

# **ST EDMUND'S CATHOLIC PRIMARY SCHOOL**

*Consideration, Care and Courtesy*

## **PHYSICAL EDUCATION POLICY**

### **PURPOSE OF STUDY**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **AIMS**

The national curriculum for physical education aims to ensure that all pupils:

- 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.

### **ATTAINMENT TARGETS**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **SUBJECT CONTENT**

#### **Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

#### **Key stage 2**

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 recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

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- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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.

## Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

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## **PROCEDURES**

### **SCHOOL POLICY STATEMENT FOR KEY STAGE 1 AND 2**

The following elements are the basic components of the Physical Education we aim to provide in school:

1. **Physical Activity:** Where children will be taught how to be physically active and to develop their personal fitness. By expressing themselves through actions; to have knowledge of relevant equipment and to develop whole body movement with flexibility, strength and endurance.
2. **Independence:** Where children will become independent learners through solving problems and evaluating and modifying their work. By developing their skills through repetition and practice and being able to work co-operatively with self-discipline.
3. **Positive Attitudes:** Where children will develop the concepts of fair play, success and failure relating to both independent activities and cooperative games. Where they are aware of the effects of their actions, and their own and others' strengths and weaknesses. Children will develop as confident learners who enjoy physical activity.
4. **Safe Practice:** Children should develop an awareness of safety with regard to themselves and others, in relation to the preparation of equipment, response to instructions; posture, clothing and personal hygiene.

### **EQUAL OPPORTUNITIES**

The Educational Reform Act gives children entitlement to all areas of the National Curriculum, including P. E.

Sanctions should therefore not be used which would affect a child's participation in P.E. However, if a child's behaviour or action is considered by the teacher to be a danger to either themselves or others then, for reasons of safety, that child will be withdrawn. The child, where possible, should continue to observe the lesson.

Each child will have the opportunity to fulfil their own potential. A wide range of extra - curricular activities exist to extend and develop specific skills and this may include selection for school team events. Written or verbal permission will be obtained from parents or guardians for such occasions.

### **ASSESSMENT AND RECORDING**

Assessment will be carried out according to the requirements of the National Curriculum. The end of Key Stage statements for Assessment at Key Stages 1 and 2 include the following statements of attainment:

#### **KEY STAGE 1**

Children must be able to:

- a) Plan and perform simple actions and sequences, safely.
- b) Practice and improve performance.
- c) Describe what they are doing.
- d) Know the effects of exercise on their body.

#### **KEY STAGE 2**

Children must be able to:

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- a) Plan, practise, improve and remember more complex sequences.
- b) Perform effectively, and make quick decisions.
- c) Respond safely as individuals and in groups.
- d) Swim unaided 25 metres.
- e) Evaluate self and peer performance.
- f) Keep up energetic activity and understand the effect it has on their bodies.

## **SPECIFIC REQUIREMENTS FOR KEY STAGES 1 AND 2**

The elements of Physical Education that children should experience in our school are:

- a) Athletic Exercises
- b) Dance
- c) Games
- d) Gymnastic Activities
- e) Outdoor and adventurous activities
- f) Swimming

## **SCHEMES OF WORK**

It is essential that each teacher follows the particular schemes for their year group in order that maximum continuity and progression is achieved throughout the school.

## **SPECIFIC LESSON PLANS**

These are outlined in the Framework documents for Physical Education and supplementary material produced by WLSSP. Guide manuals for games and gymnastics, (located in the staff room). These materials are recommended to complement the implementation of their P.E. Schemes.

## **THE PHYSICAL EDUCATION LESSON**

Below is a general outline for the basic Physical Education lesson.

Each lesson should include:

- a) Warm up
- b) Opening activity
- c) Individual work - main theme
- d) Pair/group work - main theme (if applicable) with or without apparatus
- e) Conclusion - could be a sequence or a small game
- f) Warm down

## **IMPLEMENTATION OF THE NATIONAL CURRICULUM FOR PHYSICAL EDUCATION**

Children will experience a developmental programme of Physical Education, which includes the elements required to achieve success in Key Stage 1 and 2 assessments.

This will be promoted through:

- **Athletic Exercises** - The children will experience all the requirements of the athletic component whilst addressing the other areas of the Physical Education curriculum (i.e. elements of athletics appear in the gym and games components).

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- **Dance** - It should include elements of quality, control, interpretation and communication, through expressive movement. It should include variations in shape, direction, speed, level, tension and continuity. Patterns of movement should involve stepping, twisting, turning and rhythm.

In this way, dance can contribute to development in the following areas:

Artistic and aesthetic.

Cultural

Personal and social.

Physical Education, health and fitness.

Cross-curricular learning.

- **Gymnastics** - In this school the emphasis will be on Educational Gymnastics, where children are given a task and determine their own movements to meet that task's requirements. The teacher's role is to improve a child's natural movements e.g. jumping, rolling, balancing, and climbing, in terms of quality and control, with specific reference to:

Type of activity - run, jump, rock, step, twist.....

The body - what it does or is working on

Body weight management

Apparatus

Personal space; width, symmetry, height; direction; general direction i.e. forward, up; levels; high, medium, low; time; stop, start, quick, slow.

- **Games** - The use of the Top Sport games resources in Key Stage 1 promotes the development of minor games in P.E. lessons. In Key Stage 2, team games are developed building on the skills acquired in K S 1. Games should promote the following experiences for all pupils:

Practice of skills.

Co-operative learning.

Self-esteem.

Skill acquisition.

Sense of fair play.

Experience of success and failure.

These should include:

a) Individual practice.

b) Direct and less direct instructions.

c) Partner and group work.

d) Varied games.

e) Movement off the ball.

f) Experiment and expression.

- **Outdoor and Adventurous** - Although this is seen to be addressed mainly by visits; e.g. on residential weeks, it must also be taught in Key Stage 1. This can be achieved through simple orientation games and, especially in summer, should include maximum use of the school's grounds. Digimaps provides a range of resources for orienteering activities.