



St Bertoline's Church of England Primary School

P.E. Policy Document

Intent

Physical education is an integral part of the school curriculum using a medium through which children naturally express and learn MOVEMENT. From the early years the children will experience a variety of movement concepts. As the child progresses through school there is a gradual introduction, continuation and broadening of skills and knowledge of a variety of physical activities. An equally important part of our P.E. programme is that which gives children exercise, positive attitudes will be built upon and encouraged and hopefully children will adopt the exercise 'habit' which will enhance the quality of their lifestyle.

The Aims

To contribute to the physical development of each child developing the awareness of their own bodies, capabilities and limitations through control and exploration.

To gain a sense of achievement through physical activity and exercise the child's creativity through the physical.

To learn co-operation and teamwork, developing sportsmanship and a sense of fair play, experiencing being part of a team.

To engage in competitive sports and activities.

To exercise the learning process of enquiry and discovery.

To develop stamina, strength, an awareness of space, hand/eye co-ordination and bodily control.

To develop the ability to recognise and appreciate the aesthetic qualities of movement.

Each of the areas of the PE curriculum based on the National Curriculum 2014, aims to provide an enjoyable, active experience enabling the children to investigate and explore their own physical and intellectual capabilities. This, in turn, aims to develop self-confidence and promote a positive view of one's capabilities.

Implementation

Children should, through participation, learn about their bodies and discover their own physical potential. This should be developed through a wide and varied P.E. curriculum, providing a balanced programme of movement. The experiences the children will gain are presented under the following headings:

- Games
- Gymnastics
- Athletics
- Outdoor adventurous activities
- Swimming
- Dance

Through the areas of P.E. mentioned above, our school aims to provide the children with a good basis on which to develop.

The children, through their P.E. lessons, should be gaining a feeling of exertion in which their appetites for activity are satisfied. The P.E. lessons are fun and provide opportunities for the children to succeed, no matter how small the success is. The scheme of work allows for acquisition of skill therefore each lesson builds upon the lesson before to allow for the development of maturation. Self-expression is expected, the children not being moulded to conform to adult standards. Also, through P.E. the possibilities for social training are immense. The teachers are constantly fostering favourable attitudes of co-operation, fair play, sharing, sportsmanship and appreciation of others capabilities throughout our PE curriculum and in keeping with the overall ethos of our school.

Clothing for P.E.

The children change for P.E. into white or black shorts and T shirt and pumps. If the lesson is indoors, bare feet are allowed but trainers are unnecessary and can be more of a hindrance - pumps or bare feet. All jewellery should be taken off and children wearing earrings should arrange to have them taken out on the mornings of the days when they have P.E. Children must change back into school uniform at the end of the lesson. Teachers should also be wearing appropriate clothing for P.E. (refer to the BAALPE "Safe Practice in PE").

Timetable

The P.E. lessons are of a valuable length to allow time for changing into and out of P.E. kits and more importantly, to allow for a progressive structured lesson to take place with a warm up, development, skill learning and exploration phase before concluding the lesson.

KS2 classes have two hall lessons per week and one outdoor lesson. The sessions are 30 minutes - one hour duration. As well as this, lower juniors have swimming lessons based on a half termly rota, so each class attends for a block of lessons once a year.

Foundation Stage children are able to undertake physical activities every day. They have one 40 minute adult led hall session each week and have access to outdoor continuous provision activities throughout the week. In addition, finger rhymes and finger-hand-eye coordination exercises are also practised on a regular basis to improve fine motor control.

KS1 classes participate in one indoor and one outdoor session per week. The sessions are 30 minutes to 45 minutes duration.

Games

The development of games skills is an area which encompasses a wide range of experience in a variety of activities. It nurtures the children's intellect and emotions as well as motor ability.

The children are taught in mixed gender groups. The emphasis throughout is development of the individual through purposeful interaction with other children, together with apparatus equipment that is suitable for the stage of development of the children.

The games techniques which the children experience are:-

Recovering	catching fielding collecting trapping
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Sending	bouncing throwing bowling kicking hitting heading
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Travelling with dribbling
 carrying

Games situations anticipation
 co-operation
 competition

Creative games

At KS1, one of the children will be practising and developing a variety of ways of sending, recovering and travelling with a ball. They would also be experiencing elements of games play that include:

- chasing
- dodging
- avoiding
- and awareness of space and other players

They would also be given opportunities to make up and play games with simple rules - as individuals primarily, then working with partners and small groups. This provides the activity as an intellectual as well as a physical experience.

At KS2 through working individually, with a partner and in small groups the children will be exploring and be guided in understanding of common skills and principles, including attack and defence in invasion net/wall and striking/fielding games. Pupils will be improving the skills of sending, recovering and travelling with a ball for:

- invasion games
- net/wall games
- striking/fielding games

Each games lesson should be structured to enable the child to acquire skill. There must be a warm-up to physically and mentally prepare the children. The development section of the lesson gives individual practise as we feel it is important that children are given as much time as possible to practise the skills which are an integral part of the game they are to play. After exploring and practising the skill, refining should take place after teacher has mentioned teaching points and given some example demonstrations. Children generally develop what they already know and also learn new skills in this section of the lesson. The lesson progresses to drills in small groups which practises skills and develops the need for co-operation working in a team.

Mini-games then encourage children to refine or develop their own rules for small side games of their own devising - usually on the theme of the major game. The major game is played when the children have a basis on which to build so now they can see their skills coming into play.

Extra curricular clubs in a variety of sports and activities, provide the opportunity for children to take part in the full scale games usually with others of a similar ability though not necessarily. We believe that children will develop positive attitudes to a wide range of games if they are encouraged to develop individual team skills within a framework of a co-ordinated games programme that meets the needs of each individual child.

Gymnastics

In order to plan a stimulating and progressive series of lessons during a half termly plan, the teaching of gymnastics is through a theoretic approach. Through this approach we aim to give the children enjoyment and a sense of achievement in all they do. Open-ended questioning realistic to the child's level of development increases their ability to enquire and discover thorough creative and imaginative gymnastics.

At KS1 the children will be experiencing many ways of performing the basic actions of:

rocking & rolling	flight
travelling	turning
rolling	jumping & landing
balancing	swinging
climbing	and taking weight on hands (points and patches)

This is through work on floor and on apparatus. Through the approach mentioned the children are given opportunities to practise, adapt and improve their control of individual actions. They are encouraged to link series of movements together and be able to repeat them.

At KS2 there should be consolidation of all they have learned in the infant years and it should progress to challenging situations. The children are guided to perform in a controlled manner and understand that the end of one movement could be the start of another. This is allowed to develop, the children now refining a longer series of actions, making increasingly complex movement sequences which they can repeat.

Through open-ended questioning children should now be able to respond to a variety of tasks, alone or with a partner, emphasising variables of human movement e.g. change in speed, shape, direction levels etc. Their unit areas cover symmetry and asymmetry, balance, flight, bridges, travelling with a change of direction, mirroring and matching and counter balance and tension.

Lesson Structure

The gymnastic lesson is structured in such a way to give the children experience of floor work and apparatus. Every lesson opens with a warm up of some kind to prepare the children both physically and mentally. The warm up may or may not be limited to the theme of the lesson.

Floorwork

This section of the lesson may take up the majority of time and often the apparatus is not necessary until the lesson after. Time often means using a separate lesson for the floorwork and another for the apparatus - though the work is closely linked. If time allows then the floorwork and apparatus can be taught within the same lesson. The children experience individual floorwork and can develop to working in pairs or small groups within the same lesson on the floor. It depends largely on the theme and the individual teacher and is very flexible.

Apparatus

It is most important that children use correct carrying techniques and putting up of apparatus. All classes put out or put away their own apparatus as often classes work on a paired hall time. However, both classes take turns to set up or put away the apparatus.

The apparatus is set up appropriate to the task the teacher will be setting. The method which is used in the apparatus lesson is also dependent upon the theme. The three various methods are as follows:-

Set out the apparatus. Set the same problem for the whole class and allow them to move quite freely, finding solutions on different levels etc.

Set out the apparatus. Set the same problem for all children but place them in groups and limit each group to a combination of apparatus.

Set out apparatus in such a way that certain types of combinations favour certain types of activity. Give each group a different problem on their piece of apparatus.

The safety aspect is prevalent at all times. Children are taught how to carry apparatus correctly and are guided into a safe working environment through

respecting the apparatus and working being aware of the others around them and their capabilities. Favourable attitudes are fostered.

The teacher can use the 'Val Sabin' gymnastic file as their main resources to organise their block lessons each half term. This provides a very good base in which to build.

Safety

In all physical activity the aspect of safety is paramount and closely monitored and individual safe practice is taught.

The school will follow the safety requirements as laid down by the guidelines in the BAALPE 'Safe Practice in PE' document. All the staff are aware of this document and have regular training and INSET on safety in PE through staff meeting.

- All pupils should be appropriately dressed and encouraged to wear school PE kit. They should not wear socks or tights.
- All jewellery must be removed and long hair tied back.
- Teachers should check the floor area before allowing the children to work bare foot.
- All apparatus should be physically checked by the teacher before activity begins.
- Teachers should be aware of any medical problems pupils may have.
- The class should be taught expected standards of safety, especially in relation to equipment which should be fitted under adult supervision.
- A first aid kit should be easily located and all teachers should be familiar with procedures to follow in the event of an accident and be aware of who are trained first aiders. First aid kits are located outside the staffroom as well as in every double bay.
- Should an accident occur, the children should have planned procedure to follow.
- In addition, teachers should be ensure that there is a safe working environment for all activities being undertaken. All equipment is safely checked by staff regularly. An official contract inspection is carried out by

Crown Gymnastics Equipment Ltd annually. Equipment is repaired or removed from use if found to be faulty or dangerous.

- Pupils should be supervised at all times.
- The highest standard of behaviour and discipline are expected at all times.
- Teacher cannot be held responsible for any valuables that are given to them during PE lessons.

Athletics

At KS1, the children will be encouraged to take part in running, jumping and throwing activities, and in doing so will be concentrating upon:

Accuracy
Speed
Height
Length
and distance

At KS2, the children consolidate on the above, running now over short and longer distances and in relays. They will be given guidance in measuring, comparing and improving their own performance.

The pupils will be experiencing competition from improving their own scores (in competition with themselves) to competing against other individuals. These competitions can include activities which the children have made up themselves.

Outdoor and Adventurous Activities

Our children will be exploring the immediate environment for potentially physical activities. They will be undertaking simple orientation activities and be encouraged to be aware of basic safety practises in outdoor activities.

We have a woodland area where the children are able to develop simple activities.

As the children move through the school, they will be experiencing outdoor and adventurous activities in different environments such as:

- school grounds
- parks
- woodlands or sea shore

and in each they will be developing their planning, navigation, working in small groups, recording and evaluating skills.

Also, in our school, we take the children on residential visits during which they experience all of the above as well as developing an awareness for safety measures including the correct use of appropriate equipment.

Swimming

We take our lower junior children swimming once a week throughout the second half of the year. The session is taken by ASA teachers provided by the LA. The group is split into two by ability and the teachers differentiate depending on the children's needs. The requirement is that all children swim 25m by the end of KS2, therefore any Y6 children who have not reached this can continue to attend with the younger age classes.

To ensure that swimming is pleasurable we must be aware to their varying levels of experience and confidence in the water.

Children are made aware of the acceptable code of behaviour and practice in the pool, which, in turn, ensures safety.

The children are taught:

- how to rest, float and adopt support positions in water.
- a variety of means of propulsion and develop effective swimming strokes on front and back.
- the principles and skills of water safety.
- survival skills appropriate to their competence in water and be encouraged to evaluate their own abilities and limitations.

As well as this we encourage an overall view of swimming and water safety skills in supporting other water based activities. The children are given distance badges when they have managed to swim certain distances. The minimum distance aimed for is 25m by the end of KS2.

Dance

In the development of dance our main concern is with movement as an expressive force. It is dance's unique contribution to the aesthetic and creative aspect of the children's development that makes it such a vital part of the curriculum. There is abundant evidence of the children's love of movement in their spontaneous jumping, hopping, spinning and whirling and through dance we strive to develop this natural rhythmic activity.

Dance is developed along similar lines to Educational Gymnastics in that a thematic approach is often used where one creative activity stimulates another. This integrated approach to dance may take the form of the introduction within the movement lesson of a visual or aural stimulus in order to aid the development of a particular concept. The starting points for the development of dance are endless and when introducing any experience with children the aim is to build upon the children's natural interests, curiosity and ability.

Other art forms are often used to stimulate dance. Texture or colour in a painting may inspire quality in movement and sculpture may inspire shaping in movement. It is also just as relevant to investigate the rhythmic patterns in mathematics as a starting point in order to foster creative movement. A common starting point for dance is music, for like dance its development is concerned with the interweaving of themes of a rhythmic nature rather than with literal interpretation. Percussion instruments are a particularly useful tool in developing movement, and the children may also make their own improvised instruments. In addition to responses to music and using percussion, children may use their own voices to repeat sounds or words in order to accompany a movement phrase.

Stories are also used as starting points for dance but, although they are a useful way of introducing dance to children with little experience, as teachers we are aware that the resulting movement will often be a dramatic representation. Whatever starting point is employed or theme that is followed our aim is to continually develop and refine the children's movement, vocabulary and foster growth in confidence and awareness of self and others.

Dance lies not only in the realm of imaginary situations and the interplay of characters, but in total personal immersion in action and movement experience and for this reason it has its own special part to play in the child's education.

EYFS

Children are encouraged to represent their own ideas, thoughts and feelings through dance and movement. They build on the teacher-led sessions throughout the week and this encompasses the work covered in a cross-curricular approach involving role play, stories, art and music. They sing songs, make music and dance and experiment with ways of changing them. The aim by the end of EYFS is that children have good control and co-ordination in large and small movements. They are able to move confidently in a range of ways and are developing spatial awareness.

Key Stage 1

There is evidence to show that the learning of new gross motor skills does not take place after the age of seven. Therefore, pupils at the end of KS1 should have learned all the fundamental gross and fine motor skills that they will require in life. They should be able to walk, run, hop, jump, skip, throw, catch, swing, climb, finer manipulative skills etc. After this age, the skills can only be refined, not learned.

They should also be able to sequence, create and play simple games, use simple tactics, be able to use a scoring system, follow rhythms, solve simple problems, be aware of space, work co-operatively in small peer groups, make some decisions, recognise quality work, communicate simple moods, feelings and ideas.

KS1 residential visit has a main focus of dance. The children work together to choreograph, practise, refine and perform before returning to school where it sometimes forms a basis of the following half term dance lessons.

Key Stage 2

It is vital that the skills that have been acquired and patterned at KS1 should be refined and developed by the end of KS2. Skill development itself should be more and more contextualised but there must be an emphasis on performing skills with high quality.

They should be able to:

- design and perform their own sequences individually or with a partner.
- understand safety and behave accordingly.
- create and play more complex games.
- define and use tactics in larger groups.
- evaluate their own and others work.
- perform a wide range of motor skills with agility.
- select and use the right skills within a given context.
- set up simple practices within a games context.
- understand, make and use rules.
- design and perform a short warm up with reference to the needs of the body.

Special Needs/Inclusion

With appropriate planning and delivery it is possible for all the children to participate, achieve success and develop skills through physical education.

All pupils with special needs including exceptional/gifted performers will be included in all activities where possible according to his/her abilities. Activities will be planned using differentiated tasks to enable all children to reach their full potential.

Clubs will cater for a range of abilities and give opportunities for our least active children to engage in quality PE.

Daily Exercise

Children with specific fine/gross motor skill difficulties such as dyspraxia, participate in a daily exercise programme of 10 minutes. These exercises are taken from a structure program:

Finger/hand/eye coordination

Hand/eye coordination

Foot/eye coordination

Balance

Whole body

Sound/touch/movement

Extra-Curricular Activities

These take many forms throughout the year and cater for the wide variety of abilities within our school. Whilst stretching and challenging the elite athletes, we also aim to provide extension activities for the least active children. The clubs usually focus on 'games, gymnastics, athletics and

dance aspects of the PE curriculum and are taught in half termly blocks. All children are encouraged to take part in some form of extra-curricular activity throughout the year.

Inter-School Competitions

Our school prides itself on its involvement in sport in the borough and has a successful history in this field. We take part in the various sports on offer in the leagues and we also involve the local clubs who come in to teach the children which often results in a schools' tournament eg Runcorn CC and Halton table tennis. We are very often winners of the indoor athletics events which take place within the borough and we go on to represent Halton in the Merseyside Youth Games which is a Regional Competition. Our aim within the inter-school competitions is to give the children a sense of pride in representing their school and to cater for the various abilities we have.

Sports Funding

The Sports Funding helps to facilitate the high quality PE we provide at St Berteline's. Whether it be to replenish our wide range of resources, or to develop our outdoor area. We also use the money to enter the competitions in the area and to transport children to and from these events. As we regard children's mental health and well-being as of ultimate importance, we employ a counsellor to deal with individual children's needs. We also use the money to organise specialist to come in and stimulate the children's interests eg Skippy John (skipping focus). We invite speakers to come in to talk about attitude and overcoming obstacles which improve the children's behaviour towards PE and Sport. The Sports Funding has made a huge difference to our delivery of Sport and PE to the range of children we have at St Berteline's and helps to reinforce the current initiatives of CELEBRATE, INSPIRE and ASPIRE which involves every child's performance in Sport and PE at the appropriate level for their ability.

Impact

The children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand it's significance as part of a healthy lifestyle. Teaching and Learning is mapped to ensure that children participate in a range of activities and evaluate their own performance. Through planning, with year group partners, ensures time is effectively managed to ensure that lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups over time.

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at St. Bert's is in accordance with the National Curriculum 2014 attainment target for each key stage. Individual lessons and units of work are planned to align directly and enable progress.