

## *Duddon Saint Peter's School*



### **Physical Education Policy**

**Purpose:** “To provide a high quality physical education that inspires pupils to succeed and excel in competitive sport and other physical activities and to embed values such as fairness and respect.”

#### **Aims**

**To give all children equal opportunities to:**

- Master basic movements including running, jumping, throwing and catching in both isolation and in combination.
- Develop balance, agility and co-ordination, and apply these skills to a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Apply the basic principles of attacking and defending to competitive games , modified where appropriate.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using simple movements, progressing to a range of movement patterns.
- Take part in outdoor and adventurous activities both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

#### **Principles**

In all areas of physical activity pupils are encouraged to respond positively to the challenges of the set tasks, using their accumulated knowledge to select space, apparatus and methods. It is essential that they understand the importance of appropriate behaviour and control in working safely and co-operatively.

As they progress they are encouraged to take initiatives and accept responsibility for their actions and decisions, applying their skills in new contexts. They are taught to organise the resources they need, carrying and arranging equipment in a safe manner. The importance of suitable clothing and footwear is stressed.

Within each lesson, children are offered a variety of activities, through which they can achieve sustained concentration and a sense of commitment, as well as enjoyment. There is a period of 'warming up' and 'working down' incorporated in each lesson.

Planning takes place before and during activities, sometimes as individuals, or as members of a group or team. Pupils are encouraged to raise questions where necessary but to work without undue dependence on the teacher. They are encouraged to think ahead and anticipate possible sequences, tactics, actions and responses that might arise. Pupils should look for relevant or original solutions to problems that occur and be able to adapt or refine their skills as circumstances change.

Evaluation is an ongoing process by which they can practise and improve their performance. As part of this process children use skills of observation, perception and comparison to make judgements, and offer constructive comment on their own and other children's performances. They use this information in subsequent activities in order to progress to their full potential.

Throughout the school, in all areas of physical activity, progression is two-fold, incorporating the level of difficulty and the quality of performance. There is regular discussion between staff in order to identify and implement these strategies and to ensure continuity.

## **PRACTICE:**

### **Nursery and Reception:**

Children in Treetops have continuous access to PE equipment that they can use throughout the day. This includes target throwing, hoops, beanbags and balls. They also have weekly dance lessons in the main school building.

**KSI:** All children receive two hours of PE per week.

Children in Years 1 – 3 have sessions with a specialist P.E teacher. The children also have the option of attending a wide range of after-school activities and can take part in external competitions as part of the Sandstone Sports Association.

In gymnastics, an awareness of space and different ways of travelling on and off the apparatus are taught. Safety is built into each lesson. In dance, children express ideas through movement, sometimes using music as a stimulus. Control and co-ordination are encouraged during these lessons.

### **Multiskills:** (outside whenever possible)

Multi-skills activities are in place to offer a wider variety of games. The children learn how to throw, catch, strike or kick a ball. Pupils learn how to run, dodge, chase or avoid other children, using space safely and appropriately; they play simple competitive games.

**Gymnastics:**

The children learn various ways of travelling, using space, both individually or in pairs, linking activities together and using apparatus.

The children are constantly reminded of safety issues and attention is drawn to the changes which occur to their bodies as a consequence of exercise.

**Dance:**

The children work with pieces of music, sometimes linked to the topic, in order to increase control and co-ordination. The music helps them to develop awareness and response to mood and changing rhythm.

**KS2**

Children in Years 4 - 6 are taught during two hour periods each week. The children are taught as classes and over the year they cover a range of indoor and outdoor activities. These include games, dance, gymnastics and athletic activities. In addition to the curriculum, the children are provided with ample opportunities to attend a range of afterschool activities. There is also a regular calendar of competitive events with the Sandstone Sports Association.

**Programme of Study**

Staff work from the curriculum and scheme, such as TOPS or Sainsbury's school games, are available if staff wish to use them.

**Swimming**

Children in Years 4 - 6 attend a half term block of swimming lessons per year. These are taught in classes and will be held at Winsford Lifestyle Centre. A non-compulsory charge will be requested from the parents to cover the travel cost for this.

**Cross-curricular links:** Links to science and the human body are encouraged and children are expected to talk about the effect on exercise on their bodies and health.

**Equal opportunities and special needs:**

Throughout KSI and KS2 all children are given the opportunity to participate in a full range of physical activities. These are structured in such a way that each individual is challenged to achieve his/her full potential. Differentiation will occur naturally if pupils have responsibility for planning, performing and evaluating their own movements in the light of previous experience and acquired skills. Specific and individual instructions are given where pupils experience difficulties with hearing or understanding.

On occasions when teachers identify exceptional performance there is discussion with parents, and contact can be made with the appropriate organisation. Extra curricular activities are held at different times so that there is no selection necessary. All after-school activities are aimed at a full range of abilities.

**Safety and care:**

All gymnastic equipment and sports facilities are inspected on a regular basis. Children are taught to lift, carry and arrange apparatus in a safe manner and to wear clothing and footwear suitable to the activity.

Signed: ..... Governor responsible

Signed: ..... Head teacher

Date: *October 2017* Date of review *Autumn 2018*