



ST THOMAS OF CANTERBURY CATHOLIC PRIMARY SCHOOL

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PHYSICAL EDUCATION POLICY

Person Responsible:	P.E. Leader
Date Adopted:	December 2001
Date of last review:	Autumn 2014
Date of next review:	Autumn 2016

MISSION STATEMENT

God's love is at the heart of our Catholic School Community. We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves. We will encourage everyone in our school family to do the best they can.

POLICY STATEMENT

This policy document is a statement of the aims, principles and strategies for the teaching and learning of Physical Education (PE) at St. Thomas of Canterbury Catholic Primary School.

It incorporates the broad aim of the school whereby children are encouraged to develop their interests and abilities to the full to promote development of the whole child.

WHAT IS PE?

Physical Education is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in games, gymnastics, dance, athletics, outdoor and adventurous activities and swimming.

We believe it is important that children should be given the opportunity to experience a broad and balanced PE curriculum, which is progressive, stimulating and challenging.

AIMS

Our aims in teaching are that all children will:

- Be physically active and find enjoyment in physical activity.
- Find a lasting sense of purpose, achievement and fulfilment in physical activity.
- Develop physical skills, habits and interests that will promote a healthy lifestyle and good posture.
- Understand and appreciate the value of the contributions of others, whatever their level of ability, or social or cultural background.
- Learn how physical exercise affects the body
- Understand the need for safe practice in the physical activities and know how to achieve this



PRINCIPLES OF THE TEACHING AND LEARNING OF PHYSICAL EDUCATION

PE is a foundation subject on the National Curriculum. The fundamental skills, knowledge and concepts of the subject are organised into six areas of activity:

- Games.
- Gymnastic activities
- Dance
- Athletic activities.
- Outdoor and adventurous activities
- Swimming

The Foundation Stage will participate in physical activities designed to enable children to

- move with confidence, imagination and in safety
- move with control and co-ordination
- show awareness of space
- recognise the importance of keeping healthy
- use a range of small and large equipment

PE is important because:

- Physical endeavour is a pleasurable activity which can provide challenge and fulfilment throughout life
- Habits of exercise contribute to a healthy lifestyle
- Knowledge and understanding about all areas of physical activity heightens spectators' appreciation and enjoyment of activities and contributes to cultural understanding
- It encourages the children to develop social skills and the need for co-operation through paired and team activities.

STRATEGIES FOR THE TEACHING OF PHYSICAL EDUCATION

The PE curriculum is organised on a subject basis and is the most firmly timetabled element of the curriculum because of the need to use the Infant and Junior Halls and outdoor space. PE is taught throughout the school year but not all areas of activities are covered each term. Within this framework, each class

- Ideally spends approximately 1 hour and 45 minutes on Physical Education, covering games, gymnastics, dance, swimming and athletics
 - **KS1/Foundation Stage:** 2 hall times: 1 ¼ hour – gym, games, athletics or swimming and ½ hour – dance
 - **KS2:** 2 hall time: ¾ hour – gym, dance and ¾ hour for outdoor activities
- Outdoor activities in school include adventure and environmental activities, and are further developed during the residential visits, in which all children are encouraged to participate in three of their four years at Junior School.
- Qualified teachers at the local sports centre (Spectrum) teach lessons lasting 30 minutes to give children for years 1, 2, 3 and 4 tuition in swimming for at least 1 term.
- Cross curricular links are made where possible.

The predominant mode of working in PE is co-operative group work, although individual work and class teaching are used where appropriate. For gymnastics and dance, the children remain as class groups, whilst in games; the children are sometimes mixed across their year group. Within this structure of teaching. Groups may be of mixed or similar ability. Relevant discussion is encouraged

There is specialist teaching of PE in all year groups

Parent helpers and experts are used in PE to assist

- in sports activities by accompanying teams to matches
- in accompanying children to the swimming pool
- In extra-curriculum activities when working alongside the teacher or experts in the field responsible for the activity.

The teaching of PE in this school is based on the QCA documents supported by Commercial Schemes of work. The child works towards achieving the Early Learning Goals.

- Extra resources for planning are available in Teachers Resources in the staff room.
- Equipment for use in PE is centrally stored in the PE sheds. The keys are held by the PE coordinator.
- Collection and returning equipment must be supervised by an adult

HEALTH AND SAFETY IN PHYSICAL EDUCATION

Health and safety issues in PE include

- Teachers training in basic first aid.
- The use of equipment, apparatus and techniques in accordance with health and safety requirements
- Appropriate storage of equipment and apparatus
- Teaching pupils to understand the need for safe practice in physical activities and how to achieve this
- In addition to the school grounds on site, the school uses another sports field, Greencroft, which is off site. Teachers will take a first aid kit and the school's mobile phone when using this facility.

GENERAL PE RULES.

The school PE kit colours

Cambridge blue 'T' shirts (with St. Thomas of Canterbury logo)

Navy blue cotton shorts (available from school)

For games, dark school tracksuits may be worn according to the weather and for field games football boots or a change of trainers should be worn.

- In dance and gymnastics, the children work barefoot
- Long hair should be tied back (hard hair bands must not be worn).
- In the interest of Healthy and Safety, all jewellery and watches to be removed (by the pupil) before any lesson, and placed in a valuables box. The school will not be held liable for any loss or damage to these belongings.

- Children who don't participate in PE will still be involved in the lesson, by observing and commenting, recording safety points etc.,
- Any child who is unable to participate in PE should bring a letter from home and give this to the PE co-ordinator.
- Children should be encouraged to treat mats as apparatus
- Teachers should wear trainers (not shoes) or bare feet when teaching PE and clothes that are easy to move round in

Children who fail to bring the correct PE kit for a single lesson will have a reminder written in their homework diaries. On a second and third occasion a letter will be sent home by the teacher. If this happens on a fourth occasion, the children will be sent to the Headteacher.

Children representing the school at football or netball will be provided with a school strip.

RULES FOR THE INFANT AND JUNIOR HALL

Children should

- Enter and leave the halls in a calm manner.
- Put their plimsolls or trainers to the side of the halls
- Work in a quiet and controlled manner
- Think about individual safety for other people's safety
- Carry equipment with care

MATS & BENCHES

Infant School – 4/6 pupils to a mat

Junior School – 4/6 pupils to a mat

Other equipment - appropriate numbers for the weight and size

NB: No equipment should be moved without a teacher present.

EMERGENCY PROCEDURES

If an accident occurs in a PE lesson, the teacher should ensure that the rest of the class wait in a calm and controlled way, away from the apparatus, whilst the injured child is being dealt with. Two children should be sent to the school office to inform them that an accident has occurred and a trained first-aider is required. Teachers carry an 'assistance required' card and this should be given to the children to take to the office.

In the event of an accident happening at Greencroft, the teacher(s) will apply basic first aid and contact either the school or the emergency services for back up, as required.

PROGRESSION AND CONTINUITY

Planning in PE is a process for the PE co-ordinator. Schemes of work are being developed and will be continually reviewed by the co-coordinator. Termly and weekly plans are drawn up by the PE co-ordinator and monitored by the Headteacher. Staff meetings may be used to discuss issues arising from the PE curriculum and to ensure consistency of approach and of standards. Inset workshops are used to support colleagues in their teaching of PE.

The Role of the PE coordinator is to

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity throughout the school
- Monitor progress in PE and advise the Headteacher of action needed
- Take responsibility for the purchase and organisation of resources for PE
- Keep up to date with developments in PE and disseminate information to colleagues as appropriate
- To teach all PE lessons

Feedback to pupils about their own progress in PE is achieved through discussion between child and teacher in the context of the PE lessons.

Assessment for learning

- Assessment guidelines are in place for PE.
- Formative assessment is used to guide progress of individual pupils in PE. It is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:
 - Practical tasks directly observed by the PE co-ordinator
 - Small group discussions related to a practical task
 - Specific assignments for individual or groups of children
 - Discussions in which children are encouraged to appraise their own work and progress
- The PE coordinator will follow assessment for learning guidelines

Reporting to Parents is done annually through a written report as part of the Record of Achievement. Report in PE will focus on each child's:

- Control, co-ordination and mobility
- Skill and confidence in a range of physical activities
- Awareness of the physical capabilities of the body
- Co-operative skills

Links with other agencies enrich the PE curriculum. These include:

- Participation in local sports competitions and matches with other primary schools.
- Visits from, and liaison with, professional dancers and sports players
- Links and visits to and from St. Peters Catholic Secondary School for sports competitions and lessons in PE.
- Liaison with LEA PE advisors.

EQUAL ACCESS AND OUTCOME

Every child is entitled to an equal access across the curriculum. By delivering the programme of work as planned we enable all our children to receive equal access.

Pupils with special needs are to develop confidence in PE, as it is a subject, which does not depend on academic ability. They include:

- pupils with learning difficulties who may find opportunities to excel

- pupils with a particular flair for PE who are extended due to the nature of the planning

Excellence in PE is celebrated in display and performance including:

- displays of dance in assemblies and at other public occasions e.g. school productions
- participation in local sporting competitions, notably in athletics, netball, football, rugby, cricket and cross country
- an annual Sports Day for infant and junior departments involving all pupils
- participation in district athletics track and field events

	AUTUMN	SPRING	SUMMER
1	Gymnastics Dance Games netball Swimming	Gymnastics Dance Games netball Swimming	Swimming Athletics
2	Gymnastics Dance Games netball Swimming	Gymnastics Dance Games netball Swimming	Athletics Swimming
3	Dance Sending/receiving Gymnastics	Creative games Net and wall games Swimming	Athletics Gymnastics-travelling
4	Dance Outdoor/adventure games Gymnastics	Invasion games Striking/fielding games	Swimming Athletics
5	Dance Invasion games Gymnastics	Gymnastics Invasion games Striking/fielding skills	Athletics Striking/fielding games
6	Dance Invasion games Gymnastics	Invasion games Gymnastics Striking/fielding skills	Athletics Striking/fielding

This policy should be read in conjunction with the school's Mission Statement and Equal Opportunities Policy

This policy of St Thomas of Canterbury School upholds the school's ethos and Mission Statement. It must be read in conjunction with and implemented in accordance to the school's policies for Health & Safety Equal Opportunities, Inclusion and Safeguarding. Copies of these policies are available from the school website.