



St Joseph's Catholic Academy



St Joseph's Catholic Academy: Policy for Physical Education

Mission Statement

Jesus is the heart of all that we are and do together.

What is Physical Education?

"Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity."

What are our aims in teaching Physical Education?

We aim to:

1. Develop physical co-ordination and competence.
2. Promote the physical and psychological benefits of participation in aerobic activity whilst at school and throughout life.
3. Develop artistic and aesthetic appreciation within and through movement.
4. Help children develop socially through competition and co-operation between other individuals and groups.
5. Promote positive attitudes towards health and physical fitness.





Why do we teach Physical Education at St Joseph's?

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Young children quite naturally participate in vigorous movement for its intrinsic pleasure, and in doing so they will already have learnt a great range of movements, together with a high level of control over their bodies. A good Physical Education Curriculum extends this ability and can also make a significant contribution to a child's emotional, intellectual and personal development; particularly their self-esteem. Children's feelings about their physical ability will often carry over into adolescence and adult life, and may affect their overall self-confidence. It is therefore imperative that we help children to reach their full potential and to feel as positive as possible about this aspect of their lives.

Physical Education incorporates many aspects of Science and Health Education. Wherever possible, opportunities will be taken to teach pupils the importance of looking after their own body. The most significant contribution Physical Education can make to Health Education is in establishing habits of participation in enjoyable physical activity, and in developing an understanding of the long and short term beneficial effects of exercise on the different body systems. Conversely, pupils should understand the consequences of lack of exercise.





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Physical Education lessons can provide opportunities for work in other curriculum areas through the use of problem solving methods across its activities. Language skills can also be reinforced and utilised in describing and analysing their own and other's performances. The development of these skills is an integral part of this curriculum area.

How do pupils learn Physical Education?

Physical Education is by nature a very practical activity where pupils learn through first-hand experience. In view of this, pupils should be physically active for a substantial majority of all their Physical Education lessons.

It is the ethos of the school that pupils are encouraged in their achievements and that all feedback is as positive as possible. It is only in this environment that pupils will have the confidence to attempt and thus develop their skills.

Teachers will need to plan tasks using a variety of teaching styles in order to provide a broad Physical Education curriculum. It is imperative that there is a balance between:

1. Grouped, paired and individual working;
2. Competitive and non-competitive activities;
3. Contact and non-contact sports;
4. The development of skills and tactical understanding.

We use different resources to teach the children that match the new curriculum.





Timing

It is anticipated that Physical Education is taught for approximately 2 hours a week, consisting of two Physical Education areas per half term. Variations to timings may occur throughout the school year.

The role of the PE Co-ordinator

The Physical Education co-ordinator is responsible for the monitoring and implementation of the Physical Education Curriculum, and the management of Physical Education resources.

The role of the co-ordinator is to:

1. Take a lead in policy development and the production of a scheme of work designed to ensure progression and continuity throughout the school;
2. Support colleagues in their development of detailed work plans and the implementation of the scheme of work and in assessment and record keeping activities;
3. Monitor progress in Physical Education and advise the Head teacher on any action needed;
4. Take responsibility for the purchase and organisation of central resources;
5. Keep up to date with developments in Physical Education and disseminate information to colleagues as appropriate.





6. Have accountability for Primary School Sport Funding. The money is to be spent on improving the quality of sport and PE for all children in school.

Planning for differentiation

Planning for differentiation should incorporate:

1. Pupil groupings, e.g. ability or mixed ability, or group, paired or individual activities;
2. Resources, e.g. different equipment for different levels of ability;
3. Pupil activity, e.g. different group tasks, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability.

Differentiation by task is achieved when pupils, who are pursuing the same part of the Programme of Study, are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome is achieved by setting tasks which are suitable and appropriate for all pupils' learning and which allow the more able pupils to be challenged.

Whilst the teacher may tactfully group pupils by ability, on no account should pupils be asked to pick teams.





Assessment

Direct observation is the most obvious way of collecting evidence in Physical Education. This may include discussion, appropriate use of video, response to questions and children's assessment of their own and others' performances.

Assessment of children's attainment is a continuous process and criteria are needed which can be used in assessing children's work in Physical Education:

1. Accuracy
2. Efficiency
3. Adaptability
4. Ability to do more than one thing
5. Teamwork
6. Agility
7. Stamina to sustain performance
8. Imaginative performance

Criteria should be known and understood by children as well as teachers so that they may be used as personal targets to improve and evaluate their own work.

Hazards and Equipment Defects

It is the responsibility of everyone who teaches PE department to inform the PE Coordinator of any hazards, e.g. defects to equipment, so that appropriate action can be taken.

If the PE Coordinator considers a defect to be a significant threat to health and safety, the equipment must be taken out of use until the defect has been remedied. Such equipment should also be labelled indicating that it is faulty and must not be used.





Reporting

Children's work and achievements for each school year are reported through the end of year report. In addition, teachers will use their own professional judgement to notify parents of any concerns / achievements as they see fit.

Expectation

Children are expected to achieve age related expectations for their year group as set out in the National Curriculum. However, we recognise that children can develop differently and some children may not achieve ARE which we will use to support the child and help them to remain positive about Physical Education.

Extra Curricular Activities

There is a tradition in the school for lunchtime and after school activities supervised by teachers in their own time. These include:

1. Athletics
2. Cross Country
3. Cricket
4. Dance
5. Football
6. Multi-skills
7. Netball
8. Hockey
9. Rugby
10. Swimming





Active playtimes

We have zoned areas in the playground to promote different types of physical activity and relevant equipment is provided to engage pupils. Pupils are trained as playground leaders and sports leaders annually to further support physically active playtimes.

Special Educational Needs

Provision will be made for pupils with Special Educational Needs. They may have sensory difficulties, physical difficulties, cognitive limitations, and /or emotional and behavioural disorders. Special resources and equipment are available to ensure inclusion of all pupils.

It is important to concentrate on pupils' abilities and needs and not on their disabilities. This emphasis aims to improve their movement skills and helps to change feelings of disaffection, under-achievement and low self-esteem.

Health and Safety

All teachers are responsible for safety in their own lessons. It is imperative that good discipline is maintained throughout a Physical Education lesson. Pupils should always be aware of what is expected of them, the reason for that expectation and what will happen if they do not follow instructions.

If an accident occurs during a Physical Education lesson the teacher should ask pupils to stop what they are doing so that full attention can be given to the injured child. Send the child to the office with





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another child or if it is a serious injury send a child to the office to obtain assistance. All serious incidents must be recorded in the accident book and the necessary forms completed.

Pupils should be supervised by a member of staff when collecting and tidying away equipment.

Some asthmatic children will need to keep their inhaler at hand during a Physical Education lesson.

Dress Code

Pupils should be encouraged to change for Physical Education quickly and quietly. In order to save time, this changing should take place in their classroom. Teachers should also change for Physical Education lessons into suitable footwear and clothing to show the appropriate clothing is needed for these activities.

For pupils, the dress code is as follows:

Indoor

Girls - Black leotard or yellow tee shirt, black shorts/gym skirt.

Boys - Yellow tee shirt, black shorts.

Although bare-foot work is encouraged indoors there may be occasions when for reasons of health and safety, footwear needs to be worn. In such cases plimsolls or training shoes should be worn.

Outdoor

Girls and Boys - Indoor clothing may be worn and tracksuits and/or sweat top in cold weather is acceptable. Trainers should be worn.





Jewellery

Watches, rings, earrings, bracelets, necklaces, fitbits etc. (including jewellery worn through the ears, nose, eyebrows, lips and other exposed areas of the body) should not be worn whilst participating in PE lessons.

In addition belts with metal buckles should not be worn and long hair should be secured as appropriate to the activity. Pupils should be consistently reminded of these requirements and a check carried out to ensure compliance before activity begins.

When ears, etc. are newly pierced studs and rings cannot be removed for a period of around four to six weeks while the piercing heals. In such cases BAALPE guidance (paragraphs 9.3.2 to 9.3.4) should be followed:

- a) All personal effects should be removed;
- b) If they cannot be removed, the adult in charge should take action to make the situation safe (e.g. adjust the activity for the individual pupil or group);
- c) If the situation cannot be made safe, the individual pupil should not actively participate.

Teachers must not remove or replace earrings. They cannot be responsible for the consequences of removing or replacing earrings. Parents cannot transfer this responsibility to teachers.





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Key stage 1

Pupils should develop fundamental movement skills, 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-operative 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 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.

Key stage 2

Pupils 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 success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.





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- 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.

David Jones

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