

PE Policy - Maple Primary School

2014-2015



PE Philosophy

Here at Maple Primary School we are committed to delivering vibrant learning through an exciting range of physical activities and providing opportunities for competition, self-improvement and learning good team work, sportsmanship and self-discipline. Through dynamic teaching and valuable assessment for learning we aim to teach excellent quality PE and through this assist pupils to understand and live a healthy, active lifestyle.

Sports Pupil Premium Funding

The government has provided additional funding of £150 million per annum for academic years 2013 to 2014 and 2014 to 2015 to improve provision of physical education (PE) and sport in primary schools. This funding – provided jointly by the Departments for Education, Health and Culture, Media and Sport – was allocated to primary school headteachers. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

See our website for full details of how Maple has spent the Sports Premium funding:
<http://www.maple.herts.sch.uk/sport/index.html>

Rationale

This policy is a statement of aims and strategies for the teaching and learning of Physical Education at Maple Primary School.

As a policy its main purposes are:

- To enable structured and progressive developments in all areas of P.E.
- To provide equal learning opportunities for all children throughout the school.
- To encourage children to actively involve themselves in the maintenance of their own health, fitness and well-being.

Aims

- Teaching pupils to be more skilful in the ways to help them learn and develop.
- Developing habits leading to a healthy, active lifestyles and promote physical well-being.
- Helping pupils understand how the body responds to activity and to realise what they need to do to improve.
- Developing pupils' confidence in applying and adapting a range of skills in a variety of settings.
- Contributing to pupils' social and emotional development, by developing their self-confidence and self-esteem and promoting qualities such as commitment, fairness, tolerance, and sportsmanship.
- Developing the necessary skills to manage success in competitive and co-operative situations and also how to cope well with losing.

Teaching / planning

Staff keep medium and short-term plans in their planning folders based on the LCP scheme of work. In addition, the school has a number of resources which can be used to support this.

Challenge is very important within lessons; for children and staff. At Maple we ensure PE lessons are well differentiated for all abilities and all pupils are challenged to achieve their very best. Lessons are there to build on what the pupils already know, understand and can do. The teacher then identifies what pupils need to do next in order to improve and uses the curriculum documents in place to further leaning. This, like any other subject is shared with the child so they know their next steps to improve further. Staff also like to improve and challenge themselves. A variety of courses are on offer termly for staff to attend and learn new things / improve existing skills.

Children are taught the skills of physical development in line with the guidance from the 2014 National Curriculum. All classes are expected to do 2 hours a week of curriculum PE.

Foundation Stage / KS1

Children should:

- Develop fundamental movement skills, becoming increasing competent and confident in a broad range of opportunities.
- Regularly engage in competition – against themselves and against others.
- Take part in cooperative activities with increasingly challenging situations.
- Participate in team games, developing simple tactics for attacking and defending
- Apply the skills of running, jumping, throwing, and catching, as well as developing balance, agility and coordination, to a range of different activities and scenarios.
- Where possible be able to link skills to real life examples where they need them.
- Be physically exerted in PE to help lead a fitter, more active lifestyle.

<u>Year Group</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Reception	<ul style="list-style-type: none"> • Gymnastics / Coordination • Throwing / catching • Running / jumping • Coordination / hand-eye 	<ul style="list-style-type: none"> • Gymnastics / Coordination • Throwing / catching • Running / jumping • Coordination / hand-eye 	<ul style="list-style-type: none"> • Athletics based activities including races / competitions • Bat and ball skills

	skills • Dance	skills • Dance	
Year 1	<ul style="list-style-type: none"> • Gymnastics / Coordination • Throwing / catching • Running / jumping • Coordination / hand-eye skills • Dance 	<ul style="list-style-type: none"> • Gymnastics / Coordination • Throwing / catching • Running / jumping • Coordination / hand-eye skills • Dance 	<ul style="list-style-type: none"> • Athletics based activities including races / competitions • Bat and ball skills
Year 2	<ul style="list-style-type: none"> • Gymnastics • Throwing / catching • Running / jumping • Coordination / hand-eye skills • Dance 	<ul style="list-style-type: none"> • Gymnastics / Coordination • Throwing / catching • Running / jumping • Coordination / hand-eye skills • Dance 	<ul style="list-style-type: none"> • Athletics based activities including races / competitions • Bat and ball skills

KS2:

Children should:

- Enjoy collaboration, communication and competition with each other.
- Develop an understanding of how to evaluate and recognise their own success and work towards improving their own PBs (personal bests).
- Understand what they need to do to improve their own performance.
- Play competitive games and apply the principles of attacking / defending.
- Be physically exerted in PE to help lead a fitter, more active lifestyle.

<u>Year Group</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Year 3	<ul style="list-style-type: none"> • Gymnastics • Dance • Basketball • Football 	<ul style="list-style-type: none"> • Gymnastics • Dance • Tag rugby • Tennis 	<ul style="list-style-type: none"> • Swimming • Athletics • Rounders
Year 4	<ul style="list-style-type: none"> • Gymnastics • Dance • Netball • Tag rugby 	<ul style="list-style-type: none"> • Gymnastics • Dance • Hockey • Tennis 	<ul style="list-style-type: none"> • Swimming • Athletics • Rounders
Year 5	<ul style="list-style-type: none"> • Gymnastics • Dance • Netball • Tag rugby 	<ul style="list-style-type: none"> • Gymnastics • Dance • Football • Fitness 	<ul style="list-style-type: none"> • OAA (Gilwell) • Rounders • Kwik Cricket • Athletics • Swimming for those from Y4 who are unable to swim 25m
Year 6	<ul style="list-style-type: none"> • Gymnastics • Dance • Hockey • Football 	<ul style="list-style-type: none"> • Gymnastics • Fitness • Tag rugby • Badminton 	<ul style="list-style-type: none"> • OAA (IOW) • Rounders • Kwik Cricket • Athletics • Swimming for those from Y5 who are unable to swim 25m

Teachers use a variety of teaching methods during P.E., depending on the activity. Teaching Assistants are sometimes used in P.E. to assist children, including the Sports Apprentice. P.E. is taught by individual class teachers with some specialist teaching in PE for certain subject areas such as football and swimming, and for most extra-curricular clubs.

Swimming in KS2:

Children have weekly swimming lessons in Year 3 and 4, with the expectation of children being able to swim 25m unaided by the end of Year 4. If any children do not achieve this, we have now put in place provision for them to additional lessons in Year 5, and if necessary in Year 6, so they can meet this standard. We believe that this is a vital life skill and ultimately one that may save a child's life!

Assessment / monitoring

Pupils are assessed half termly / termly depending on the module of PE they are learning. The teacher will see how far they have come in achieving the objectives of the activity / sport. This is on top of the moment by moment, constant assessment that our staff are giving to children within the day to day lessons. All of this allows staff to take decisive action to ensure optimal learning.

The importance of a healthy, active lifestyle and the benefits of this are a regular part of our PE at Maple, supplemented by Science and PSHE learning.

Resources

There are a wide range of resources to support the teaching of PE across the school. The equipment is kept in the PE cupboard and is accessible to children only under supervision. The hall contains a range of larger apparatus and the children are expected to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school grounds for games and athletics activities. The local swimming pool is used for swimming lessons.

Health and Safety

Health and Safety issues in P.E. include the following guidelines to teachers:

- Check that equipment is safe and suitable for use on the particular day you use it.
- Ensure there is adequate supervision and that discipline is good.
- Pupils should be taught to understand the need for safe practice in physical education and how to achieve this.
- Pupils should be set only work that they are sufficiently competent to cope with.
- Clothing – suitable, so presents no hazard, bare feet indoors (unless games played which might injure bare feet), nothing to get caught, hair tied back, jewellery/watches removed.
- Expectation that the teacher will dress appropriately for all PE lessons to avoid injury and promote good practice.

Extra Curricular Clubs:

The range of extra-curricular clubs on offer allows our children to have access to a multitude of different sports and activities ensuring that children have access to a range of sporting activities and competition. These opportunities alongside competitions and tournaments entered throughout the year foster a sense of pride in the school, team spirit and co-operation.