

Our Lady Star of the Sea



PE Policy

Date: September 2023

Review: September 2025

Definition

PE is a subject in which children develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

“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.” (National Curriculum 2014)

Introduction

This policy outlines the teaching and learning of PE. It reflects the views of all teaching staff and was drawn up as a result of staff discussion. This policy will be reviewed annually by the coordinator. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the head teacher.

The Aims of Teaching PE Are:

- To establish an “active school” ethos and environment which will increase activity levels and promote health within and outside the curriculum.
- To ensure that fundamental skills are taught and incorporated in lessons.
- To develop competence to excel in a broad range of physical activities.
- To be able to be physically active for sustained periods of time.
- To engage in competitive sports and activities.

Fundamental skills

Fundamental Movement Skills (FMS) are a specific set of gross motor skills that involve different body parts. These skills are the building blocks for more complex skills that children will learn throughout their lives. They help children take part in games, sports and recreational activities.

Locomotor Skills Transporting the body in any direction from one point to another	Stability Skills Balancing the body in stillness and in motion	Manipulative Skills Control of objects using various body parts
<ul style="list-style-type: none">• Walking• Running• Hopping• Skipping• Jumping for height• Jumping for distance• Dodging• Side stepping	<ul style="list-style-type: none">• Balancing• Landing	<ul style="list-style-type: none">• Catching• Throwing• Kicking• Striking with the hand• Striking with an implement

Early years outcomes linked to physical activity

1. Experiments with different ways of moving.
2. Jumps off an object and lands appropriately.
3. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
4. Travels with confidence and skill around, under, over and through balancing and climbing equipment.

5. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

Objectives of teaching PE in Key Stage 1 are:-

1. Develop fundamental movements.
2. Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.
3. 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.

The objectives of teaching PE in Key Stage 2 are:-

1. 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.
2. Enjoy communicating, collaborating and competing with each other.
3. 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.
- 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

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.

Whole School Objectives

- Maintain a high profile for physical activity in all aspects of school life.
- Encourage all pupils to participate in physical activity during play-times.
- Embed health related exercise (HRE) principles into the PE curriculum - ensure that knowledge and understanding of fitness and health is integral to all PE lessons and has cross-curricular links to other subjects, such as science and Maths.
- Provide links to other aspects of health, for example, by promoting healthy eating and providing access to water.
- Ensure that all pupils have access to a minimum of 2 hours curriculum time high quality PE and sport each week, along with further opportunities to take part in out of school clubs.
- Offer a broad and balanced activity programme which is inclusive to all pupils.
- Ensure that all PE lessons are structured to include a warm-up and cool-down.
- Work with key partners, including the School Sport Partnership to help promote physical activity.
- Work with key partners and community links to ensure that all children have access to appropriate activities.

The Role of the PE co-ordinator is to: -

- Ensure long term plan is implemented across the school.
- Monitor the teaching of PE through observations and learning walks.

- Monitor the progress of PE termly.
- Organise taster session opportunities for children to try new/ different forms of physical activity.
- Provide after school clubs that offer opportunities to be active and develop physical skills.
- Organise coaches to support and upskill staff where necessary.
- Attend regular PLT meetings and other relevant courses and pass on key information to staff.
- Track and record Sports Premium funding.
- Carry out audits, replacing/ buying new equipment when necessary.

Raising the Physical Activity Profile

- Provide a dedicated notice-board which advertises opportunities for all pupils and staff to participate in school and community activity and celebrates success.
- Regularly celebrate achievement and promote activity in assemblies and on the school website and Facebook page.
- Run annually a dedicated health and sports week where children can participate in a range of physical activities including outside coaches and specialist equipment.
- Provide a cycle storage area.
- Offer the cycling proficiency programme to all pupils from Year 5 onwards.
- Promote 'Walk to school'.

Play-time activity

- Make a range of equipment available to all pupils before school and during play-time periods.
- Promote skipping as a specific fitness activity
- Train senior pupils to act as playground leaders – oversee equipment and support activity for younger children.
- Ensure that lunch-time supervisors are able to promote and support play-time activity (see Training).
- Develop appropriate and safe playground areas, which have innovative permanent markings, designed by children and staff, which encourage and facilitate activity to all pupils.
- Ensure all pupils engage regularly with outdoor gym equipment.

- Use orienteering course as a means to offer cross- curricular learning.

After School Clubs

- Provide a diverse programme of out of school hours activity clubs, which suits the needs of all pupils. This should be developed in consultation with pupils.
- Ensure that every pupil is given the opportunity to attend a minimum of one activity each week- Key Stage 1 and KS2.
- Seek alternative venues for a wider range of activities when the school hall is not suitable.
- Seek skilled coaches that can offer children a wide range of sporting experiences.

School Sport Partnership and Community Links

- Ensure that the school regularly participates in SSP and County-wide events which promote physical activity (see annual programme of events).
- Ensure that the school employs a range of auxiliary qualified and experienced coaching staff and implements quality assurance through the SSP programme.
- Ensure that the PLT takes responsibility for forging strong local community club links (club coaches visit school/pupils attend club taster days/clubs advertised on notice-board).

Further to the policy the school should maintain records of the following:

- A calendar overview of the annual physical activity programme.
- A timetable showing the Termly programme of activities
- A timetable showing use of school hall.
- A list of the tournaments, festivals and events attended by the school.
- A contact list of key partners which link to physical activity and health.
- After school club registers.
- Swimming data on Swimphony
- Termly data trackers

