- Pupils observations of one another's work.
- Pupils self-assessment.

Teachers judgements and observations will inform the end of year reports which are given to parents.

We would now like to gather more evidence of each module in the form of digital camera pictures which can be annotated by the children.

Expectations

End of Key Stage 1 – majority of pupils should be within the range of levels 1 – 3 (average level 2)

End of Key Stage 2 – majority of pupils should be within the range of levels 2 – 5 (average level 4)

Continuity and Progression

As children move through Early Learning Goals, KS1 & KS2 to ensure progress in our teaching provides opportunities for children to progress In the national curriculum programmes of study under four aspects:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas.
- Evaluating and improving performance
- Knowledge and understanding of fitness and health.

These aspects and the contexts for their development in the PE programmes of study, together with the expectations in the QCA units are 'pitched' to correspond with the national curriculum descriptions of PE. The Key stage plan takes into account overall levels of expectations. The core tasks in each unit can be used as progression markers, with children working towards different core tasks that suit their individual development, abilities and needs. We have mixed-age classes in both Key stages.

At the end of Key Stage 1, the teachers pass on any relevant information regarding PE. Key Stage 2 teachers will be aware of any special needs support that will be required and also be informed of any child who excels at any aspect of PE. We are currently thinking about passing on similar information to Key Stage 3 teachers.

Policy Review Date:.....