



P.E Policy

Jamie Turner
PE Coordinator

***Loving Learning,
Striving for Success,
Achieving Everyday***

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Rationale

Physical Education is one of the statutory foundation subjects within the National Curriculum. It forms part of a vital and unique contribution to each child's physical development, health and well-being.

At Colegrave, every opportunity is made available to promote an understanding of the benefits of a healthy and active lifestyle, in conjunction with but not solely linked with Science.

This policy is intended to be used in conjunction with the Colegrave schemes of work (unless otherwise stated) as well as our teacher's experience. It is intended that this policy and the Colegrave scheme of work will form the basis for the teaching of PE in the following areas:

- Invasion games
- Net/wall games
- Striking and fielding games
- Focus sports include; tag rugby, hockey, tennis and football amongst others
- Dance (*Val Sabin Scheme of Work)
- Athletics
- Gymnastics
- Swimming and water safety (KS2 only)
- Outdoor and Adventurous Activities (Year 6 visit to Fairplay house and More Able Visit to Fairplay House)

This policy has been drawn up in consultation with the Head teacher, teaching and non-teaching staff. The implementation of this policy is the responsibility of all teaching staff.

Timetabling

At Colegrave, every class is timetabled 90 minutes of P.E per week – with a view that an additional 30 minutes are spread throughout the week

PE curriculum

Knowledge, skills and understanding:

Teaching in both key stages should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and also with fitness and health. In both key stages there are 4 elements that need to be incorporated in to activities.

These are:

- **Acquiring and developing skills**
- **Selecting and applying skills, tactics and compositional ideas**

- **Evaluating and improving performance**
- **Knowledge and understanding of fitness and health.**

KEY STAGE 1

Breadth of study:

During this key stage, pupils are taught the knowledge, skills and understanding through dance activities, games activities and gymnastic activities.

Games

Pupils are taught to:

- 1 Travel with, send and receive a ball and other equipment in different ways.
- 2 Develop these skills for simple net, striking/fielding and invasion-type games.
- 3 Play simple, competitive net, striking/fielding and invasion-games that they and others have made, using simple tactics for attacking and defending.

Gymnastics Activities

Pupils are taught to:

- 1 Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.
- 2 Develop the range of their skills and actions (eg: balancing, taking off and landing, turning and rolling).
- 3 Choose and link skills and actions in short movement phrases.
- 4 Create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

Dance

Pupils are taught to:

- 1 Use movement imaginatively, responding to stimuli, including music, and performing basic skills; (eg: travelling, being still, making a shape, jumping, turning and gesturing).
- 2 Change the rhythm, speed, level and direction of their movements.
- 3 Create and perform dances using simple movement patterns, including those from different times and cultures.
- 4 Express and communicate ideas and feelings.

KEY STAGE 2

Breadth of study:

During this key stage, pupils are taught the knowledge, skills and understanding through six areas of activity:

- a) dance activities
- b) games activities
- c) gymnastic activities
- d) swimming activities and water safety
- e) athletic activities
- f) outdoor and adventurous activities.

Games

Pupils are taught to:

- 1 Play and make up small-sided and modified competitive net, striking/fielding and invasion games.
- 2 Use skills and tactics and apply basic principles suitable for attacking and defending.
- 3 Work with others to organise and keep the games going.

Gymnastic Activities

Pupils are taught to:

- 1 Create and perform fluent sequences on the floor and using apparatus.
- 2 Include variations in level, speed and direction in their sequences.

Dance

Pupils are taught to:

- 1 Create and perform dances using a range of movement patterns, including those from different times, places and cultures, including some different dances of the British Isles.
- 2 Respond to a range of stimuli and accompaniment.

Athletics

Pupils are taught to:

- 1 Take part in and design challenges and competitions that call for precision, speed, power and stamina.
- 2 Use running, jumping and throwing skills both singly and in combination.
- 3 Pace themselves in these challenges and competitions.

Outdoor and Adventurous Activities

Pupils are taught to:

- 1 Take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments.
 - 2 Use a range of orienteering and problem-solving skills.
 - 3 Work with others to meet the challenges.
- A 2 day excursion in Year 6 to Fairplay house fulfils this requirement.

Swimming

Pupils are taught by recognized coaches and are taught to:

- 1 Pace themselves in floating and swimming challenges related to speed, distance and personal survival.
- 2 Swim unaided for a sustained period of time over a distance of at least 25 metres
- 3 Used recognised arm and leg actions, lying on their front and back
- 4 Use a range of recognised strokes and personal survival skills (eg: front crawl, back crawl, breaststroke, sculling, floating and surface diving).

The Foundation Stage

We encourage the physical development of our children in the Foundation Stage as an integral part of their work. They should develop confidence and control in the way they move, by travelling over, under, around and through equipment, both large and small. We give all the 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, including spatial awareness.

Assessment

Assessment will form part of a teacher's weekly duties, informed by the objectives and success criteria of each lesson. Identification of More Able children will be made formally in writing to the P.E coordinator and the More Able coordinator. **Assessment is to be made at the end of each unit using the criteria from P.E Primary scheme of work. Teacher's to complete assessment in class groups of below average, average and above average ability.**

Clothing

Children will wear appropriate clothing for the lesson planned. Pupils are expected to bring their PE kits to school every Monday, and take home every Friday. Teachers will take a PE Kit register every Monday morning. A phone call home will be made to the parent/carers of any pupils who do not have their PE kits. Colegrave Primary School P.E kit is available to purchase from the school office.

It is the expectation that staff wear appropriate PE clothing when teaching PE in order to act as a role model for pupils.

Out-of-School Competitions

More able pupils may be selected by the class teacher/PE coordinator to represent Colegrave in out-of-school competitions. Since these children will be ambassadors for the school, they must display excellent behavior and a positive attitude to school at all times. Pupils who do not meet Colegrave's expected standard for behaviour will not be invited to compete in out-of-school competitions.