

Sacred Heart Physical Activity Policy

Jesus at the heart of all that we do

Philosophy

In accordance with our mission statement and the aims of the school, we believe that Physical Education is essential to the development of the whole child – academic, social, emotional, spiritual and physical. It provides the foundation for a healthy lifestyle and contributes to the development of literacy, numeracy, citizenship and self-esteem. We also believe that Physical Education should allow children to develop respect for their bodies and control and co-ordination over it.

Curricular Aims and Learning Objectives

1. To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (acquiring and developing).
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (selecting and applying).
3. To improve observation skills and the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance (improving and evaluating).
4. To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (knowledge and understanding of fitness and health).
5. To develop the ability to work independently, and communicate with and respond positively towards others (working alone and with others).
6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well being (applying safety principles).

To promote physical activity and healthy lifestyles, pupils should be taught:

- a. To be physically active;
- b. To engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance; for a minimum of two hours a week.
- c. The increasing need for personal hygiene in relation to vigorous physical activity.

To develop positive attitudes, pupils should be taught:

- a. To observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators;
- b. How to cope with success and limitations in performance;
- c. To be mindful of others and the environment;
- d. To develop leadership skills.

Entitlement

At Key Stage 1 pupils should be taught the knowledge, skills and understanding of PE through Dance, Games and Gymnastic Activities.

At Key Stage 2 pupils should be taught the knowledge, skills and understanding of PE through Dance, Games, and Gymnastics Activities and through two further areas from Swimming and Water Safety, Athletic and Outdoor and Adventurous Activities.

There is also a school sport strategy with aims to increase the percentage of children participating in two hours of high quality sport and create opportunities for children to participate in a further three hours a week with a new “5 hour offer” from 2012 and beyond.

The PE Curriculum

Pupils are taught Games, Gymnastic Activities and Dance in years 1 through to 6 and swimming in year 4. In addition pupils in years 3 through to 6 are taught athletics activities and those in year 4 attend a 3-day residential at Dell Farm where they experience a range of Outdoor and Adventurous Activities. Pupils receive a minimum of

two timetabled 45 minute lessons a week in Key Stage 1 and two 60-minute lessons a week in Key Stage 2.

The Foundation Stage is taught physical development to promote co-ordination, control, manipulation and movement throughout the year through play and child initiated activities as well as through focused activities. They receive two timetabled 45 minute lessons a week that focus on spatial awareness and body management through gymnastic, games and dance type activities.

The curriculum team for PE is responsible for mapping the curriculum and thus ensures that pupils experience a coherent and progressive curriculum across both key stages.

Teaching and Learning

Two styles of PE teaching are normally found in the school, 'direct' and 'indirect'.

The direct approach caters for the needs and abilities of all pupils and allows them to approach the exercises that have been set in their own way. When appropriate the teacher must give active encouragement and help to individual pupils. Any interesting problems and good examples could be demonstrated to the whole class.

The indirect approach increases pupils' self-awareness but this should not be allowed to develop into a self-centred approach. Pupils will be taught to be co-operative and courteous at all times.

The direct approach covers formal tracking of specific skills. It is important to plan for progression and continuity and previous assessments should inform teachers of a pupil's ability and experience. Pupils learning a new skill should have the necessary strength, flexibility and body awareness and should pass through the progressive stages leading up to that skill.

Continuity and Progression

This is achieved through medium term planning and the use of whole school schemes of work.

Assessment and Recording of Progress

Children are assessed through informal teacher assessment and progress made is recorded on the child's annual report. Formal assessment procedures are in place.

Equal Opportunities and Inclusion

All children receive the same opportunities within PE irrespective of gender, ethnicity, disability or special educational needs. Children are taught in mixed ability and gender groups in order to develop social cohesion, confidence and raise their self- esteem.

Staffing

At present the majority of PE is taught by qualified coaches (Think Sport) who are required to be suitably attired . A curriculum audit of staff CPD requirements is carried out on an annual basis and training needs identified accordingly. We continue to raise staff awareness and development through PE staff meetings and the sharing of staff expertise.

Equipment and Resources

There are two school halls, which contain fixed gymnastic apparatus, plus additional PE equipment. Both are used primarily for indoor PE but also serve as the school dining rooms. There are two small playgrounds and a grassed area that are used for outdoor games. The Key Stage 2 playground is marked for netball whilst both are marked for additional playground games.

There is a range of equipment available for the teaching of games skills and music for the delivery of dance. There are also TOP Play, TOP Sport and TOP Dance resources in

school. As well as personalised school lesson plans provided by the PE Co-ordinator and Think Sport.

The PE shed is to be kept clear of clutter and when used equipment is to be replaced promptly and tidily in the correct marked location to ensure the equipment can be found for future lessons and playground games.

All equipment is to be inspected during inventory annually.

The gymnastics equipment is inspected annually as part of the schools Maintenance Contract.

Health and Safety

Health and Safety awareness is an integral part of children's learning in PE. We recognise that safety is of paramount importance. We expect all staff to adhere to the School Policy 'Health and Safety in PE' and to the BAALPE (British Association of Advisers and Lecturers in Physical Education) guidelines 'Safe Practice in PE', copies of which are available in the staff room.

Teachers should consult individual pupil records to ensure they are aware of children with specific health/medical problems and allergies.

To ensure safe practice, pupils should be taught:

- a. To respond readily to instruction;
- b. To recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition;
- c. About the safety risks of wearing inappropriate clothing, footwear and jewellery, and why particular clothing, footwear and protection are worn for different activities;
- d. How to lift, carry, place and use equipment safely;
- e. To warm up for and recover from exercise, be aware of the changes that occur to their bodies as they exercise, and to recognise the short and long term effects of exercise on the body.

Health and safety is an important issue which **all** staff are responsible for.

Out of Hours Learning Opportunities

Throughout the year there are opportunities for all children to be involved in a variety of physical activities which enhance and enrich their experiences of physical activity. These currently include football, netball, multisports, gymnastics and dance. In addition, equipment is also made available to children at playtimes in the playground at break and lunchtimes.

The Use of Volunteers and Paid Coaches

The school checks that any volunteers and paid coaches (Think Sport) working within it have been CRB checked and are appropriately qualified. All volunteers and paid coaches working in schools should meet the criteria as outlined in the LBC guidance on the use of volunteers and paid coaches in PE and School Sport, a copy of which can be found with the Headteacher.

Monitoring and Evaluation

It is the responsibility of our Governing Body to agree and then monitor the school Physical Activity Policy. The committee of the governing body for curriculum issues does this together with the Head teacher and co-ordinators as appropriate. The Head teacher will report to the Governors in the termly report on issues relating to this policy as appropriate.

As part of the schools monitoring and review cycle, delivery of PE within the school will be monitored formally through lesson observations and informally by the PE co-ordinators in line with the School Improvement Plan.

Review date: September 2017

This is a working document for the use of all staff.

This area is managed by the curriculum team with responsibility for PE.