St. Nicholas Catholic Primary School

Physical Education Policy

Rationale

At St Nicholas we believe that physical education, experienced in a safe and supportive environment is a unique and vital contributor to a child's physical development and well being. A broad and balanced physical education curriculum is intended to provide for children' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

At St Nicholas we believe physical education should be an area of learning where self-esteem, physical progression and positive attitudes are fostered and nurtured. Physical Education provides all children with the opportunity to succeed, whether through personal or team success. Physical Education also promotes a healthy lifestyle which children can develop and value into adulthood.

Aims of our P.E Curriculum

- *Foster a love for and enjoyment of being active.*
- *Develop 'fitness for life' through promoting the health benefits of regular exercise.*
- *Identify talents*
- *Develop self esteem, confidence and social skills.*
- *Develop sportsmanship and working in teams effectively.*
- *Contribute to the physical development of every child.*
- *Give children a way of expressing themselves and an opportunity to be creative.*
- *Develop a range of skills that can be applied in other contexts.*
- *Give children the opportunity to try out activities that they would not otherwise have access to.*

<u>Implementation of Policy</u>

Teaching and learning style

At St Nicholas we use a variety of teaching and learning styles which involve a mixture of whole-class, group and individual activities. At St Nicholas teachers model good skills and technique and also draw attention to good examples of individual performance to use as models for the other children.

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We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in to work and think like sporting professionals.

The key concepts in P.E we plan a progression for are as follows:

- *Physical skills (Procedural Knowledge)*
- *Thinking skills (Declarative Knowledge)*
- *Personal skills*
- *Health skills*

At St Nicholas children are encouraged to evaluate their own work as well as the work of other children. Within lessons children have the opportunity both to collaborate and compete with each other, and they have the opportunity to use a wide range of resources.

At St Nicholas every lesson should be focused around clear step that has a broken-down success criterion. Learners should be made aware of this at the start of each lesson and review their learning at the end of each lesson.

At St Nicholas activities should be differentiated, appropriate to the needs and ranging abilities of the class. Planning has ways to make the activities harder and easier to ensure all children are involved in the session. Each lesson is broken down into a 4-part lesson including: a warm-up, skill development, skill practise in a game setting and a cool down.

At St Nicholas dialogue and demonstration are used as teaching tools throughout all lessons. Particular skills should be modelled and discussed. Plenaries should be used to highlight good practice and next steps in their learning.

Early Years Foundation Stage
At St Nicholas in the EYFS the area of learning related to Physical education provision is physical development. This area of learning aims to improve the coordination, control, manipulation and movement of children. In the Autumn term the children are involved in a 1 one-hour PE session and 15-minute daily yoga activities to focus on the core muscles of the children. In the Spring term the children are involved in a 1 one-hour indoor PE session and a Balance Bike outdoor session. In the Summer term the children are involved in a 1 one-hour indoor session and a 1 one-hour outdoor session.

Key Stages 1 and 2
At St Nicholas all class take part in a 1 one-hour indoor PE session and a 1 one-hour outdoor PE session.

The physical education national curriculum objectives for key stage 1 are:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

The physical education national curriculum objectives for key stage 2 are:

- 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.

Knowledge, skills and understanding
Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

Acquiring and developing skills
Children should be taught to:
a) Explore basic skills, actions and ideas with increasing understanding
b) Remember and repeat simple skills and actions with increasing control and coordination.

Selecting and applying skills, tactics and compositional ideas
Children should be taught to:
a) Explore how to choose and apply skills and actions in sequence and in combination
b) Vary the way they perform skills by using simple tactics and movement phrases
c) Apply rules and conventions for different activities.

Evaluating and improving performance
Children should be taught to:
a) Describe what they have done

b) Observe, describe and copy what others have done
c) Use what they have learnt to improve the quality and control of their work.

Knowledge and understanding of fitness and health
Children should be taught:
a) How important it is to be active
b) To recognise and describe how their bodies feel during different activities.

At St Nicholas the physical education curriculum maps are derived from national curriculum programmes of study for physical education. The curriculum map provides a structure for planning and states which areas of physical education are to be taught in each year group. The curriculum at St Nicholas is based on a 2-year rolling programme which has a Route A and Route B.

Within Route A all children in key stages 1 and 2 take part in:

- *Invasion Games – Football, Handball, Netball*
- *Striking and Fielding – Rounders*
- *Net/Wall Games – Tennis*
- *Striking and Fielding – Rounders*
- *Target Games – Dodgeball*
- *Artistic – Dance, Gymnastics*
- *Fundamentals – Athletics*
- *Outdoor - Orienteering*

Within Route B all children in key stages 1 and 2 take part in:

- Invasion Games – Hockey, Tag-Rugby, Basketball
- Net/Wall Games – Badminton
- Striking and Fielding – Cricket
- Target Games – Golf
- Artistic – Dance, Gymnastics
- Fundamentals – Athletics
- Outdoor – Orienteering

In addition to this, at some time in key stage 2 children will participate in swimming.

Not all aspects of physical education require the same amount of time or the same degree of continuity for progress to be made. Emphasis is placed on gymnastics activities, dance activities and games activities, to provide a foundation of basic movements and understanding.

The curriculum map makes provision for children to experience all areas of activity by the end of key stage 2.

Swimming and water safety
St Nicholas provides the requirement for swimming instruction in key stage 2.
In particular, we aim to teach all pupils to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

Clothing Requirements
At St Nicholas children are expected to wear appropriate clothing for PE sessions.
Indoor PE kit:
- Plain black t-shirt
- Plain black shorts or leggings
- Pumps

Outdoor PE kit:
- Plain black tracksuit bottoms or leggings
- Plain black jumper or hoodie
- Appropriate trainers

All clothing and footwear should be suitable for the activity and teachers should check this regularly. PE kits are brought into school at the beginning of every half term and are returned home at the end of the half term.

Inclusion
At St Nicholas inclusion in physical activities means that all children have access to learning opportunities regardless of race, gender and ability. We aim to create an environment in which all children learn to respect and value each other and each other's interests. This is achieved by employing the following strategies:

- *Having equal expectations of boys and girls – not letting girls opt out or boys dominate team organisation for example.*
- *Teaching mixed gender/ability groups and pairs.*
- *Structuring activities so that all are fully involved.*
- *Providing opportunities for children to present their work to others.*
- *Recognising the need to extend more able children and targeting them for school teams/signposting them to particular clubs.*

- *Anticipate needs and provide support as required. This could be the provision of specialist equipment, adult support or modified teaching.*
- *Targeting particular children during playtimes and supporting them in physical play.*

Extra-curricular provision
At St Nicholas we offer a wide range of extra-curricular P.E. activities:

- *Football*
- *Athletics*
- *Gymnastics*
- *Dance*
- *Multi-skills sports club*
- *Netball*
- *Rounders*

Resources
The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Children are encouraged to:

- *Look after resources*
- *Use different resources to promote learning*
- *Return all resources tidily and to the correct place (Staff to supervise)*
- *Be told of any safety procedures relating to the carrying or handling of resources.*

All other resources are located in the PE cupboard or with PE coordinator.

Planning, Assessment and Recording
At St Nicholas planning is to be done following the PE Planning programme through the progression of key concepts on the knowledge organisers. Teachers will be making continual assessments of the children's abilities throughout their school life.

Further teacher assessments of the children's P.E. abilities are made whilst selecting for school teams, whether it be for athletics, cross country, running, football or netball. Overall progression in P.E. is commented upon through an annual written report to governors.

SEND

At St Nicholas PE activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. PE is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most PE activities work well as class lessons and are appropriate for all children of any ability.

Health and Safety
At St Nicholas all teachers should make themselves aware of the health and safety for the areas of activity that they are teaching. Teaching takes place in the hall, on the field, in the MUGA and on the playground.

All children must be taught how to handle apparatus, resources appropriately. They should be taught to recognise hazards, assess the possible risks and take steps to control the risks to themselves and others.
Any other adults working with the children should be made aware of individual needs of the children they are working with where appropriate.

Role and Responsibilities of the PE Leader at St Nicholas

- *Support teachers to implement the P.E curriculum map effectively and providing then with support to master the content knowledge and content pedagogical knowledge required to teach P.E well.*
- *Support and advise colleagues in the planning, delivery and assessment of P.E.*
- *Inform colleagues of changes that occur regarding teaching and policy.*
- *Provide resources for use by staff that is accessible.*
- *Keep up to date with current developments through attending courses and disseminate this information to staff through training days and informal meetings.*
- *Be responsible for auditing resources available for use in all PE activities.*
- *Report any broken or 'defect' equipment to the Headteacher.*
- *Order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum.*
- *Use, share and increase awareness in the teaching of P.E.*
- *Monitor the quality, development and delivery of P.E throughout the school.*
- *Produce a scheme of work with lesson ideas to support its implementation.*
- *Ensure that children have the opportunity to become involved in extracurricular clubs to further develop skills and talents.*

Equality of Opportunity

At St Nicholas all children have an equal opportunity to become independently active. The children' needs and interests will be protected regardless of gender, culture, ability, disability or aptitude. All children will be given the opportunity to develop their capability in the attainment targets for P.E. Quality and excellence should be the target for all children. Physical education experiences will reflect the school policy on promoting equal opportunities for all children in terms of organisation, opportunities and access to resources.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.