



## **St. Andrew's Church of England (VC) Primary School**

### **Physical Education Document**

#### **Rationale:**

At St. Andrew's Primary School it is our vision for every child in our school to have

- \* positive self-esteem through inner confidence and strength
  - \* creativity of thought within a life-long passion for learning
  - \* excellence, high personal achievement and the experience of success
  - \* a set of values by which to live
  - \* an enjoyment of childhood
- .... developed within a caring Christian environment.

This document has been prepared in consultation and discussion with all teaching staff, together with the Governing Body, at St Andrew's Church of England (VC) Primary School.

It has been produced for all teaching staff, non-teaching staff, school governors and LA advisors.

#### **Purpose:**

Physical education develops the 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. Physical education promotes an understanding in children of their bodies in action. It provides children with opportunities to apply a variety of different skills and promotes positive attitudes towards a healthy lifestyle.

#### **Aims:**

- To enable children to develop and explore physical skills with increasing control and co-ordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children perform skills and apply rules and conventions for different activities;
- To increase children's ability to use what they have learnt to improve the quality and control of their performance;
- To give children an understanding of the different elements of physical fitness and different types of training used to achieve these;
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

#### **Spiritual, Moral and Cultural development:**

Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well; but also encouraging children always to do their very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure; and treating team mates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

#### **The PE Curriculum:**

In the Reception Class, opportunities will be provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity will last at least 2 hours each week.

Pupils in both KS1 and KS2 will engage in lessons of high quality PE each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum

content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. Children's experiences will also be enriched through opportunities for outdoor and adventurous activities. A range of resources may be used to support progression across the curriculum including: TOP sport resources, Val Sabin PE Scheme, RCS Scheme, PE Core Activities and specialist coaching sessions for different sports. Additional opportunities for movement and physical activity may include; The Golden Mile, Fitter Future, Take Ten among others.

### **Swimming:**

Swimming lessons will take place during the summer term. During the first week, all Year 3 children will be assessed by the swimming coaches. Those unable to confidently swim 25m using a range of strokes will continue to attend swimming sessions throughout the half-term. At the end of each half term, children will be assessed again. As well as Year 3, children from Years 4, 5 and 6 who have previously not passed the 25m assessment will attend swimming lessons. Children will have a final assessment at the end of the summer Term. Those children who are confident swimmers will be offered the chance to be taught life-saving skills.

### **Earrings in PE/Swimming:**

Earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before school on a PE day. If there are exceptional circumstances which prevents this from being possible for a defined period of time, parents should provide a letter explaining the reasons and the date from which earrings can be removed. During this period the earrings will be made safe using micropore tape.

### **Clothing/Safety:**

In order to to minimise the risk of injury:

- children should dress in shorts/ tracksuit bottoms and t-shirts.
- children will work in bare feet for all indoor and apparatus work.
- plimsolls or trainers are worn for outdoor games, together with tracksuits if cold.
- jewellery is not to be worn..
- long hair should be tied back and rigid headbands should be removed.
- children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by a teacher before use.

### **Curriculum Differentiation:**

The school uses the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example, with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats

P = change the people, e.g. size of the groups

### **Staffing/Staff Development:**

Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. It is intended that all staff will take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. It is further intended that staff should be comfortable and competent in the area of activity being taught. Where additional support is required this will be provided by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses will provide feedback and disseminate information/learning.

### **Extra-Curriculum Sporting Opportunities:**

Varied extra-curricular activities (both competitive and non-competitive) compliment and supplement the range of activities covered in curriculum time. The planned programme reflects a breadth and balance across the national curriculum areas of activity, including dance, games and athletics. A range of interschool fixtures, tournaments and festivals within the Herts and Ware Schools Sports Partnership will be participated in. A documented timetable of clubs and events will be

published at the beginning of each term, and this together with the school's weekly newsletter and the PE notice board will raise awareness about extra-curriculum opportunities generally.

**Records and Assessment:**

Assessment for learning will be made through short term (daily/weekly) observations of children's work, through discussion with the children, and through their own self-assessment. Assessment of learning will be made through medium term (summative) assessments and longer term (formative) assessments.