

Our Lady & St Thomas



PHYSICAL EDUCATION POLICY

OUR MISSION STATEMENT:

You are unique, talented and loved by God

Our Lady & St Thomas Primary school recognises that we are all unique and loved by God. We celebrate the uniqueness of each individual child in our care and aim to provide a rich and relevant school experience within the context of a Christian Catholic environment, dedicated to promoting Gospel values.

By communicating these values, we endeavour to enable our children to achieve their full potential and become literate, numerate and caring adults with life enhancing skills and attitudes.

WHOLE SCHOOL AIMS:

Physical and Mental Health

- To encourage healthy lifestyles
- To keep children mentally and emotionally healthy
- To help children become caring and responsible
- To work towards eliminating childhood obesity

Article 24 UNCRC *You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.*

Article 28 UNCRC *You have the right to a good quality education. You should be encouraged to go...to the highest level you can.*

Article 31 UNCRC *You have the right to rest and play.*

PHYSICAL EDUCATION, SPORT AND PHYSICAL ACTIVITY AT OLST

The Order for Physical Education in the National Curriculum provides a basis for us to deliver a broad and balanced physical education programme which helps us to fulfil our main aims which are:-

1. To promote physical education, physical activity, physical development, sport and a healthy lifestyle and understand the effects of exercise on the body.
2. To develop social cooperation: the ability to work as a team player, taking the lead and learning to work collaboratively with others and adopting positive attitudes to compete with a sense of fair play.
3. To promote and develop safe practice in physical activities developing a sense of responsibility towards their own and others' safety and well-being..

4. To provide opportunities for all children to achieve their full potential through curricular and extracurricular activities.

5. To provide equal opportunities for all children regardless of ethnicity, gender, background or ability.

CURRICULUM AIMS

EYFS - Physical Development within the EYFS framework is one of three prime areas for learning.:

Expected

Moving and Handling-Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively including pencils for writing.

Health and self care - Children know the importance for good health of physical exercise and a healthy diet, and talk about ways of keeping healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

Exceeding

Moving and Handling - Children can hop confidently and skip in time to music.They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

Health and self care -Children know about, and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing to fasten buttons or laces.

KS 1 - Children should develop fundamental movement skills (FMS), become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operate physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

Master basic movements including: running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

KS 2 - Children 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 successes. Pupil 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.

In Swimming pupils will be taught to:

Swim competently, confidently and proficiently over a distance of at least 25m.

Use a range of strokes effectively.

Perform safe self rescue in different water based situations.

PLANNING, PROVISION AND ORGANISATION

PLANNING

KS1 and KS2 - The school follows the Val Sabin Scheme of work and the QCA core tasks. These are adapted and supplemented with ideas and activities from other sources.

Active learning is encouraged across the school and there are many cross curricular links with PE:

RE - Honesty, perseverance, fairness, respect, truth.

English - Communication, following instructions, speaking and listening and drama.

Maths - Measuring, scoring, timing, recording, angles, position and movement.

ICT - Capturing and recording for evaluation purposes and improvement of technique.

Science - Effects of exercise on body, muscles, forces and weight transfer, healthy eating.

Geography -Map reading and orienteering.

PSHE - Healthy living, fairness and equality.

DT - Healthy eating.

Music - Rhythm through movement, stay in time with music.

PROVISION/ORGANISATION

There are 5 classes in the school with mixed age ranges. PE is taught by class teachers, teaching assistants, the school coach and visiting specialists. Each class has a timetabled slot to access the hall. Use of playground, field and garden are also used for Games, Athletics and Outdoor and Adventurous Activities

Class 3 children are taught swimming throughout the year. As part of Covid catch up this will be extended to Class 4 (21-22) They are taught by a Swimming coach and two ASA qualified members of staff. at Woodhouse Close swimming baths every Swimming takes place on a Thursday morning.

Lessons last approximately 40 minutes. Pupils who do not meet the expected requirement will have further lessons in the last term of Year 6.

EYFS - ongoing provision as well as an 1hr PE lessons

Key Stage 1 and KS2 - two 1hr sessions of PE each week .

After school clubs are provided for KS1 and KS2 throughout the year. In the latter half of the year there are clubs available for EYFS. These can be run by staff, the school coach and visiting specialists.

Breakfast and lunchtime provision give the opportunities for focused activities for pupils helping to establish healthy lifestyles.

The school has established links with local clubs who deliver taster sessions and help maintain community links.

INCLUSION

The short-term planning of physical education units of work addresses the ever present need for differentiation. Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used, the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages to be addressed as appropriate. In games, differentiation can also be achieved through choice and use of appropriate apparatus and group sizes.

Teachers recognise that they need not necessarily teach rigidly within the programmes of study for each key stage. In order to enable the small proportion of children who may need more provision, to progress, demonstrate achievement and succeed, teachers should be aware of the pupils' statement of educational needs and select material and strategies which enable inclusion.

Material may also be selected from earlier or later key stages and presented in a context which is suitable for his/her age (unless disallowed). (Children within our designated special provision may be supported by a classroom assistant or nursery nurse to aid their achievement, or further differentiate tasks on an individual basis.)

Achievement is possible for all children. PE is taught in mixed age range groups. Each lesson will be adapted to meet the needs of the different age and ability groups within the class. The outcome of each lesson and the performance of the children will feed into the delivery of the following session and any skills or disciplines that need to be revisited will be.

Non –participants

Children who are unable to take part in PE in a physical capacity will be involved in other ways. They will be asked to take part in refereeing, contributing ideas and evaluating the performance of their peers.

ASSESSMENT AND RECORDING

The main method of gathering evidence and assessing achievement is made through a continuous process of teacher/coach observation. Appropriate activities/skills have been identified for assessment, following agreed criteria, and judgements are made on the ability of the children to plan, perform and evaluate in physical education.

Assessment sheets are found in the Val Sabin Files. These sheets may be adapted and used to assess the children's development and skills at the end of each unit or where appropriate throughout the year.

Evidence of knowledge and understanding is also gathered by using the strategy of question and answer and assessment of pupils' powers of evaluation can be made through comments on demonstrations or through reciprocal teaching.

This evidence can be collected as a result of stimulating the children's natural instinct to learn through a variety of teaching and learning strategies.

HEALTH AND SAFETY

Pupils are taught how to improve their own abilities to assess risks.

First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.

Inhalers for pupils suffering from asthma are made readily accessible

Regular checks are made on all equipment.

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.

All large items of equipment are inspected annually by an independent safety expert.

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, ensuring children are not running on an over turned bench etc.).

Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings

Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. Children unable to remove earrings should be required to make them safe by taping, front and back, which may offer a measure of protection.

Pupils wear suitable footwear when travelling to and from the hall.

ACTION PLAN AND SPORTS PREMIUM

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

MONITORING AND REVIEW

Subject Leader will oversee the continuity and progression of long and medium term planning.

They will monitor the quality of teaching and learning through observations.

They will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practise.

They will liaise with local cluster schools to organise and deliver festivals for pupils.