

Holy Trinity Rosehill VA CE Primary School



P.E. Policy

Date: July 2017

Review Date: July 2019

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MISSION STATEMENT

At Holy Trinity Rosehill VA CE Primary School:

- Love God
- Love Learning
- Love Each Other

SCHOOL ETHOS STATEMENT

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian and British values through the experience it offers to all its pupils.

INTRODUCTION AND RATIONALE

At Holy Trinity Rosehill VA CE Primary School, we believe that physical education develops pupils' physical competence, confidence, and skills. Additionally, it helps promote positive attitudes towards active and healthy lifestyles, across the range of areas of activities.

We also believe that providing children with opportunities to compete in a variety of sporting activities also help to build character and embed values, such as respect and fairness.

The four strands for Physical Education include:

1. Acquiring and developing skills
2. Selecting and applying skills, tactics and compositional ideas
3. Evaluating and improving performance
4. Developing knowledge and understanding of fitness and health

SCHOOL AIMS

- Give high priority to the spiritual development of pupils, enabling them to develop attitudes of mutual respect and responsibility and to realise their full potential
- Foster a sympathetic understanding of the Christian faith whilst exerting no pressure to believe
- Encourage strong links between school, home and church and prepare pupils for life in the wider community
- Encourage respect for other people's property, the school and the local surroundings
- Provide an intellectually stimulating environment where children will develop a positive attitude to learning
- Make learning fun
- Create a strong ethos where children can achieve their potential
- develop pupil's self-confidence and raise their self-esteem so they will learn to work with independence and self-discipline
- Provide a warm friendly atmosphere where children gain respect and tolerance of, and show a caring attitude for others
- Show a caring attitude towards all children and adults concerned with the school

POLICY OBJECTIVES

Our aims for P.E. at Holy Trinity Rosehill are to:

- Provide a curriculum that satisfies the needs of the National Curriculum and enable all pupils to fulfil their potential
- Develop a whole school approach to promoting physical activity
- Develop an understanding of the important role of exercise in achieving and monitoring a healthy lifestyle
- Develop co-operation, through working with others
- Establish good habits and awareness of safety and personal hygiene
- Develop and appreciate the need for determination and perseverance in the pursuit of personal targets
- Encourage pupils to comment on their own performance and that of others
- Develop pupils self-confidence and self-esteem
- Promote enjoyment through physical activity
- Develop an appreciation of fair play and respect for others
- Provide sporting links within the local community
- Provide worthwhile out of school activities

- Create the stimulation and interest to encourage life-long participation in sport
- Develop knowledge of different cultures (e.g. in traditional dance) and recognise how sport can transcend cultural boundaries

P.E. CURRICULUM

EYFS

Physical development is one of the three prime areas within the Early Years Foundation Stage (EYFS). The Early Learning Goals for physical development which are taught here at Holy Trinity Rosehill are:

- Moving and handling - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively, including pencils for writing.
- Health and self-care - children knowing the importance of good health which includes physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

KS1

At Holy Trinity Rosehill, children are 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.

KS2

Pupils will 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 will be given more opportunities to communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are 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.

Swimming and water safety. At Holy Trinity Rosehill, swimming instruction generally happens in KS2. Pupils are taught 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.

PLANNING

Physical Education is a foundation subject in the National Curriculum. Curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plans maps out the PE activities covered in each half term during each key stage. Plans were reviewed by staff in the summer term of 2014 (to bring them into line with the revised curriculum).

Our medium-term plans give details of each unit of work for each term. These plans define what objectives are to be taught, and ensure an appropriate balance and distribution of work across each term.

Class teachers plan their weekly PE lessons, which list the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught.

A lesson is planned to include the following:

- A warm up. Each lesson should contain an appropriate warm up. This will help reduce risk of injury and establish good exercise behaviour for future years. A warm up contains:
 - Mobility - 'loosening up' exercises e.g. side twists, shoulder lifts, arm circles
 - Pulse raising or warming activities e.g. easy jogging, side stepping, jumping
 - Stretching exercisesWarm ups are specific to the activity and are linked to the content of the lesson.
- A specific lesson focus. This will develop specific skills and concepts individually, moving on to partner activities where appropriate. Developing into for example:
 - modified small-sided games / group tasks
 - gymnastic apparatus and/or sequence work
 - dance composition
- A cool down. During a cool down, recap on main points covered in lesson. Components can include:
 - Pulse lowering or cooling exercises - gentle movements with reliance on muscle relaxation and calm breathing
 - Stretching exercises - hold different muscles still for 10-20 seconds
 - Calming down exercise

These plans are included within weekly timetables and are available on the Learning Hub.

PE activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

ASSESSMENT AND MONITORING

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers informally record the progress made by children against the learning objectives for their lessons. This

information is used to plan the future work of each child and also enables the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers.

Photographic and video evidence of children's work may also be collected particularly in the Foundation Stage to demonstrate achievement of the Early Learning Goals.

TIMETABLING

All classes, from Y1-Y6 timetable two PE sessions per week (refer to half termly hall timetables for Rosehill and Trinity site ~ timetabling of the hall enables all children to receive two sessions per week if the weather restricts the children getting outside).

Timetables change termly / half termly, depending on enrichment opportunities planned and KS2 specialist teacher support.

E-LEARNING

E-Learning extends beyond the computing curriculum at Holy Trinity Rosehill C.E. (VA) Primary School and we use technology across all subjects. We believe that children should be equipped with the skills to access an ever-changing world and the use of technology across the curriculum aims to develop them to do this. E-Safety guidelines and principles should also be embedded in any use of technology which uses the internet and children should be taught responsible and safe use digital technologies.

INCLUSION

PE is provided for all children at Holy Trinity Rosehill C.E. (VA) School. Staff plan work, which takes into account the differences in the range of abilities of the pupils in order to maximise their potential and extend their abilities and to allow children access to all parts of the PE curriculum. PE seeks to recognise the individual importance of all pupils and the entitlement of all pupils to learn and benefit from the PE curriculum in an environment where there is trust, fairness and respect.

HEALTH AND SAFETY ISSUES

The school is committed to pay due regard to the health and safety issues of pupils when carrying out learning activities as set out in relevant policies such as Health and Safety, Safeguarding and Educational Visits.

PE equipment is checked by class teachers during lessons, with any damaged equipment disposed of. Large equipment, ie: climbing frames, mats, benches are quality checked by an external agency on a bi-annual basis.

Y1-Y6 pupils are expected to wear appropriate clothing for PE sessions:

- For indoor PE, this includes a white T-shirt, black or white shorts and indoor plimsolls. If pupils do not have the correct footwear, they need to do PE in their bare feet.
- For outdoor PE, pupils may wear a dark coloured sweatshirt and jogging style bottoms over the top of their indoor kit. For outdoor, children should wear socks and outdoor sturdy trainers.

Nursery children will wear PE style clothes for PE.

Children should not wear any jewellery for PE, i.e: watches, earrings. All items of jewellery must be removed. If parents wish for their child to wear earrings, they must provide a note stating that they accept all responsibility if there was to be a problem and earrings must be covered with tape.

Staff delivering PE sessions must also be appropriately dressed to deliver the session.

COMMUNICATION WITH PARENTS

At Holy Trinity Rosehill, we aim to regularly keep parents informed with sporting events which children take part in, sports days, swimming sessions, achievements. This is done through head teacher newsletters, our school Facebook page. Information regarding the Government PE funding and sustainability is published on the school website.

ROLE OF COORDINATOR

- Prepare guidance and provide support for assessment within each subject.
- Organise, review, order and evaluate resources (assessment).
- Take a proactive role in curriculum leadership, monitoring and assessment through keeping up to date with research and findings.
- To monitor planning
- Consult with colleagues and moderate assessments to ensure accuracy of assessment information.
- Systematically monitor each subject as it is essential for the improvement of each subject/area.
- To work alongside the Senior Leadership Team to manage the Government Sports Premium Funding.