



Overleigh St Mary's CE Primary School PE Policy

Signed by:

_____ Headteacher

Date: Summer 24

_____ Chair of Governors

Date: Summer 24

PHYSICAL EDUCATION AND ACTIVITY CURRICULUM POLICY

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RATIONALE

Overleigh St. Mary's believes that PE is essential to the development of the whole child – academic, social, emotional, spiritual and physical. The school believes that PE experienced in a safe and supportive environment makes a vital and unique contribution to pupil's physical development. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self esteem.

A balance of individual and team, co-operative and competitive activities will cater for each pupil's abilities and preferences. The programme is flexible with varied teaching styles which endeavour to provide appropriate stimulating and enjoyable learning situations for all pupils.

The PE programme promotes an understanding of the benefits of exercise through a balanced range of activities and it is a vehicle to facilitate links to cross curricular skills rather than a subject solely concerned with the acquisition of motor skills and techniques.

AIMS

Physical Education is a foundation subject within the National Curriculum and provides a basis for us to deliver a broad balanced and differentiated PE programme, which helps us to fulfil our main aims which are:-

- 1 To build enthusiasm for lifelong physical activity by providing good physical development and a healthy lifestyle both within and outside curriculum time.
- 2 To develop social co-operation and positive attitudes and to compete with a sense of fair play.
- 3 To build self-esteem through physical confidence.
- 4 To promote and develop safe practice in physical activities.
- 5 To teach a wide variety of skills and provide opportunities in which to practise and develop these skills.
- 6 To provide equal opportunity for all children regardless of race, gender, background, or ability and to provide a PE programme for children with special needs.
- 7 To allow children to plan, perform and evaluate in a range of physical activities.

- 8 To provide opportunities for all children to achieve their full potential.
- 9 To encourage and develop cross-curricular skills.
- 10 To provide the opportunity for creativity.
- 11 To provide relevant in-service training opportunities for all those leading physical activity sessions.

THE SCHOOL

All teachers take their own classes for PE weekly, unless covered by an alternative member of staff for PPA.

The PE Co-ordinator is responsible for:-

- 1) Completing and updating the PE Policy.
- 2) Organisation, care and ordering of PE equipment
- 3) Making decisions about INSET provision.
- 4) Planning the PE programme and revising the units of work.

PE KIT

In order to set an example for the children, staff are expected to change into suitable clothing for the PE lesson e.g. jogging bottoms and trainers etc.

Children's PE kit is set out in the school prospectus.

DIFFERENTIATION

The short-term planning of PE units of work addresses the ever-present need for differentiation. Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used. Here the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into single progressive stages, to be addressed as appropriate.

In games, differentiation is achieved through choice and use of appropriate apparatus and group sizes.

For the small proportion of children who may need more appropriate and specialised provision, teachers recognise that they need not necessarily teach rigidly within the progressions of study for each Key Stage. Indeed in order to enable these individuals to progress and demonstrate a degree of achievement and success, teachers may feel that they wish to select material from different Key Stages and present it in a suitable context for the child's age.

Achievement is possible for all children.

SPECIAL NEEDS PROVISION

Children with special needs have an entitlement to a broad and balanced PE programme which is relevant to their needs. This is done by matching tasks and

resources to the needs of the pupils by the following the STEP programme strategies: -

- learning skills are broken down into small achievable steps
- adapting and simplifying tasks so success can be achieved
- presenting an activity slowly and clearly
- demonstrating an activity
- encouraging work with a sympathetic partner
- adapting equipment to meet the specific needs of the child.
- classroom assistants help individual children with a one-to-one partnership.

EQUAL OPPORTUNITIES AND INCLUSION IN PE

All pupils are given access to the full PE Curriculum regardless of gender, race, ability, disability or cultural background. There are equal opportunities for both boys and girls to participate in all areas of the PE Programme and to join the extra-curricular activities.

EXTRA-CURRICULAR

Overleigh St Mary's offers a wide range of out-of-school hours activities which are run before school, at lunchtimes and after school by teachers, classroom assistants, parents, midday supervisors and coaches. During the year the activities on offer include Basketball, Football, Gymnastics, Judo, Netball, Playground Games, Rounders, Multi skills, Tag Rugby, Dodgeball, and Handball

These clubs are a valuable part of the life of our school and a useful supplement to the National Curriculum. All pupils are encouraged to join, no matter what their ability.

LINKS WITH THE COMMUNITY

Links continue to be established and developed with the wider sporting community which includes:

Cheshire School Sports Provider (SSP)
Cheshire School Sports Association (CSSA)
Cheshire Phoenix Basketball Club - coaching KS2 workshop
Chester Community Trust – coaching KS1 & KS2 children.
West Cheshire Athletics Club organising cross country events and Indoor and Outdoor Athletics events.
Chester City Swimming Club organise galas and water safety events.
Judo coach runs a Judo club.
Chester Cricket club.
Kixx – After school clubs and term clubs

PHYSICAL RESOURCES AVAILABLE FOR PE

- 1) The areas available for PE are the Gymnasium, Hall, Playground, Tennis/Netball Courts and Playing Fields.
- 2) We have a wide range of gymnastics equipment available which includes fixed apparatus of climbing frames, wallbars, ropes, beams and moveable

apparatus such as trestle tables, a movement table, a box, a buck, a horse bench and mats.

- 3) We have a range of musical apparatus and percussion instruments for dance and we have a large variety of games apparatus.
- 4) We have a range of adventure equipment playground markings and outdoor basketball and netball rings.
- 5) We have an outdoor agility and fitness trail.

NON-PARTICIPANTS

- 1) Children who do not do PE for medical reasons must produce a note from a parent/guardian or doctor stating the reason. If children are excused they watch the lesson to keep up with the progress of the class. If it is appropriate the child is also set work to do.
- 2) Children who fail to bring correct clothing for PE will not be excused from the lesson. Spare PE kits are obtainable from staff and if there is persistent forgetfulness, notes are sent home to the parents reminding them of the correct clothing required by their child.

HEALTH AND SAFETY FACTORS IN PE

- 1) Staff and children must wear suitable clothing for PE (as stated previously)
- 2) All watches and jewellery must be removed for PE and swimming
- 3) Long hair should be tied back
- 4) Children should work in a safe and suitable environment
 - a) The hall should be free of unnecessary furniture if used for dance or indoor games
 - b) Outdoor surfaces for playing games should be free from loose stones or holes in the grass surfaces.
- 5) A suitable and safe organisation of apparatus will mean:-
 - a) Easily accessible gymnastic apparatus (spread around the gymnasium to allow for its safe and efficient handling).
 - b) A Whole School Policy for lifting and carrying apparatus.
 - c) Games apparatus is stored in locked PE storage rooms near to the exit of the changing rooms.
- 6) The procedure for dealing with an accident:-
 - a) If it is a minor accident it is dealt with on-site by the teacher in charge of PE.
 - b) If the accident is more serious then a fully qualified First Aider will be called.
All staff have a First Aid Emergency Certificate.
All accidents are recorded in the accident book in the medical room.

PLANNING THE PE PROGRAMME

The schemes of work for each area of activity in PE are based on the National Curriculum programmes of study and have been developed in order to ensure continuity, development and progression.

- a) The teaching/learning objectives have been discussed and approved by all the staff.
- b) Using a long-term planning grid, progressive PE work has been identified for each group. This is planned to show progression and development from the previous year and throughout the present year.
All the year sheets assembled together show the progressive development and continuity of each Area of Activity throughout KS2.
In the same way progression is ensured from Early Years to KS1 to KS2.

PHYSICAL DEVELOPMENT IN EYFS

PE is part of the physical development area of learning in the Foundation Year and is planned for weekly and in the medium term under that heading. The planning also involves assessment and is recorded on the weekly plans.

Physical development at this stage is concerned with improving skills of:

- Co-ordination
- Control
- Manipulation
- Movement.

It also helps children to become confident in what they can do, therefore they feel healthy and active.

The children are given opportunities for physical development both indoors and out. They use the garden, the playground, the hall and the gym for their activities.

They are provided with a range of resources: outside hoops, balls, plastic shapes to run in and out and with which to create their own physical challenges. Children with physical disabilities are given extra support.

The work in the gym involves use of large and small apparatus kept in the gym PE store.

Skills being taught at this foundation stage are the ability to:

- Move with control and coordination.
- Travel by balancing and climbing.
- To be aware of space.
- To be aware of themselves and others.
- Use a range of small and large equipment.

This work is based on Curriculum guidance for Early Learning Outcomes.

KEY STAGE ONE

The prime objective for PE in the infant department of this school is to provide the young child with a stimulating environment in which he/she will be encouraged to increase his/her experiences both in and through movement. At Key Stage One

PE should develop from children's free play into more purposeful, planned and skilful activity.

Movement of a functional nature with or without apparatus will lead naturally to body management and games skills whilst movement of an expressive nature will be the forerunner of dance, drama and mime.

Pupils' response to commands and directions in these early years will initiate desirable codes of conduct relating to self-expression and use of apparatus. Children in the infants will be provided with learning experiences in the six main areas of gymnastics, games, dance, athletics, net and wall and striking and fielding.

KEY STAGE TWO

In Key Stage Two the children's skills and confidence will be further developed through structured learning experiences which include gymnastics, games, dance, net and wall, striking and fielding, athletics, outdoor and adventurous activities and swimming (in year 5 and 6).

The emphasis will be on developing movement appreciation and an awareness of the body to surroundings and other people. Children will take part in activities which require and promote initiative, self-reliance and self-discipline. Importance will also be placed on the elements of enjoyment and satisfaction through a sense of achievement.

ASSESSMENT RECORDING AND REPORTING

Pupils progress in PE will be assessed using the attainment targets of the National Curriculum.

The main way of gathering evidence and assessing actions in PE is made through a continued process of observation by the teacher. This is an informed assessment based on knowledge of the pupil and the content of the work. Appropriate skills and activities have been identified for assessment following agreed criteria, and judgements are made on the ability of children to plan, perform and evaluate in PE.

Evidence of knowledge and understanding is also gathered by using the strategy of question and answer and the assessment of pupil's powers of evaluation can be made through comments on demonstrations or through reciprocal teaching.

This evidence can be collected as a result of stimulating the child's natural instinct to learn through a variety of teaching and learning strategies.

Formal assessment is carried out at the end of each year using the assessment sheets in the Cheshire Scheme of Work. Parents are informed of their child's progress in the annual report.

SUBJECT REVIEW

This Policy Document is intended to be a comprehensive guide to the school PE Programme, and periodic revision of topics and units of work will be conducted at regular periods to ensure its continued validity.

