



Beaminster
St. Mary's Academy

Where children come first; belonging and building together
Respect † Trust † Kindness † Friendship † Responsibility

Physical Education and Sports Policy

Date reviewed: Autumn Term 2022

Beaminster St Mary's Academy

Physical Education and Sports Policy

Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of its importance.

At St Mary's Academy, we are committed to providing a broad and balanced programme of physical education. We believe every child should engage in activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes: athletics, dance, games, gymnastics, swimming and outdoor education. A high-quality programme is designed to satisfy the needs, abilities and interests of all individual children.

At St Mary's Academy, each class will receive 2 hours of physical activity per week. Typically, these two hours are made up of taught sessions in school and swimming. The sessions will contain elements required by the National Curriculum:

KS1 pupils should be taught to:

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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. (New National Curriculum)

KS2 pupils should be taught to:

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

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, archery, badminton, cricket, fencing, football, hockey, netball, rounders, rugby and tennis), and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- 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. (New National Curriculum)

Aims

- To promote a healthy and fulfilling lifestyle by developing self - motivation to take part in physical activity outside school as recreation:
- by developing a positive attitude and interest in a wide range of physical activities.
- by raising awareness of issues regarding Health Related Fitness.
- To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
- To contribute to the intellectual development of each child.
- To help establish the individual child's self-esteem and confidence. To develop social skills (co - operating in groups, playing fairly to rules, mixing with children from other school s).
- To ensure that those children considered Gifted and Talented in sports and PE are given opportunities to develop and excel.
- To ensure every child has the opportunity to take part in breakfast and after school sports clubs, as well as external competitions and tournaments.

Beaminster St Mary's Academy Guidelines will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent St Mary's Academy in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (e.g. use of athletics data in ICT and number work in both numeracy and PE lessons).
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day/parents
- Clubs: Inter-school matches. (We co-ordinate our safeguarding policy with all outside agencies)
- Ensure children wear the St Mary's expected P.E. kit. for all lessons. (See below). Also, ensure teachers change into appropriate clothing to teach PE lessons.
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

The P.E. Curriculum

Each class is timetabled at least one session in which they have priority of access over hall and one session taught by an outside company (Ross Baker Autumn/Spring 18/19).

In addition to sessions taught by class teachers, St Mary's children are offered specialist provision from Sports Coaches throughout the year, including: Sailing, Cricket, Football and Rugby.

Basic Lesson Plan

- Warm up - gentle exercise or stretching.
- Introduction (or Revision) - individual or pair work.
- Development - more challenging tasks in small groups.

- Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

Further Points to Consider

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometime s mixed pairs, depending on the activity.
- Select a mixture of competitive and non - competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best - work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.
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How PE teaching is monitored

The Subject Leaders for PE are Katy Woodrow and Debbie Sherring. The Subject Leaders look at planning and will observe lessons throughout the academic year. When appropriate it is also possible that the PE Subject Leader will seek the support of a specialist to evaluate particular areas of the curriculum such as gymnastics.

Health and Safety

PE Kit

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

- Shorts and T Shirts, with suitable footwear are appropriate for use indoors. However, an outdoor games kit should be worn if PE takes place on the playground/grass.
- Swimming: Swimming costume, children are NOT allowed to swim in underwear. Some pools insist on trunks rather than shorts.
- All jewellery (including watches) should be removed.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Children Without Kit

At the beginning of their time at St Mary's parents will be informed via the Parent Handbook of the requirements and they will have the opportunity to discuss any serious reservations with the Headteacher. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem, an informal conversation with the parents would be appropriate.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary. If a child is unable to take part in any physical activity, a note must be provided by a doctor.

Equipment and Resources

The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company. Equipment is dealt with below.

Safety

Small equipment is checked by the subject leaders on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to Mrs Sherring or Office and taken out of use. Children should be made aware of safe handling of the PE equipment.

Ordering Equipment Any new equipment required can be ordered through the PE coordinators and Headteacher.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, 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:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator.

Provision for Gifted and Talented children

At St Mary's, we are committed to ensuring the development of children with an identified talent or gift in PE/Sports. Provision for these learners should reflect their abilities.

St Mary's offers programmes of support for learners who are identified as Gifted and Talented and encourage participation at a higher level of competition.

The school supports families of Gifted and Talented learners to achieve a balance between school and sporting activities. This balance can be achieved by allowing opportunities for learners to attend sporting fixtures or training during school time.

Assessment of PE

To support teachers, assess children's abilities in PE, they should consider:

- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: co-operate, dominate, and withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

In swimming, children will be assessed using the ASA Swimming Stages.

Extra - Curricular Sport

St Mary's Academy is fully committed to providing extra - curricular sporting opportunities. These include:

- Clubs (breakfast and after - school) available to all age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports through local school arrangements.
- Friendly matches against other schools/groups.

Links with other agencies

These include:

- Participation in local sports leagues with other primary schools.
- Visits, and liaison with Beaminster School and Sir John Colfox Academy
- Weymouth and Portland Sailing Academy.
- Liaison with the local School Sport Co-ordinator.
- Liaison the Healthy School practitioners.

Staff Training

- The PE co-ordinators will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE co-ordinators.
- The PE co-ordinator s will devise a program of team - teaching set out through the year to support staff where needed. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.

Review Date: Autumn Term 2024