



St Francis of Assisi Catholic Primary School



PE Policy

May 2017

Introduction

“It is really important that we promote sport in schools. It is very important that we recognise that has to be underpinned by good quality physical education and by getting people into patterns of exercise.” Lord Coe, London Olympics 2012

We believe at St Francis of Assisi that Physical Education can develop the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle thus enabling them to make informed choices about physical activity throughout their lives.

Our aims at St Francis of Assisi are to:

- Enable children to achieve and provide enjoyment in their learning
- Encourage children to work and play with others in a range of group situations
- Develop the way children perform skills and apply rules and conventions for different activities
- Increase children’s ability to use what they have learnt to improve the quality and control of their performance
- Teach children to recognise and describe how their bodies feel during exercise
- Develop the children’s enjoyment of physical activity through creativity and imagination
- Develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children’s knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. In all classes there are children of differing physical abilities. 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, e.g. timed events, such as an 80m sprint
- Grouping children by ability and setting different tasks for each group, e.g. different games

- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

PE Curriculum Planning

As required in Key Stage 1, we teach dance, games and gymnastics. In Key Stage 2 we teach dance, games, swimming and gymnastics, plus other activities including indoor and outdoor athletics, tag rugby, cricket, orienteering and netball. Our planning, which we have adopted from the national scheme, give an outline of each unit of work for the term and a detailed plan of each session. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. We encourage the children to develop confidence and control of 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.

Teaching PE to children with special educational needs

At our school we teach PE to all children, whatever their ability and include all our pupils. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. When progress falls significantly outside the expected range, the child may have special educational needs. It is the duty of the class teacher to work with the PE subject leader or SENCO to build an individual strategy to support the child. Children in Years Two and Three may be invited to the multiskills after school club if their class teacher believes they would benefit from support in balance, coordination and fine motor skills.

Assessing Pupils' Progress

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the PE storage cupboard, and this is accessible only to adults.

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. We expect teachers to set a good example by wearing appropriate clothing when teaching PE. No jewellery, including earrings, is to be worn for any physical activity.

Extra-curricular activities

The school provides a range of PE-related activities including football, tag rugby, dance and netball for children at the end of the school day. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in area knockout competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.