

ST ALOYSIUS' CATHOLIC JUNIOR SCHOOL
PHYSICAL EDUCATION POLICY

OUR MISSION STATEMENT

Through Jesus, we learn, love and grow together

INTRODUCTION

The physical education of our children is usually well advanced by the time they leave our school. They have learnt a great range of movements, together with a level of control over their bodies. At St Aloysius' Junior School we believe, that a good Physical Education curriculum will extend 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 the students 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, students should understand the consequences of the lack of exercise and the effects of improper uses of the body.

It also has established roots in the United Nations Convention on the Rights of the Child. Especially;

Article 28

Your right to learn and to go to school

Article 29

Your right to become the best you can be

Article 31

Your right to relax and play

Physical Education lessons can provide opportunities for work in other curriculum areas through the use of problem solving methods across its activities: Numeracy lessons for measuring distance, times, weights, and for explaining the concept of turning through angles. Language skills can also be reinforced and utilized in describing and analyzing their own and others' performances. The development of these skills is an integral part of this curriculum area.

The National Curriculum

In line with the National Curriculum for Physical Education published in September 2013 we aim to;

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

The above aims will be achieved by following a broad and balanced Physical Education curriculum which at times, is specifically cross curricular, eg Numeracy as already referred to in the introduction, Geography with Outdoor Activities, Science and the importance of exercise and a healthy diet on our bodies

P.E./Sport Specialist/Teacher will provide a broad Physical Education curriculum and it is imperative that a balance is achieved between

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

At Key Stage Two 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 recognize their own success.

Pupils will be taught to;

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- 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
- swim competently, confidently and proficiently over a distance of at least 25 metres.

TEACHING METHODS AND LEARNING STRATEGIES

- In order to implement a balanced curriculum, we will build on the past achievement of individual students.
- Plan for specific development in skills, knowledge and understanding so that pupils can be given appropriate tasks.
- Remove barriers to participation, ie children with special needs.
- Provide opportunities for individual students to experience success.
- Work is planned, differentiated and supported by the LCP scheme of work and other resources specific to the skills being taught.

Planning for differentiation will incorporate:

- Pupil groupings ie ability or mixed ability groups, paired or individual activities;
- Resources ie different equipment for different levels of ability;
- Pupil activity ie different group tasks, different student roles and responsibilities, different allocation of time and variations of pace within the lesson to meet the needs of different levels of ability;
- Other opportunities i.e. extra-curricula activities and club links.

RESOURCES

The Physical Education Subject Leader is responsible for liaison with the Head Teacher and the Financial and Personnel Committee regarding expenditure. A budget is set each year to buy new resources as they are needed.

The school will provide adequate and safe resources for Physical Education. They will be stored in the small storage room on the ground floor to the right of the outer door. The floor mats will be stored in the storage area at the rear of the hall.

The Physical Education/Sport Subject Leader will liaise with the P.E. & Sport Specialist to ensure resourcing of the subject is done in advance each year.

HEALTH AND SAFETY

The P.E. Specialist/teacher is responsible for safety in their own lessons and should, therefore be familiar with the procedures associated with the teaching of particular activities.

Discipline & Behaviour management

It is imperative that good discipline is maintained through out a Physical Education lesson. Students should always be aware of what is expected of them; the reason for that expectation and what will happen if instructions are not followed. The noise level in the Hall should always be such that the pupils can always hear/see the teachers' instructions or signals. Class Teachers should position themselves in the hall so that they are able to observe the whole class. They must be constantly watching the student's actions and never become focused intently on just one group of students and neglect the rest. Class teachers will use the house point system to encourage and praise the children for good behaviour.

Accidents

If an accident occurs during a Physical Education lesson, the teacher should ask all students to stop what they are doing so that full attention can be given to the injured child. Send the child to the office with another child, or if it is a serious injury send a responsible child to the office to obtain assistance. All members of staff have had at least one day of First Aid training.

Asthma/Medical Problems

Teachers need to be aware of pupil's medical conditions and take appropriate consideration.

The asthmatic pupils need to keep their inhalers at hand during a Physical Education lesson and they should be responsible for these themselves.

Damages

If any damage occurs to apparatus or equipment, this should be reported to the P.E./Sport Subject Leader who is responsible for checking the equipment regularly. (½ termly)

Handling Equipment

The P.E./Sport Subject Leader should advise staff on the correct procedures for carrying and storing equipment.

All children should be taught how to safely carry, set out and put away the equipment.

P.E. Kit

- ❖ All children must wear school P.E. kit (navy blue shorts/ tracksuits, navy blue/white t shirts and school sweatshirts)
- ❖ Children may wear trainers for outdoor P.E and Lunchtime games but must change back into school footwear when they return. For indoor P.E all children must have bare feet or trainers.
- ❖ Watches must be removed for P.E. and all earrings except small studs.
- ❖ Non-uniform items will be actively discouraged.
- ❖ Long hair must be tied back
- ❖ When individuals or teams compete against other schools they will be given a school sporting uniform to wear.

Accommodation

Children must work in a safe and suitable environment. This means that:

- Furniture should not be in the way of children in the hall.
- The floor should be clean and splinter free so that the pupils may work in bare feet for indoor work
- Outdoor surfaces should be clear and even.
- Floor markings should be sufficiently far away from fences and walls to prevent accidents

General Safety

Suitable and safe organization of apparatus will mean:

- Easily accessible gymnastic apparatus
- Guidance on lifting and carrying apparatus
- All Equipment and games apparatus should be returned and stored safely in the specific containers in our P.E. room adjacent to the playground.

Swimming

Safety and Emergency procedures for **St Pancras Leisure Centre** are known and practiced by Year 3 and 5 teachers when taking the pupils swimming.

TEACHING TIME:

We strongly believe that good physical education contributes significantly to a child's self esteem.

By establishing a habit of participation in enjoyable physical activity it will give them a high level of control over their bodies and will enable an understanding of the long term beneficial effects that exercise has over their different body systems.

Each week the pupils receive a minimum of 80 minutes weekly, however many of our pupils take up the added provision given to attend afterschool clubs to support their P.E. lessons. Swimming is provided for our Year 3 and 5 pupils. Each year group goes swimming for ½ the academic year.

PLANNING:

The scheme of work for each area of activity has been drawn up with the intention to provide a broad range of experiences for the children.

Year Groups have been allocated specific areas to focus on (see Scheme of Work)

Half-termly plans reflect the areas outlined in the scheme and are developed further by the **P.E./Sport Specialist**/class teacher in the weekly plan.

SPECIAL NEEDS

Wherever practicable, provision will be made for pupils with special educational needs where it affects their performance in P.E.

Teachers ensure that the tasks are differentiated so that all children will have opportunities to show what they know, understand and can do.

EQUAL OPPORTUNITIES

All children should be allowed access to and given confidence in the different activities involved regardless of their race, gender, age and ability.

We should create an environment in which all children learn to respect and value each other and each other's interests and abilities.

The planning of the curriculum needs to reflect the diversity and interests of the pupils, e.g. dance and games from different cultures,

ASSESSMENT:

Direct observation is the best way of collecting evidence.

The P.E./Sport Specialist/teacher should aim to observe and record the pupils' progress once a term against the following criteria:

Accuracy

Efficiency

Adaptability

Ability to do more than one thing at a time

Teamwork/co-operation

Agility

Stamina to sustain participation

Imaginative performance

OUTDOORS AND ADVENTURE ACTIVITY

Pupils in Year 6 take part in a week's residential visit to an Outdoor Pursuits centre.

EXTRA CURRICULAR ACTIVITIES:

Pupils from the school are regularly involved in local tournaments that are run by the CSSA. Pupils are also encouraged to take part in after school sport clubs that are offered by school and other local groups. These are organized by the P.E./Sport Subject Leader and P.E./Sport Specialist

SCHOOL DEVELOPMENT PLAN

P.E. is included in our school development plan and areas for development are identified and reviewed annually.

Monitoring the Policy

The Head Teacher and Senior Leadership Team will monitor the policy by regular reviews and observations.

The Head Teacher must publicise the policy and bring it to the attention of pupils, parents and staff at least once a year.

This policy was updated by Paul Romano the Subject Leader

This policy was agreed in the summer term 2016

Review and update by 2020

Signed.....

Chair of The SEND and Curriculum Committee

25th April 2013