

HOLY FAMILY CATHOLIC PRIMARY SCHOOL POLICY STATEMENT

Physical Education Policy

Aims and objectives

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 and gymnastics 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. We try to allow the children to make informed choices about physical activity throughout their lives.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to develop the way 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 an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
- to develop competence to excel in a broad range of physical activities;
- to be physically active for sustained periods of time;
- to engage in competitive sports and activities;
- to lead healthy and active lives.

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, paired and 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 to use a wide range of resources.

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 allow the children to challenge themselves
- setting tasks of increasing difficulty.
- grouping children by ability and setting different tasks for each group.
- providing a range of challenge through the provision of resources.
- encouraging the children to identify their own areas for improvement especially in upper Key stage 2.

Before any PE lesson, teachers should ensure that children are in a suitable PE kit. Children should be rewarded with dojo points. When children are getting changed back into uniforms after PE lessons, teachers should encourage fast changing whilst thinking about an aspect of the lesson.

Resources

We use many schemes of work resources throughout both Key Stage 1 and 2.

Real PE Planning files for each Year Group, DVD examples, Val Sabin, Raw Marsh, Top Dance cards, Top Gym cards,.

Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

Personal, social and health emotional education (PSHEE)

PE contributes to the teaching of personal, social and health emotional education. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Teaching PE to children with special educational needs

We teach PE to all children, whatever their ability. 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.

Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons especially of the key skills and fundamental movements, which are taught and developed in PE. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit.

They should be put into files and use this information to plan the future work of each ability group. These records also enable the teacher to make an annual assessment as part of the child's annual report to parents. The teacher will then pass this information on to the next teacher at the end of each year.

Extra-curricular activities

The school provides a range of PE-related activities including netball, football, gymnastics, Judo, capoeira and athletics for children at the end of the school day and during lunchtime. These encourage children to further develop their skills in a range of the 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

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 the children to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy is that no jewellery is to be worn for any physical activity and long hair tied back.

When using apparatus, this is to be used sensibly and safely. Children in upper Key Stage 2 can usually be used as monitors for setting and carrying equipment for lessons. In Key Stage 1 and lower Key Stage 2, the children must be supervised when moving and setting equipment including mats and benches.

PE KIT

Shorts, t shirt and bare feet must be worn for indoor dance and gym. (Any feet infections, i.e. veruccas should be covered with a plaster.)

Depending on weather, tracksuits or shorts and t shirts with trainers can be worn outside.