

P.E and School Sport Policy





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Rationale

At St. Peter's we believe that physical education, experienced in a safe and supportive environment is a unique and vital contributor to a child's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

At St. Peter's Primary School, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport. We aim to embody our school mission statement to 'become strong in body, mind and spirit.'

Aims

- Foster a love for and enjoyment of being active.
- Develop 'fitness for life' through promoting the health benefits of regular exercise.
- Identify talents.
- Develop self-esteem, confidence and social skills.
- Contribute to the physical development of each child.
- Give children a way of expressing themselves and an opportunity to be creative.
- Develop a range of skills that can be applied in other contexts.
- Give children the opportunity to try out activities that they would not otherwise have access to.

Teaching & Learning

At St. Peter's we use a variety of teaching and learning styles which involve a mixture of whole-class, group and individual activities. At St. Peter's teachers model good skills and technique and also draw attention to good examples of individual performance to use as models for the other children.

At St. Peter's children are encouraged to evaluate their own work as well as the work of other children. Within lessons children have the opportunity both to collaborate and compete with each other, and they have the opportunity to use a wide range of resources.

At St. Peter's every lesson should be focused around a clear learning intention. Learners should be made aware of this at the start of each lesson, and review their learning at the end of each lesson.

At St. Peter's activities should be differentiated and appropriate to the needs and ranging abilities of the class. Each lesson must have a planned extension activity to extend the lesson's learning objective where appropriate.

At St. Peter's dialogue and demonstration should be used as teaching tools throughout all lessons. Particular skills should be modelled and discussed. Plenaries should be used to highlight good practice and next steps in their learning.

Clothing Requirements

At St. Peter's children are expected to wear appropriate clothing for each activity. i.e. t-shirt or vest, shorts or tracksuit bottoms, pumps or training shoes. A tracksuit is optional for outside use and can be substituted for an extra jumper and leggings or similar (when necessary), and suitable swimwear. Bare feet are recommended for gymnastic and dance activities. All clothing and footwear should be suitable for the activity and teachers should check this regularly. Teachers should also encourage children to label their PE kit. The children are to arrive to school in their P.E kits ready for the lesson.

Inclusion

At St. Peter's inclusion in physical activities means that all children have access to learning opportunities regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Having equal expectations of boys and girls – not letting either group to opt out or dominate team organisation for example.

- Teaching mixed gender/ability groups and pairs.
- Structuring activities so that all are fully involved.
- Providing opportunities for children to present their work to others.
- Recognising the need to extend more able children and targeting them for school clubs/signposting to borough clubs.
- Anticipating needs and providing support as required. This could be the provision of specialist equipment, adult support or modified teaching programmes.
- Targeting particular children during play times and supporting them in physical play.

Extra-Curricular Activities

At St. Peter's we offer a wide range of extra-curricular PE activities, for boys and girls. Each Year group is given the opportunity throughout the year to attend several different sports clubs with a wide range of sports and activities.

Resources

At St. Peter's the majority of PE equipment is stored in the PE cupboard.

Children are encouraged to:

- Look after resources.
- Use different resources to promote learning.
- Return all resources tidily and to the correct place (staff to supervise).
- Be aware of any safety procedures relating to the carrying or handling of resources.

(Safe handling and carrying is taught to the children.)

All other resources are located with the PE coordinator.

Planning & Assessment

At St. Peter's planning is to be done using our whole school PE scheme of work, using appropriate materials to formulate individual lessons. Teachers will be making continual assessments of the children's abilities throughout their school life and these are stored on the school assessment system.

Special Educational Needs

At St. Peter's, PE activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. PE is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most PE activities work well as class lessons and are appropriate for all children of any ability.

Health & Safety

At St. Peter's all teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching.

All children must be taught how to handle apparatus and resources appropriately. They should be taught to recognise hazards, assess the possible risks and take steps to control the risks to themselves and others.

Any other adults working with the children should be made aware of individual needs of the children they are working with, where appropriate.

Role & Responsibilities Of The PE Coordinator

- Support and advise colleagues in the planning, delivery and assessment of PE.
- Inform colleagues of changes that occur regarding teaching and policy.
- Provide resources for use by staff that are accessible.
- Keep up to date with current developments through attending courses, and disseminate this information to staff through INSET and informal meetings.
- Be responsible for auditing resources available for use in all PE activities.
- Report any broken or 'defect' equipment to the Headteacher.
- Order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum.
- Use, share and increase awareness in the teaching of PE.
- Monitor the quality, development and delivery of PE throughout the school.

- Produce a scheme of work with lesson ideas to support its implementation.
- Ensure that children have the opportunity to become involved in extracurricular clubs to further develop skills and talents.
- Monitor completion of risk assessments for PE and Sport events.