

OVERVIEWIntroduction:

The physical education of the child is essential in the primary years for the physiological progress of the child, providing the foundations for a healthy adult lifestyle. PE should also be used to develop confidence, co-operation and teamwork skills, friendship and relationships, a sense of fair play, as well as an appreciation and awareness of self.

School PE Mission Statement:Our PE and Activities Mission Statement

Christ the King is an active school where we use teamwork to keep healthy, fit and strong and where we believe in ourselves and our ability to push our own limits.

Devised by School Council 2013

Aims:

- To develop the child's physical, mental, social, moral and cultural skills through a broad and balanced curriculum.
- To provide opportunity for all children to participate in physical education.
- To provide the opportunity for all children to experience a wide variety of sports and physical activities.
- To provide all children with the opportunity to experience competition through out of hours learning.
- To increase children's physical activity by providing out of hours learning.

Objectives:

- To ensure that all children are given the opportunity to participate in all areas of the physical education programme, as outlined in the National Curriculum and Early Learning Goals for children in the Foundation Stage.
- To ensure, through in-service training, staff feedback, surveys etc that all staff feel confident about and are competent in delivering all of the above.
- To ensure that all children, irrespective of physical or learning ability have the opportunity to participate in all physical education activities, through differentiation and support.
- That all who deliver P.E., are capable of delivering this subject to all pupils through sufficient training of teachers, teaching assistants and the purchasing of equipment that enables this delivery.
- That all children can take part in and experience coaching from outside agencies to involve them in new sports and activities.
- To resource P.E. appropriately and to review these resources annually.

National Curriculum:

Christ the King will provide a progressive curriculum, enhancing the six main areas of activities outlined in the National Curriculum; games, gymnastics, dance, swimming, outdoor and adventurous activities as well as athletics.

As required in Key Stage 1, we teach dance, games and gymnastics. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus athletics, swimming and outdoor and adventurous activities.

Outdoor and Adventurous Activities and Swimming

As well as being timetabled as part of the curriculum, opportunities will be provided to develop and enrich learning of Outdoor and Adventurous Activities for KS2 through residential and outdoor educational day visits.

Swimming will be provided off site for all children in Year 3 and Year 4. Any child that cannot swim the government recommended 25m by the end will take part in a 'Top Up' initiative provided by the local authority in Year 6.

The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Cross Curricular

P.E. should be viewed as a subject with a very broad base, and as such should interface with all other subjects in the National Curriculum. Opportunities to link PE to Phase topics and any opportunities to use cross-curricular teaching should be encouraged.

Contribution of PE to teaching in other curriculum areas:

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. Also, children will be asked to sequence and order movements.

Maths

Children will be using skills such as measuring of time and length in activities such as Athletics. For younger children, Maths opportunities will be given through counting and grouping. Furthermore, children will learn about shape and direction.

Computing

We use ICT to support PE teaching when appropriate. In dance and gymnastics children use music and cameras and I pads. Children record performances and use the technology to evaluate and aim to improve performances.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Inclusion

As a school with an inclusive Special Educational Needs Policy, provision must also be made for those children with physical and learning disabilities, so that they may experience success as opposed to failure in physical education. This will be done in consultation with the S.E.N. co-ordinator.

Special Educational Needs

All children, regardless of ability, will be included in all activities. If a child is identified as having Special Educational Needs for PE a discussion between the classroom teacher, teaching/support assistant, parents/carers, the child and the SENCO should take place in order to decide the best possible way for the child to participate in any given activity.

Children with learning difficulties (including those with dyslexia) should sit near and facing the teacher when instructions are being given. Instructions should be short and precise. Written instructions should be in bullet points, on pastel coloured paper. Writing should be clear. Where possible provide support for that child, either using another adult or child.

The Role of the P.E. Co-ordinator

- To plan, develop and deliver a P.E. policy and scheme of work, and to review and update these as and when appropriate.
- To lead staff in planning, delivery and assessment of P.E. through policy guidelines and in-service training.
- To identify staff in-service needs in P.E.
- To lead P.E in the school through good practice and management.
- To audit resources annually and assess the cost effectiveness of purchases.

Schemes of work and planning:

The PE overview has been written in accordance with the National Curriculum. Staff will follow the LCD scheme of work to support the teaching of the curriculum. The LCD scheme is available for all staff to assess through the staff file. Other LCD resources are available in the school PE cupboard. Foundation Stage will follow the Early Learning goals.

Planning

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan is provided by the PE Leader at the start of every academic year. This overview is available on the staff file. Staff are to print/photocopy medium term plans and individual weekly lesson plans. Plans should be annotated to show planning meets the individual needs of each class. Differentiation should be shown on annotated plans. Annotated plans should be dated and show success and next steps needed at the end of each lesson.

Teaching and Learning and Assessment

Teaching and Learning

All lessons should be differentiated to match the individual needs and levels of children. Challenges should be presented to those of higher ability to develop progression and ensure enthusiasm is maintained. Support should be provided for those less confident to ensure achievement is assessable to all children in every lesson regardless of age or ability.

At the start of every lesson the teacher must introduce the lesson objective and Success Criteria. The Success Criteria may be differentiated by ability. Teachers and children should assess their performance using the LO and Success Criteria. The LO and Success Criteria should be introduced in the classroom.

Assessment

Children can be assessed in P.E. using the following methods:

- Formal Observation by class teacher
- Self-assessment/peer assessment. Children can assess their own or their peers performance by using a wish and star to evaluate their own performance recognising areas for improvement.
- Children's' achievement will be recorded in the assessment proforma provided in teacher's PE files. This is to be completed at the end of every half term for KS2 and term for Foundation and KS1.
- The assessments provided will monitor attainment; the children's National Curriculum Level will be identified using the National Curriculum Level descriptions. Teachers will use assessment sheets to inform awarding levels.

Timetabled 2 hour Physical Activity

The 2 hours timetable physical activity will be made up as follows:

- Every class is timetabled to 1-hour physical activity on the school hall timetable. The timetable is displayed on the door of the school hall and is available on the staff file.
- Every class will take part in a 1-hour lesson led by a qualified expert from LLS (Little League Sports).

Other Physical Activity will take place through:

- Active Lunch Time rota led by Young Leaders.
- Cross-curricular physical activity.
- Extra-curricular clubs.
- Wake Us Shake Up offered in class

Out of hours learning and extra curriculum clubs

Children will have the opportunity to take part in out of hours learning. Clubs will be led by teachers, teaching assistants and outside agencies. All outside agencies must provide a full DBS and photographic identification. Clubs will be provided before school, during lunch times and after school to accommodate all children's needs. Clubs will be offered from children in Reception to children in Year 6 in a range of sports. Clubs will be displayed on a school notice board. Provision is put in place to ensure every child, in every year group as the opportunity to take part in extra-curricular clubs.

Clubs will change every half term to ensure all year groups are given the opportunity to take part in out of hours learning and a range of sport is offered.

Teachers, teaching assistants or outside agencies providing clubs should ensure:

- Permission is given by parents or carers for the children to attend the club
- There is register taken at every club
- The person in charge is aware all or physical and medical needs of the children at the club
- Any children requiring medication should have it with them clearly labelled and should be able to administer it
- All children need to be collected by an adult and can only leave school without an adult if written permission had been given by the parent/carer

If a child is not collected after a club the leader of the club should inform a senior member of staff. A senior member of staff will always be present when a club is taking place.

If a child is injured the person in charge should ask for the first aider available in school, inform a member or the senior management team and record the incident in the school medical book.

Competitions:

All children will be given the opportunity to take place in Intra (level 1) competition through Phase competitions.

Children will be given the opportunity to compete in Inter (Level 2) competitions against other school through LSSP competitions and competitions affiliated to by the PE Leader. These competitions will lead to national (Level 3) competitions.

Competitions will be provided for children in Reception, KS1 and KS2. Children chosen for competitions will be chosen mostly to develop a skill and provide provision for G&T. Some competitions will be entered for inclusion and social and moral development.

Health and Safety:

- Children should not wear any jewellery during P.E. Children that cannot remove earrings should be sent to the school office to ask for tape to cover the ears.
- Pumps will be worn for indoor use only. Trainers will be for outdoor use only. Teachers should use their professional judgement taking into account all health and safety issues when deciding upon whether a child should be participate.
- Children should be made aware of health and safety issues during P.E. lessons and should be aware of their own actions and the implications they may have for health and safety.
- All children (as young as Foundation) should be trained to put out apparatus, using verbal and non-verbal (work cards) instructions to help them. They will be aware that apparatus needs to be handled carefully, in a calm, responsible manner.
- Children must learn to take responsibility for their own clothing, by ensuring all their kit is returned to their PE bag and put on their peg.
- A risk assessment for the school hall is available on the staff resource file.

Kit:

The following kit should be worn by all children (boys and girls) and should be brought to every P.E. lesson.

Yellow polo shirt

Maroon shorts

Pumps (indoor use only)

Trainers (outdoor use only)

Parents will be asked to ensure that their child has the appropriate kit for each lesson or provide an alternative along with a note of explanation.

Changing for Physical Education:

All children should get changed in the classroom or PE hall. All children should be supervised by either a teacher or teaching assistant at all times. Boys and girls will change together. Children in upper KS2 will change in separate parts of the classroom to respect the children's privacy when changing in front of different genders. Any child who requests complete privacy either for cultural or personal reasons will be allowed to change in the toilets. Children in foundation stages or lower KS2 should be encouraged to remove and replace their own tights, trousers and skirts. Teachers and teaching assistants should encourage children to independently dress to the best of their ability.