

Physical Education Policy (May 2014)

Rationale

St Mary's Priory believes that P.E, experienced in a safe and supportive environment, is essential in its contribution to a child's academic, social, emotional, spiritual and physical health. It provides the foundation for a healthy lifestyle and promotes character building, co-operation, self-esteem and the ability to manage themselves successfully in a variety of situations. P.E. at St Mary's Priory is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavor to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. We aim to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

'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.'

**Physical education programmes of study: key stages 1 and 2
(Department for Education 2013)**

The aim of Physical Education in the curriculum

In keeping with the aims of the national curriculum for physical education we aim 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.

We aim to deliver a balanced programme which provides children with opportunities to promote physical development and competence and to develop artistic, aesthetic and linguistic understanding through movement.

We aim to give all children the opportunity to extend their range of physical skills and develop their proficiency as well as appreciating the benefits of participation and competition. Through physical education we aim to develop interpersonal and problem-solving skills, develop personal qualities, such as self-esteem, confidence, tolerance and empathy, and help forge links between the school and its community.

It is recommended that children undertake some form of physical activity for at least 2 hours a week. At St Mary's our children have a one hour PE lesson and take part in daily Activate sessions for 15 minutes. (see Appendix 5 for further information on Activate)

The objectives of P.E. at St Mary's Priory

1. Children will participate in a range of psycho-motor / movement activities in order to develop personal physical skills. (Practical attainment)
2. Children will be made aware of their body in relation to others and their immediate environment and aim to promote quality of movement. (Kinaesthetics)
3. Children will be made aware of simple physiological changes that occur to their bodies during exercise. (Physiology)
4. Be given opportunities to develop imagination and co-operation to achieve shared goals. (Teamwork)
5. Be given opportunities to develop personal characteristics like initiative, self-reliance and self discipline (Self knowledge)
6. Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged. (Problem solving)
7. Be given the opportunity to develop areas of activity of their choice in extra-curricular time.
8. Make full use of the facilities here to prepare a child mentally and physically for key stage 3 and beyond.

The attainment targets

Key stage 1

Pupils will 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 will 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 will 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 will 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 will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- 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.

In swimming our target is that our pupils will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively

The School

(A) Staffing

1. There are 2 parallel classes of Reception and Years 1-6.
2. Class Teachers usually take their own class for Physical Education. Sports coaches are also used by the school, as are specialist swimming instructors. In the Infant School a Teaching Assistant will often be present.
3. In total there are 60 members of staff in the school.
4. Ben Humphreys is the PE Co-ordinator across both our schools.

His responsibilities include:

- (i) Organisation, care and ordering of P.E. equipment.
- (ii) Making decisions about INSET provision.
- (iii) Providing a scheme of work, planning P.E. programmes and revising unites of work as appropriate.
- (iv) Monitoring the delivery of P.E. in the school.
- (v) From the academic year 2013/14 to budget for the spending of the Primary Sports Premium.

(B) Physical resources available for P.E.

1. The areas available for P.E. are the playgrounds and the gyms in both schools as well as the AstroTurf pitch in the Junior School.
2. We have a range of gymnastic equipment available that includes fixed apparatus (wall bars and ropes), moveable apparatus (springboards, bar boxes), benches and mats.
3. We have C.D. players and music for Dance, DVDs for gymnastics and DVDs for Activate.
4. We have a wide variety of games equipment which includes: different sized bats, balls, quoits, hoops, skipping ropes, beanbags, skittles, cones and domes.

5. We have a wide range of equipment to teach sports such as football, basketball, rugby, hockey, tennis, handball, cricket, netball, volleyball, badminton and rounders.
6. We have a range of Athletics equipment which includes: hurdles, javelins, shot-puts and discus.
7. Val Sabin schemes of work and British Gymnastics Key Steps Programme for Gymnastics. Val Sabin schemes of work for Dance. Val Sabin schemes of work and professional sports coach's plans for Games. Topps Athletics Cards and professional sports coach's plans for Athletics.

(C) Allocation of time for P.E. per week.

- All classes have 1 hour of P.E. each week.
- All classes take part in 15 minutes of Activate every day.
- Year 5 students follow the Haringey Swimming Programme for the whole year and take part in PE sessions in Games and Athletics in the Summer Term.
- Year 2 students have an introduction to swimming for the Summer Term in addition to their regular PE sessions.

Non-participants.

P.E. is a very important part of children's development and everyone takes part in the lesson unless excused with a note or a medical problem. If children are excused they watch the lesson and complete a 'non-participants observation sheet' in order to keep up with the progress of the class and engage in the lesson.

If pupils are consistently missing PE lessons, parents are informed.

Health and safety factors in Physical Education.

1. Children must wear suitable clothing for P.E. (e.g. well-fitting shorts and T-shirt). Working in barefeet is fine for Gymnastics and Dance provided the floor is clean and splinter-free. Plimsols or trainers are recommended for Games and Athletics. Staff should wear suitable footwear and clothes which allow freedom of movement and are suitable for the environment (e.g. a loosely flowing skirt is unsuitable for working with children using gymnastic apparatus).

St Mary's PE kit should be worn at all times: White T-shirt and blue shorts or school tracksuit if weather is too cold

2. All jewellery must be removed for P.E. and games lessons. Staff must be aware of their own jewellery especially when assisting pupils in gymnastics activities.
3. Long hair should be tied back.
4. Children must work in a safe and suitable environment. This means:
 - a) The removal of unnecessary furniture from the working space.
 - b) A clean, clutter-free and splinter-free floor so that bare-foot work can safely take place.
 - c) A safe, outdoor surface for playing of games, no loose stones and gravel, no badly uneven surfaces, no holes in tarmac.
 - d) Floor markings for games are sufficiently far away from fences and walls to prevent accidents.
5. Suitable and safe organisation of apparatus will mean:
 - a) Easily accessible gymnastic apparatus (spread around the hall to allow for its safe and efficient handling) and not blocking the fire exit doors.
 - b) Following the Whole-School Policy for lifting and carrying apparatus (see appendix 2)
 - c) Games apparatus/ equipment is stored safely in suitable containers in the PE cupboard and is organised so that appointed children under adult supervision can easily and safely remove the selected equipment.
6. Risk assessment.
 - a) Regular checks and risk assessments are made by all teachers as well as ongoing risk assessment made every day.
 - b) Annual safety checks and repairs are carried out on gymnastic equipment and staff check apparatus as it is being taken out for every lesson.

- c) If a potential hazard is identified it is immediately taken out of use.

7. Water safety and emergency procedures.

Safety and emergency procedures for Mattison Road Swimming Pool and Chestnuts School are displayed prominently at the pool and are known and practised by all the children and members of staff who use it.

8. Procedure for dealing with an accident.

- (a) If it is a minor accident the class teacher deals it with on site.
- (b) If the accident is more serious the pupil is taken into the office for the First Aider to deal with.
- (c) All accidents are recorded.

9. Warming up and Cooling down

Suitable warming up and cooling down exercises will take place at the beginning and end of a PE lesson to minimise the risk of injury.

10. Equipment

- (a) Pupils must be regularly reminded that mats will not prevent injury in the case of a fall or uncontrolled dismount from apparatus. Gymnastics mats are not safety mats.
- (b) Mats are not placed under apparatus or at the base of climbing frames EXCEPT where they are to be used for balancing, rolling or landings as part of a controlled sequence on the apparatus.
- (c) One child should be using the equipment at any time.
- (d) When carrying equipment a safe routine should be followed every time.
- (e) Children should always face the way they walk when carrying the equipment.
- (f) Equipment should be taken out one at a time until the children are familiar with the procedure.
- (g) Carrying mats requires 4 children, two on each side.
- (h) Carrying benches and springboards requires 4 children, two on each side.
- (i) Carrying boxes requires 4 children.

VERRUCAS and ATHLETES FOOT

Children who have verrucas or Athletes Foot should be able to take part providing:

- (a) they wear a swimming sock in the pool
- (b) they wear plimsolls and socks in the hall.

Cross Curricular Links

Spiritual, moral, social and cultural development

The joy of music and movement enhance the spiritual life of the children along with mastering skills and learning to co-operate with others in a team.

English

PE contributes to the teaching of English by encouraging children to describe what they have done and to discuss how their or others performances can be improved.

PSHE

PE helps children learn about the benefits of exercise and healthy eating, and how to make informed choices.

Mathematics

PE helps to develop mathematical language with the use of numbers in teams and statistical data.

Science

Children learn about the effects of exercise and the function of the body.

Planning the Physical Education Programme.

The schemes of work used for each area of activity in P.E. are developed in order to ensure continuity, development and progression.

As stated above a combination of Val Sabin schemes of work will be used for all areas of P.E. alongside British Gymnastics Key Steps Programme and plans received from professional sports coaches in Games and

Athletics. There are also extra resources available to supplement these schemes.

To ensure the continued development of pupils a curriculum map is provided in appendix 2.

Differentiation and special needs.

Within each of the areas of activity, broad task setting allows for differentiation by outcome. Differentiation by task can also be used - here the more able child can be challenged by extending the specific task and the less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages, to be addressed as appropriate or be given a different task.

In games, differentiation can also be achieved through choice and use of appropriate apparatus and group sizes/ personnel.

- By:
- (a) setting suitable learning challenges.
 - (b) responding to pupils' diverse needs.
 - (c) overcoming potential barriers to learning and assessment (National Curriculum statutory principles for inclusion).

It is possible to operate an inclusive policy in P.E.

For the small proportion of children who may need more individual and specialised provision, teachers recognise that they need not necessarily attempt to teach rigidly within the programmes of study for each Key Stage. Indeed, in order to enable these individuals to progress and demonstrate a degree of achievement and succeed, teachers should be aware of the pupils' Statement of Educational Needs and IEP and select material and teaching strategies which enable inclusion. Material may also be selected from different Key Stages and present it in a suitable context for the child's age (unless disallowed)

Children placed within a designated special provision may also be supported by a classroom assistant or nursery nurse, either to aid achievement or further differentiate tasks on an individual basis.

Achievement is possible for all children.

Assessment in Physical Education

The main method of gathering evidence and assessing achievement in P.E. is made through a continuous process of teacher observation. This is informed assessment based on knowledge of the pupil and the content of the work. Appropriate activities/ skills have been identified for assessment following the agreed criteria, and judgements are made on the ability of the children to plan, perform and evaluate in physical education.

Assessment of each child should be based on the following criteria:

Physical ability is revealed through pupils' competence and fitness to perform a range of physical activities.

Social ability is exhibited in social contexts, and is the basis of leadership, teamwork and similar concepts.

Personal ability underpins an individual's capacity for self regulation, self belief and commitment to mastery.

Cognitive ability is shown in planning and compositional settings, as well as knowledge and understanding of central physical educational concepts.

Creative ability is evidenced when learners respond to challenges and tasks with fluency, originality, and sensitivity to problems.

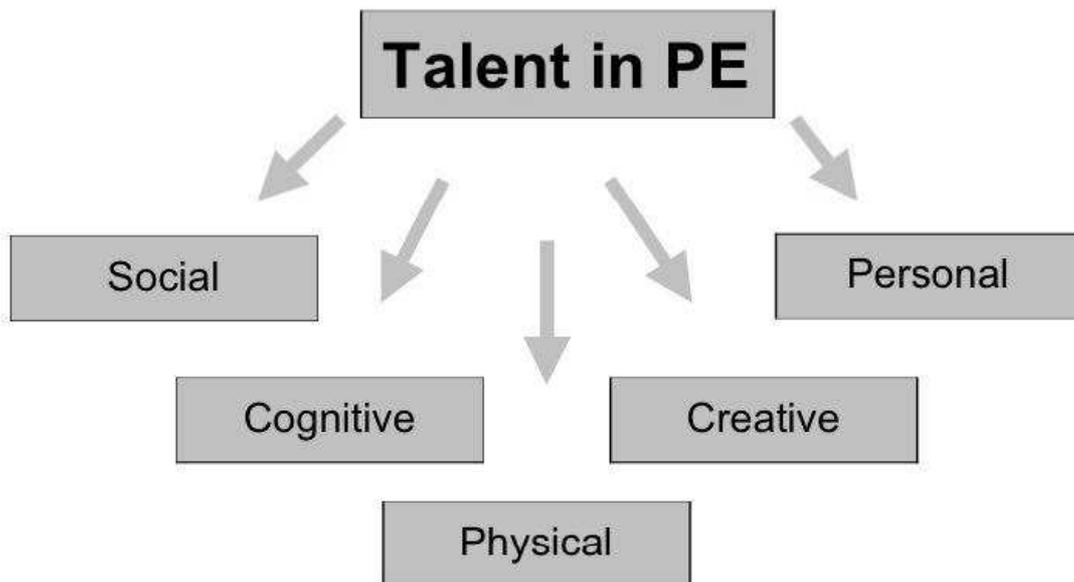
At the end of the school year every child is given an overall level of attainment for P.E. At the end of a unit of work the class teacher will notify the PE Coordinator of any children they feel to be Gifted and Talented in the area of PE studied.

Gifted and Talented

We aim to:

- identify and support Gifted and Talented pupils within Physical Education and extra curricular sports sessions.
- set Gifted and Talented pupils targets which encourage them to work to their full potential within school.
- help Gifted and Talented pupils develop the personal qualities which will enable them to maximise their potential.
- identify and support Gifted and Talented pupils who have the 'potential' to perform at a higher level.
- signpost. The parents of Gifted and Talented pupils will be notified of their child's strengths and pointed in the direction

of local clubs should they wish to further this talent with professional coaching.



Evidence of knowledge and understanding is also gathered by using the strategy of question and answer and assessment of pupils' powers of evaluation can be made through comments on demonstrations or through reciprocal teaching.

This evidence can be collected as a result of stimulating the children's natural instinct to learn through a variety of teaching and learning strategies.

A FUNdamentals approach to teaching should be adopted as explained in appendix 4. This method of teaching ensures that the very basics of physical education are instilled at an early age.

The PE development plan is part of the whole school development plan.

This policy document is intended to be a comprehensive guide to the school Physical Education Programme and periodic revision of topics and units of work will be conducted at regular periods to ensure its continued validity.

APPENDIX 1

Equipment Inventory

In Junior PE shed

Footballs
Basketballs
Rugby balls
Netballs
Volleyballs
Tennis balls
Playground balls
Dodge balls
Foam footballs
Foam tennis balls
Aerated balls
Hockey sticks
Tag rugby belts
Cones
Domes
Place mats
Cricket sets (stumps, bails, bats and ball)
Mini cricket bats
Rounders bats
Rounders posts
Tennis rackets (plastic and metal)
Mini tennis net
Netball posts
Beanbags
Javelins
Discus
Hurdles
Shot puts
Agility ladders
Batons
Hoops
Badminton rackets
Shuttlecocks
Skipping ropes

In Infant PE cupboard

Hoops
Tennis balls
Foam tennis balls
Foam rugby balls
Various small balls
Foam football
Cones/domes
Small foam javelins
Leather footballs
Small plastic bats
Skittles
Playground multi-purpose playground balls
Plastic tennis rackets
Aerated plastic balls
Dance ribbons
Dance ribbons - short on rings
Dance ribbons - long on sticks
Skipping ropes
Basketballs small
Quoits
Parachutes
Rubber playground balls
Various larger balls
Hurdles small
Agility ladders

In Junior gym/hall

Gym mats
Crash mat
Wall bars
Wooden box
Nesting tables
Benches
Springboards
Ropes
A frame

In Infant gym/hall

Gym mats
Wall bars
Ladder
Agility plank
Nesting tables
Benches
Springboard
Ropes

APPENDIX 2

Curriculum map

	Autumn Term	Spring Term	Summer Term
Reception	SAQ (speed, agility, quickness) Gymnastics	Gymnastics Dance	SAQ Games skills
Year 1	SAQ Gymnastics Key Step One	Gymnastics Key Step One Dance	SAQ Games
Year 2	SAQ Gymnastics Key Step One	Gymnastics Key Step One Dance	SAQ Games
Year 2 also swim in the summer term			
Year 3	Games Gymnastics Key Step Two	Gymnastics Key Step Two Dance	Games Athletics
Year 4	Games Gymnastics Key Step Two	Gymnastics Key Step Two Dance	Games Athletics
Year 5	Swimming	Swimming	Swimming Games Athletics
Year 6	Games Gymnastics Key Step Three	Gymnastics Key Step Three Dance	Games Athletics

A variety of sports are taught in games. They are invasion games, court games, net games, striking and fielding games and are largely team based. The sports include football, basketball, tennis, handball, rugby, cricket, hockey, netball and volleyball.

APPENDIX 3

Apparatus Handling and Use.

Extract from 'Primary School Gymnastics' Val Sabin Publications.

Apparatus can be moved and used successfully by children from the age of four. In order to make this possible the teacher must observe these simple rules. S/he should:

- 1) be totally organised
- 2) teach the children, slowly and carefully, the rules of lifting and placing.
- 3) try to match complexity of layout with age and competence i.e. four and five year olds should have very simple layouts of apparatus and ten and eleven year olds much more complex and interesting ones.

The most important point relating to apparatus in primary schools is that children should take out and put away their own apparatus every lesson - one large set should not be erected in the morning for everyone to use in turn because

- (a) the layout will not relate to the particular theme they are following
- (b) the children do not experience a progression from floorwork onto apparatus
- (a) they do not learn how to handle the apparatus for themselves and, consequently, are losing out on an education, exciting and satisfying part of the lesson.

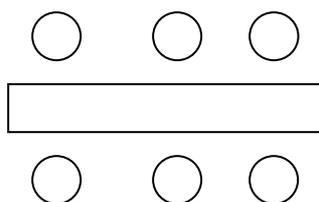
Apparatus Handling

When a reception class first begins gymnastics it will spend several lessons learning to respond to instructions, how to travel on feet in various ways, identifying different body parts, how to find space and how to use space. When the children have passed through these preliminary experiences they can then progress to using apparatus.

In order to facilitate easy movement of apparatus for young children basic organisational points should be observed if the room allows:

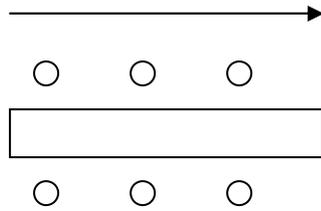
- (a) Always have the mats in different corners, or at least in two different piles on opposite sides of the room if at all possible, in order to minimise crush.
- (b) Benches are always more easily accessible if they are spread around the outside edges of the room.
- (c) In order to prevent crush and disorder it is also helpful to place any main movable apparatus around the sides of the hall in the appropriate position. It makes life very difficult if all apparatus and mats are stored at one end of the hall or in a storeroom.

Because the children are so small, and the apparatus relatively heavy, it is imperative that the children are taught the 'buddy' system of lifting e.g. when lifting a bench, a group of children should all work together to ensure Safety.



The teacher should use as many children to lift a bench as s\he thinks necessary at their physical stage of development but it is essential that the lifting is conducted thus:

- (a) Children are spaced along each side of the bench, not at the ends of the bench because this will mean a child will have to walk backwards when carrying it and, in the early stages, this can be unsafe.
- (b) They all prepare (under the guidance of the teacher) 'bend knees, head up, hold the bench firmly'. Safety.
- (c) A manager or 'boss' speaks clearly and says '1,2,3, lift' so they can all lift at the same time.
- (d) The bench is pointed in the direction in which it is to travel so no child walks backwards.



- (e) When it has been carried to its appointed place in the room the children gently lower the bench to the floor when the manager or 'boss' counts '1,2,3, down' and then sit on the floor beside it.

With young children it is advisable to move all apparatus in this way and establish a recognised safe procedure.

Getting Apparatus Out

- (1) Children should learn to handle the apparatus as soon as possible.
- (2) Learning to handle the apparatus should be a gradual process starting simple with mats and progressing to single, simple, low pieces of apparatus.
- (3) When children lift a piece of apparatus they should know
 - (a) how many children should be holding it.
 - (b) Where they have to hold it.
 - (c) To have knees bent and a straight back ready to lift
 - (d) Only to lift when everyone is ready.

Appendix 4

Fundamental movement skills (FMS) provide the foundation for all athletic maturity and are seen as the building blocks from which sports specific skills are developed. For any young and athlete, the journey towards athletic excellence starts with the establishment of fundamental movement competency.

Essentially, FMS are common motor activities with specific and observable movement patterns. They have been described by some practitioners as the ABCs of Athleticism; agility, balance, coordination and speed. When coupled with basic skill development, they are said to produce a level of physical literacy. A well rounded movement vocabulary provides the best preparation for the acquisition of more advanced and complex skills.

The Importance of FMS

"Children who possess inadequate motor skills are often relegated to a life of exclusion from the organised and free play experiences of their peers, and subsequently, to a lifetime of inactivity because of their frustrations in early movement behaviour" (Seefeldt, Haubenstricker & Reuchlien 1979, cited in Graham, Holt, Hale & Parker 2001)

The most significant period of FMS development occurs during the "FUNdamentals" stage summarised below:

- Focus on the ABCs of Athleticism: agility, balance, coordination and speed
- Focus on the ABCs of Athletics: running, jumping, twisting, and throwing
- Holistic approach used to introduce aspects of sport ethics, fairplay and the notion of sport as a positive method of character building
- Well structured, positive programmes with the emphasis on FUN
- Aim for practice and subsequent mastery of the FMS to allow for sports specific skills to be introduced during the next phase of development

Categories of FMS

FMS can be broken down into three categories as follows:

Locomotor Locomotor skills involve moving the body from point A to point B. These skills include walking, running, jumping, leaping, hopping, skipping and galloping

NonLocomotor

NonLocomotor skills involve body stability and balance.

These skills include twisting, turning, pivoting and performing balances

Manipulative

Manipulative skills involve the control of objects using various body parts.

These skills include throwing, passing, striking, catching, kicking and receiving objects.

Appendix 5

Activate

In addition to PE lessons our children take part in Activate sessions twice daily. These are progressive exercise programmes that improve agility, balance, co-ordination and concentration.

Activate is age specific, inclusive, progressively staged, using repeated patterns of movement with music programmes. The activities are designed to help pupils become more agile, better balanced, better coordinated, better controlled and more precise in their movements. Pupils improve their listening attention and concentration capabilities as their neurological systems also become better, fitter and faster.

These age level physical fluency programmes are also designed to improve the development and efficiency of pupils' cerebellar-vestibular systems. This is because of clinical practice and research findings that link a wide variety of dyslexic, dyspraxic, ADHD, Aspergic and various learning dysfunction symptoms to neurological developmental delay. All pupils in school Activate classes are said to improve in most aspects of their physical fluency and many other benefits are being reported.

Activate is where the children follow patterns of movement to music programmes. Each exercise is to music which enables the tempo and rhythm in the movements of the pupils to be varied through changes in the music. The pupils are also having practice in the conscious active listening skills of "filtering", "analysing" and "responding" as they move to the music. Their listening skills, attention spans or concentration stamina also gradually increases.

Activate movement to music programmes are repeated for 2 weeks, then moved up a step through a progressive and developmental 36 week structure.

Activate takes place in the classroom and for this reason the exercises in the progressive steps utilise the best vertical movement principles that are possible standing up in the restricted space of a classroom. Moving pupils to an adjacent hall or playground to enable equipment to be used is not necessary and a change of clothing is not required

WHY IS ACTIVATE IN THE CLASSROOM SO BENEFICIAL?

The Activate exercises are particularly designed to improve various elements of physical fluency, stimulate the cerebellar-vestibular systems and intensively exercise the neural connections between the right and left hemispheres of the brain. The core activity, progression and extension exercises provide a very comprehensive upper and lower body

gross-motor exercise range. Also included are fine motor exercises, balance moves, hand-eye co-ordination moves, eye exercises and speech patterns, all to sound rhythms.

THE BENEFITS OF ACTIVATE

Easy to observe and evaluate benefits.

- Children find Activate fun to do.
- There is 75 minutes per week of extra High Quality Physical Activity.
- Children increase their fitness and stamina.
- Children improve their posture and core strength.
- Children improve many other physical fluency elements such as:- agility, balance, co-ordination, precision and control of movement, flexibility and rhythm.

Often reported benefits:-

- Reported to improve concentration focus, attention spans and ability to listen.
- Reported to increase self-awareness, confidence and self-esteem.
- Many reported improvements in various personal, social, emotional, academic and behavioural capabilities.

Designed into the programmes benefits:-

- Increases/enlarges children's banks of physically fluent and automatised movements which can then be utilized unconsciously and automatically in many sports, activity and everyday situations.
- Extends the sometimes limited movement capability governed by the basal dominances of an individual.
- Helps to further suppress certain primitive reflexes that may not be inhibited enough and which if still in evidence can hinder motor control, eye functioning, hand-eye co-ordination, perceptual skills and other functions throughout life.

Other beneficial applications and outcomes:-

- The Activate patterns of movement are being used in some individual cases to ease the conditions of dyspraxia, dyslexia, attention disorders, aspergism and related learning and behavioural disorders.
- Several schools report that over a period of time the Activate exercises have been instrumental in reducing the weight of most overweight children at their schools.