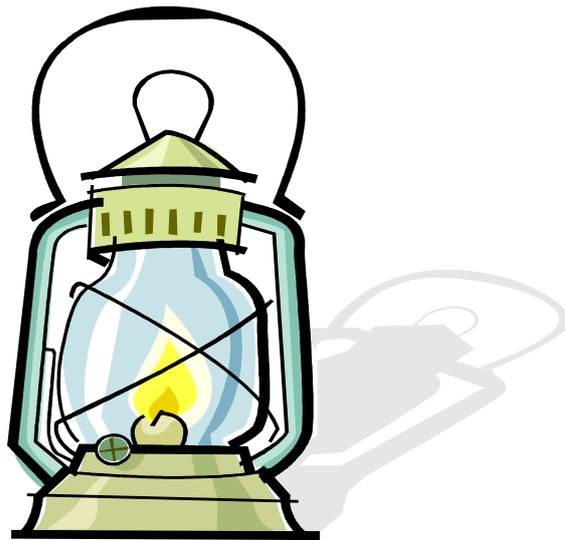




PHYSICAL EDUCATION POLICY



Autumn 2018



“Shine like a lantern in the presence of the Lord.”

CONTENTS

INTRODUCTION	3
AIMS	3
CONTENT AND ORGANISATION.....	3
ALLOCATION OF TIME FOR PE PER WEEK	4
OUTDOOR PE.....	4
FOUNDATION STAGE.....	4
PROGRESSION	4
DIFFERENTIATION	4
ASSESSMENT	5
EXTRA-CURRICULAR ACTIVITIES	5
ROLE OF PE CO-ORDINATOR.....	5
SPECIAL EDUCATIONAL NEEDS	6
HEALTH AND SAFETY	6
ASTHMA	7
DRESS.....	7
EQUAL OPPORTUNITIES	7
INCLUSION.....	8
NON PARTICIPATION	8
CHARGING POLICY	8
SPORTS PREMIUM	8
APPENDIX 1.....	9

INTRODUCTION

Physical Education (*PE*) is not only a legal requirement, but it enables children to develop control, co-ordination and a mastery of their own bodies. The physical development of children is usually well advanced by the time they start school. Young children quite naturally participate in vigorous movement for its intrinsic pleasure, and in doing so, they will already have learnt a great range of movements, together with a high level of control over their bodies. The PE curriculum should extend this ability and it can also make a significant contribution to a child's emotional, intellectual and personal development; particularly their self-esteem and independence. Children's feelings about their physical ability will often carry over into adolescence and adult life, and may affect their overall self-confidence. It is, therefore, imperative that we help children to reach their full potential and to feel positive about their health, exercise and their well being. Experiences with PE, and an understanding of health benefits, established whilst at school, provide a basis upon which a lifetime's participation in physical activity can be pursued, be it of a sport or leisure nature.

Some forms of physical expression both augment and may replace other forms of communication, and pupils who find difficulty in oral or written communication, can often experience success and joy in expressing themselves in movement. Although the ability to manipulate language effectively is not a prerequisite to achieving success, language skills can be reinforced and utilised in describing and analysing their own and other's performances. The development of these skills is an integral part of the curriculum area.

AIMS

The aims of the Physical Education programme are directly related to the overall aims of the school.

We aim to:

- enable all children regardless of gender, race or physical ability to develop their full potential through a variety of activities and also ensure that children with special education needs are involved in activities at an appropriate level, and wherever possible, with the support of extra adults to aid achievement on an individual basis;
- develop, adapt, modify, perform, practice and improve a range of physical tasks and actions using a range of apparatus and equipment;
- provide opportunities that allow the development of artistic and aesthetic awareness within and through movement;
- develop social skills, particularly co-operation between children, a fair sense of play, good sporting behaviour and to encourage a competitive spirit;
- promote positive attitudes towards health, hygiene and physical fitness and an understanding of the biological aspects of the body in relation to fitness and well-being in school and throughout life;
- offer a range of extra-curricular activities which further develop skills.

CONTENT AND ORGANISATION

Physical Education is essentially a practical activity where pupils learn through first hand experience. In view of this, pupils should be physically active for a substantial majority of all their PE lessons. Within Key Stage 2, Games lessons are sport specific and are consistent throughout, from year 3 to year 6. This is in line with Curriculum 2014.

Physical Education at St Bede's is delivered by specialist, external coaches. This takes place as part of the teacher scheduled PPA time. The specialist coach delivers planned lessons from the agreed scheme of work and ensures that a full and broad range of disciplines are taught to, and experienced by all children.

The PE co-ordinator will work closely with the specialist coach to ensure all lessons are delivered to a consistently high standard. The PE co-ordinator will observe the coach on a regular basis and offer feedback inline with the schools performance management policy.

When delivered across the school, the specialist coaches will need to plan tasks using a variety of teaching styles in order to provide a broad PE Curriculum. It is therefore important that there is a balance between;

- grouped, paired and individual working;
- competitive and non-competitive activities;
- contact and non-contact sports;
- the development of skills and tactical understanding.

The PE Programme has been established by the National Curriculum. There are six different areas of activity prescribed in the National Curriculum Programmes of Study for the Primary Years.

- Key Stage 1 - a balanced programme of Games, Gymnastics and Dance, with Swimming as an optional activity.
- Key Stage 2 - Games, Gymnastics, Dance, Athletics, Swimming and Outdoor Pursuits.

ALLOCATION OF TIME FOR PE PER WEEK

- Nursery classes have a daily time allocation through access to an outdoor play area.
- Reception classes have a time allocation of a 1½ hour sessions of physical education a week and have access to an outdoor play area, which has a physical development focus.
- Key Stage 1 and 2 have a time allocation of a 1 hour sessions of physical education a week.

OUTDOOR PE

This takes place weekly providing weather circumstances are favourable. Constant active PE is pursued throughout but factors such as sunburn, dehydration, unsuitable wet/icy surfaces are considered.

FOUNDATION STAGE

The Early Years team plan from the Early Years Foundation Stage profile statements and scales and LCP Physical Development Resource File for learning and PE is provided for through physical development. The children learn to move confidently and imaginatively, increasing control and co-ordination and an awareness of space and others.

They use a range of small and large equipment and balancing and climbing apparatus with increasing skill. They are trained to take out and return apparatus safely.

The PE Co-ordinator is responsible for the monitoring and implementation of the PE Curriculum, and the management of PE Resources. Throughout the year, the PE Co-ordinator will liaise with the Early Years Foundation Stage lead to ensure that all opportunities involving physical development are being fulfilled, with additional advice and resources provided if needed.

PROGRESSION

End of Key Stage Descriptions and the General Requirements should be applied to the areas of activity specified in the Programmes of Study for each Key Stage, the Programmes of Study should not be used in isolation. Physical Education involves the development of co-ordination, knowledge, skills and understanding through an inter-related process covering: planning, performing and evaluating. Two other elements are important when considering progression; these are independence and interaction, which relate to pupils' personal, emotional and social development.

DIFFERENTIATION

Planning for differentiation should incorporate:

- pupil groupings, e.g. ability or mixed ability groups, paired or individual activities;

- resources, e.g. different equipment for different levels of ability;
- pupil activity, e.g. different group tasks, different roles and responsibilities and variations of pace within the lesson to meet the needs of different levels of ability;
- other opportunities, e.g. extra-curricular activities, college links for the development of excellence

ASSESSMENT

The PE Programme will be monitored and reviewed when necessary by the PE Co-ordinator in consultation with staff across the school.

Direct observation is the most obvious way of collecting evidence in Physical Education. This may include discussion, appropriate use of video, response to questions and children's assessment of their own and other's performances.

Assessment of children's attainment is a continuous process and criteria are needed which can be used in assessing children's work in physical education.

- accuracy
- efficiency
- adaptability
- ability to do more than one thing at a time
- teamwork
- agility
- stamina to sustain participation
- imaginative performance

Criteria should be known and understood by children as well as teachers, so that they may be used as personal targets to improve and evaluate their own work.

End of Key Stage statements provide the framework for making assessments.

EXTRA-CURRICULAR ACTIVITIES

St Bede's School offers after school activities throughout the week, delivered by specialist coaches and overseen by the PE Co-ordinator. These change, in terms of pupils and activities, every half term to ensure as many children as possible can benefit from these sessions, with a wide range of interests being catered for

These activities provide opportunities for more advanced coaching and competition with children from other schools. The school attempts to take part in a variety of Inter-School events for football and multiskills and is constantly seeking additional opportunities for children across the school. All of these activities are a valuable part of the life of our School and supplement the National Curriculum. Pupils of all sporting abilities are welcome to take part in the extra-curricular activities. St Bede's also take part in intra-curriculum competitions, which include a yearly Sports Day and Football Tournament.

ROLE OF PE CO-ORDINATOR

- To be responsible for the development, maintenance and encouragement of PE throughout the school.
- To produce a PE policy and scheme of work based upon the programmes of study and ensure it is implemented throughout the school.
- To take responsibility for the ordering, organisation and storage of all resources related to PE taking note of appropriate safety procedures.
- To familiarise all staff with these items, their uses and their location.

- To undertake a periodic inspection of all PE equipment and resources to ensure that it is fit for the purpose.
- To take note of the planning of PE throughout the school by looking at weekly plans and then promoting understanding in any areas that may need development.
- To encourage staff to form links between PE and other areas of the curriculum.
- To attend courses and workshops in order to promote PE effectively keeping the Head and staff informed of the latest developments and opportunities.
- Where necessary, liaise with other agencies in the promotion of the subject.
- To discuss with staff their own particular needs within PE and to guide, support and encourage their teaching techniques.
- To work alongside teachers, where necessary, giving advice and practical help where possible and when required.
- To lead staff meetings which concern PE in the curriculum, taking an active role both in discussion and the decision making process.
- To organise and run INSET days, if necessary.
- To maintain an allocation of money from the central budget for this area.
- To keep an updated inventory of all PE equipment.
- To take charge of all extra curricular clubs and to be able to disseminate to parents relevant information and to establish clear links with them.
- To ensure children, regardless of gender, background or intellectual ability, have equal opportunity in any PE activity.
- To monitor the impact of the additional coaches across the school and ensure high quality sessions are being delivered.
- Monitor the allocation of resources from the PE grant effectively, ensuring all children can gain specific benefits from all monies being spent.
- Report how the sports premium is being spent to all stakeholders through publishing a report on the school website.

SPECIAL EDUCATIONAL NEEDS

Every child participates in all activities of the PE programme as far as possible according to his or her abilities. At times it may be appropriate to have the support of a Learning Support Assistant to help with the management of a particular child during PE. However, it is important to concentrate on pupils' abilities and needs, not on their disabilities and handicaps. We ask that parents make the teachers aware of medical conditions e.g. asthma so their teacher can remain alert to this whilst teaching PE.

HEALTH AND SAFETY

All teachers are responsible for safety in their own lessons and should be familiar with the procedures associated with the teaching of particular activities.

It is important that good discipline is maintained throughout a PE lesson and that pupils are aware of what is expected of them. The noise levels in the Hall should always be such that pupils can hear the teachers instructions and signals. Class teachers should always position themselves in the Hall so that they are able to observe the whole class. They must be constantly watching pupils actions and never become engrossed in one group of pupils and neglect the rest.

Floor surfaces should be checked for hazardous obstructions before use. Pupils should be taught a safe code of practice in the lifting, carrying and setting up of equipment.

If an accident occurs during a PE lesson the following procedure should be followed:

- The activity is stopped immediately.
- Send the child to the Office with another child if it is a minor injury.
- If it is a serious injury send two responsible children to the Office to obtain assistance.
- All accidents are recorded in the Accident Log Book.
- Some or all asthmatic pupils may need to administer their inhaler before an activity or at the end of the session. In severe cases, they may need to take the pump with them to their lesson.

If any damage occurs to apparatus or equipment it should be reported to the PE Co-ordinator. The PE Co-ordinator is responsible for carrying out regular checks and risk assessments of the apparatus and equipment. It is the responsibility of the Headteacher to ensure that the large apparatus in the Hall is checked for safety and repair once a year by a specialist.

All new members of staff will be briefed by the PE Co-ordinator on how to use the apparatus in the Hall. All pupils should be taught how to safely carry, handle, set out and put away equipment.

ASTHMA

All teachers should be aware of those children who suffer from asthma. Children are encouraged to be responsible for administering their own medicine. Teachers must be aware of the effects of weather conditions and exercise on asthma sufferers.

DRESS

Pupils should be encouraged to change for PE quickly and silently. This changing takes place in the Classroom. Teachers should also change into suitable footwear to enable them to move quickly and without slipping.

For the pupils at St. Bede's the following dress code is applicable:

- Royal blue shorts
- White 'T' shirt
- Black elasticated slip-on plimsolls and trainers for outdoor activities (both compulsory)
- Royal blue track suit – only up to Easter
- Grey socks for boys and white socks for girls.

St Bede's School enforces this dress code and no exceptions will be made.

For safety reasons, in indoor PE lessons pupils should not wear track suit trousers, tights, or socked feet as this can be dangerous. Trainers will be worn for outdoor PE and plimsoles for indoor PE except when climbing frame apparatus is used in gym which the children will do in bare feet.

All PE uniform should be named. Pupils shorts and 'T' shirts should have their names clearly marked on the outside, with a label.

All long hair should be tied back in accordance with the School rules.

Pupils should not wear any jewellery or other personal effects at any time for any PE lesson or Extra-Curricular Club.

EQUAL OPPORTUNITIES

During curriculum time all children are taught within mixed groups with every child having access to all areas of the PE programme. Although some games and activities have traditionally been preferred by one sex, St Bede's does not wish to assume such stereotyping. Within lessons there will be no single sex groupings. However, this is not always possible in extra-curricular activities and particularly in inter school fixtures. St Bede's reserves the right to field single sex teams.

In order to give pupils experience of outdoor activities, during the annual Year 6 residential trip, they are given the opportunity to participate in sessions run by an Outdoor Pursuits Centre. Activities include orienteering, problem solving activities and an assault course.

No child will be exempt for financial reasons (see Charging and Remission Policy)

INCLUSION

It is important for all children to experience a range of activities, irrespective of difference in race, gender, cultural background or physical disability. Appropriate attention is given to both boys and girls.

We will promote racial equality and encourage, support and enable all pupils to reach their potential regardless of race or culture.

Our commitment to equal opportunities is reflected in the aims of our school. We offer equal access for every child to all subject areas in line with the National Curriculum. Our planning and teaching must actively reflect an awareness of age, gender, ethnicity and ability across the year groups.

We foster an ethos of mutual respect and esteem for everyone in our community. As a whole staff, we strive to provide positive role models for the children in our care.

NON PARTICIPATION

A child may be excused from PE upon receipt of a letter of explanation from home, or at the teacher's discretion. In the event of non-participation, constructive involvement is expected e.g. observing the lesson to keep up with the progress of the class, and assisting pupils or the teacher if it is appropriate to do so.

CHARGING POLICY

The cost of all additional activities are paid for by the Sports Premium Grant

SPORTS PREMIUM

The PE co-ordinator is responsible for the allocation of resources from the Sports Premium Grant. As well as ensuring value for money and equal and additional opportunities for all across the school, the PE co-ordinator will attempt to offer the children opportunities which are not possible outside of a school setting, whether it be inviting outside groups into school or transporting the children to places in the local community.

The Sports grant premium, as published on the school website, is set out in the Appendix 1 in full.

SPORTS PREMIUM FUNDING - Highlights of 2017/18 funding

Total Funding 2018/19: £19,550

Total Anticipated Expenditure: £20,000

Total Funding 2017/18: £9,800

Total Expenditure 2017/18: £8,100

- Contribution towards the Premier League School sports scheme – a professional PE coach comes into school one day a week for the whole of the academic year and, and for the duration of each term works alongside class teachers to deliver age appropriate football training and a module from the scheme of work..
- Continued professional development for teaching staff through team teaching with expert coaches.
- Swimming for all year 5 children
- All children who wanted to attend a sports club across all year groups in the school have had the opportunity to do
- All children from nursery to year 6 to work with an expert coach during the second half of the summer to deliver expert, specialised lessons for the children.
- All children to compete in revamped sports day with success being rewards with an engraved trophy/medal to celebrate their success.
- All children in KS2 to take part in a football tournament at a local, 5-a-side football facility. All children took part in the tournament with the winning boys and girls teams receiving a personalised trophy to celebrate their success.
- Two Team GB sports persons have visited the school and led an assembly where they discussed their achievements and aims for the future as well. Athletes led an age appropriate session for every year group across the school and gave medals to the winners of the LKS2 sports day.

Year Group	Activity	When	Session Provider
Nursery	Multiskills	Every Friday	West Ham Foundation
	Multiskills/Dance	Tuesday (Summer 2)	Foundation Sports
Reception	Multiskills	Every Friday	West Ham Foundation
	Multiskills	Tuesday (Summer 2)	Foundation Sports
Year 1	Multiskills	An entire half term during school year.	West Ham Foundation
	Zumba	Every Thursday (summer 2)	Foundation Sports
Year 2	Multiskills	An entire half-term during school year.	West Ham Foundation
	Zumba	Every Thursday (summer 2)	Foundation Sports
	Zumba – afterschool club	Every Thursday (summer 2)	Foundation Sports
Year 3	Multiskills	An entire half term during school year.	West Ham Foundation
	Multiskills – afterschool club	Autumn 1 – Summer 1.	West Ham Foundation
	Gymnastics	Every Wednesday (Summer 2)	Foundation Sports
	Gymnastics – afterschool club	Every Wednesday (Summer 2)	Foundation Sports
	Athletics – Afterschool club	Every Tuesday (Summer 2)	Foundation Sports
	Football tournament	Friday 15th June	Power league/ ourselves
Year 4	Multiskills	An entire half term during school year.	West Ham Foundation
	Multiskills – afterschool club	Autumn 1 – Summer 1.	West Ham Foundation
	Gymnastics	Every Wednesday (Summer 2)	Foundation Sports
	Gymnastics – afterschool club	Every Wednesday (Summer 2)	Foundation Sports
	Athletics – afterschool club	Every Tuesday (Summer 2)	Foundation Sports
	Football tournament	Friday 22nd June	Power league/ ourselves
Year 5	Multiskills	An entire half term during school year.	West Ham Foundation
	Multiskills – afterschool club	Every Friday	West Ham Foundation
	Football Training	Every Monday	West Ham Foundation
	Circuit Training	Alternative Mondays(Summer 2)	Foundation Sports
	Gymnastics – afterschool club	Every Wednesday (Summer 2)	Foundation Sports

	Football tournament	Friday 29th June	Power league/ ourselves
Year 6	Multiskills	An entire half term during school year.	West Ham Foundation
	Multiskills – afterschool club	Every Friday	West Ham Foundation
	Football Training	Every Monday	West Ham Foundation
	Circuit Training	Alternative Mondays(Summer 2)	Foundation Sports
	Gymnastics – afterschool club	Every Wednesday (Summer 2)	Foundation Sports
	Football tournament	Friday 29th June	Power league/ ourselves

Future Improvements.

- Attend professional sporting event
- Continue to offer equal opportunities to all year groups across the school.
- House football/competitive sport within year 5 and year 6. Both boys and girls will compete in a range of different sports.
- Interschool competitions – look to arrange inter school competitions with other schools. Focus on competitive activities and competition. Look at arranging sports days and “days of excellence” where children to be given chance to excel.
- Pupil Premium children will be offered a guaranteed place in any club that they wish to attend.

Sustainability

Continuity in provision so the same coach/es will work with the children. Outside and additional opportunities signposted to all parents so children can continue with the activity. All staff contribute fully to deciding how, and where the grant should be spent. Grant shared between outside providers and resources so activities and opportunities can continue into the new school year.

Participation and Attainment

All children across the school have received specialised coaching. All children across the school have had extra opportunities, outside of the minimum statutory requirements, to participate in a range of sports. All children who asked to attend a multiskills or football after school club throughout the school year had the opportunity to do so. In the second half of the summer term 2018, over 120 sessions and 80 hours of addition opportunities were provided to the children at St Bede's. The majority of children were judged to be working in line with, or exceeding year group expectations.