

St. Winefride's Catholic Primary School



PE and Games Policy

Mission Statement



Welcome to St Winefride's where we come together to learn, laugh, listen, live and love in the presence of Jesus.

At our school, we believe that everyone is valued as a unique gift from God.

We work together to create an engaging learning environment, where all children are challenged to achieve their full potential.

At St Winefride's catholic Primary school, we recognise in everyone, the dignity and beauty of the person, made in the image and likeness of God. We value each individual and respect them regardless of their background and circumstances because they are our brothers and sisters in the family of God, and we are called to love and value everyone.

Rationale

Physical education develop children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children, of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable our children to make informed choices about physical activity throughout their lives. PE gives all children irrespective of ability, age or gender, opportunities for participation, observation, enjoyment and success.

Aims

- Enable children to develop and explore physical skills with increasing control and co-ordination;
- Encourage children to work and play with others in a range of group situations;
- Develop the way children perform skills and apply rules and conventions for different activities;
- Increase children's ability to use what they have learnt to improve the quality and control of their performance;
- Teach children to recognise and describe how their bodies feel during exercise;
- Develop the children's enjoyment of physical activity through creativity and imagination;
- Develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
- Encourage and develop sportsmanship, a sense of fair play and experience of being part of a team;
- Apply skills learnt across a range of sporting activities;
- Think strategically and thoughtfully when playing invasion games or working as a team;
- Promote health and fitness through developing a high standard of physical ability for all pupils.
- Display our core values of 'Excellence, Respect, Happiness, Resilience, Compassion and Faith when engaging in physical activity.

Teaching and Learning

At St Winefride's, we aim to provide all children with equal opportunities to participate in a wide range of activities both within and outside curriculum time. This gives all children access to a broad and balanced programme, which provides the opportunity for them to meet national expectations outlined in the PE National Curriculum. Activities covered include dance, gymnastics, swimming, athletics, OAA and adventurous activities (during residential visit).

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers/ Professionals draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other.

In all classes, there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We want all children to take ownership for their physical and mental health through engaging in high quality Physical activity lessons.

We plan the PE activities 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 planned progression built into the Physical Education lessons, so that the children are increasingly challenged as they move up through the school.

Dance – through dance, the children should be encouraged to respond to a range of stimuli; plan sequences and actions; perform these actions; perfect and evaluate them. As the children progress through school, their experience of dance should allow them to communicate effectively through movement, creating and performing sensitively as well as performing a variety of steps and styles of dance. A variety of dance stimuli may be used and if possible linked to a particular theme. Specialist dance teachers may work in school with a certain year group or group of children, linking work to topic/ other areas of learning in the curriculum whilst developing the Age related skills for this group of children. All children receive quality first teaching in dance throughout the year.

Gymnastics – through gymnastics, children should be taught to plan, perform and evaluate their movements. They should be encouraged to appreciate the need for improvement and practice. Within KS1, the emphasis should be on simple sequences both on and off apparatus. The children should progress to developing more complex and refined sequences using a range of equipment, competently and safely. It is hoped that children will begin to carry own equipment and understand need for working safely with others. Specialist gymnastic teachers may work in school with a certain year group or group of children, linking work to topic/ other areas of learning in the curriculum whilst developing the Age related skills for this group of children.

Games - children should be allowed to participate in a range of games and be given an equal opportunity in the use of all equipment.

KS1 children should be concentrating on developing their own individual skills in throwing, catching, kicking, running, jumping, hitting, striking and receiving; moving on to working with a partner or within a small group.

KS2 children will develop in the teaching of games and will involve further skills, practise and progress towards small-sided games. This will allow for individual/team skills in the following areas:-

- Striking and field games
- Net/wall games
- Invasion games

Swimming – is available for all children in Year 2 and all classes in KS2 at Neston Recreation Centre, where possible. These sessions are led by qualified swimming instructors at the centre. We aim for Year 3 to attend a block of swimming sessions in Autumn and Spring term. Years 2, 4, 5 and 6 receive a block of 10 swimming sessions throughout the year. The instruction is shared between qualified swimming coaches; teacher; teaching assistant and

support assistants at the swimming centre. As children become more proficient, attention is given to stroke technique. Children need to be aware of acceptable code of behaviour and practice both in and out of the pool. (Please refer to Swimming Policy).

Athletics – can be taught to both KS through games where running, jumping and throwing activities are included in games lessons. Throughout KS2, more specific athletic skills are taught; these athletic skills are applied in the KS2 Sports' Day in the Summer Term. Mr Mills (specialist PE Teacher) delivers Athletics to children in KS1 and KS2.

Outdoor Adventurous Activities – throughout the school, children should be taught how to follow, give directions and respond safely in a variety of situations. However, it will not be taught as a specific area of activity until KS2. The annual residential visits for Year 6 and Year 4 provide opportunities for problem solving activities outside school environment and allow children the chance to experience a greater range of activities. The Conway Centres – Art and Outdoor Education Group – carry out detailed risk assessments of adventurous activities provided by their instructors. All adventurous activities are led by staff who are fully trained and regularly assessed by appropriate bodies.

The Early Years Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Cross- Curricular Links - Where possible links are made between PE and other Curriculum subjects.

Enrichment - Our PE curriculum is enhanced by specialists from external sporting agencies, who offer teaching of Sports that the children may not have encountered such as 'Lacrosse, fencing, Quidditch.'

Resources

All large apparatus is to be found in the hall. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children 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 field for games and athletics activities and the local swimming pool for swimming lessons.

Special Educational Needs and Disabilities

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Possible strategies employed to ensure this include:

- Modifying activities, e.g. rules, play area, equipment used.
- Setting differentiated activities.
- Where necessary provide an alternative activity.
- Ensuring that children use any required medication, e.g. asthma inhalers.

Every attempt will be made for all children to participate as far as they are able. Where necessary, support staff will be used to provide added support and give confidence to the child.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. When engaged in PE, children are expected to behave in a considerate, responsible manner, showing respect for others.

Appropriate clothing must be worn for all activities. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery, even stud earrings, is to be worn for any physical activity. Any child with shoulder-length hair or longer is expected to wear a swimming cap.

Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also participates in regular competitions with other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. Some of these extra-curricular activities are provided by outside Sporting Agencies who specialise in a particular area as well as members of staff at school. (Mr Mills and Premier Sports).

Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. These records enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and, if appropriate during Parents' Evenings. Outside agencies working with the children record their progress on the portals and these are shared with staff.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the headteacher reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE lead, along with SLT, is responsible for allocating funding for PE to the needs of the school at that time.

Agreed by the policies committee – Tuesday 22nd March 2022.

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