



The Federation of St Giles and St John

P.E Policy



Aims

- At Farlow and Kinlet Primary Schools our aims are that children should:
- enjoy all aspects of PE.
- be able to access all PE lessons regardless of race, gender or disability.
- develop positive self-esteem through achievement.
- learn to co-operate, appreciate fair play and honesty in competition.
- unless they have special needs in PE, achieve by 7 the National Curriculum target for 7 year olds or beyond. The target is:

Level 2.

Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and co-ordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about difference between their own and others performance and suggest improvements. They understand how to exercise safely and describe how their bodies feel doing different activities.

And by 11 the National Curriculum target for 11 year olds or beyond is:

Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.

To achieve these aims:

Time

- A minimum of 2 hours per week should be spent on PE.

General Teaching

- Learning objectives should be made clear to the children.
- Children should be taught that PE is about thinking.
- Children should organise themselves and equipment quickly, safely and without

fuss; they should be able to organise and re-organise themselves rapidly into small groups or teams.

- Children should work quietly so that the teacher can talk to them as they work.
- Children should be able to recognise their own progress and success within any one unit of work. A unit should last a minimum of 6 sessions to make this possible.
- A unit of work should concentrate on the same set of skills and games, building up the challenge; this gives children chance to improve and consolidate their work
- children should be active for 90% of any lesson (27 minutes in a 30 minute session)
- children respond poorly to detailed instructions; use short interventions for teaching points to enhance children's planning or to encourage evaluation and improvement
- question children as they work to make them think and to reinforce the positive e.g. NOT "Don't bump into each other" but "What would you do if someone came too close?"
- children should plan, perform and evaluate in every PE session; most time should be spent on performance with short, frequent opportunities to plan and evaluate
- build in differentiation by:
 1. giving children a range of equipment to choose from.
 2. sometimes grouping, setting up different tasks and different areas.
- use competition to motivate alongside practising skills but do not create anxiety in pupils.
- always warm up and cool down. Children should understand the reasons for these activities.
- PE involves a limited range of skills which apply from the Foundation Stage to international level; progression is important and should be in terms of:
 1. increasing accuracy
 2. putting skills into sequences
 3. developing the complexity of combinations
 4. pupil independence
 5. pupil interactions

Games

Resources for lesson planning (copies in staff room)

- The development of Games Skills by Cooper (KS2)
- Top Play cards (KS1)
- Top Sport cards (KS2)

Equipment

- PE equipment is colour coded and stored in colour coded boxes (red, blue, green, yellow)
- there are four empty containers which can be prepared prior to the lesson with a particular focus
- equipment should always be put away tidily

Skills to develop

- agility and athleticism - alert and on toes
- effective use of space, on/off the ball covering the court
- movement in preparation to send or receive
- accurate sending and receiving
- understanding the principles of attack and defence, including marking
- ability to anticipate
- ability to apply skills.
- understanding rules, set plays and positions.
- individuality and teamwork.
- skills can be developed in a variety of games-basketball, netball, football, rugby, unihoc

Organisation

- use colour grids (red, blue, green, yellow)
- children are divided into groups and know the colour grid for their group



Red

Green

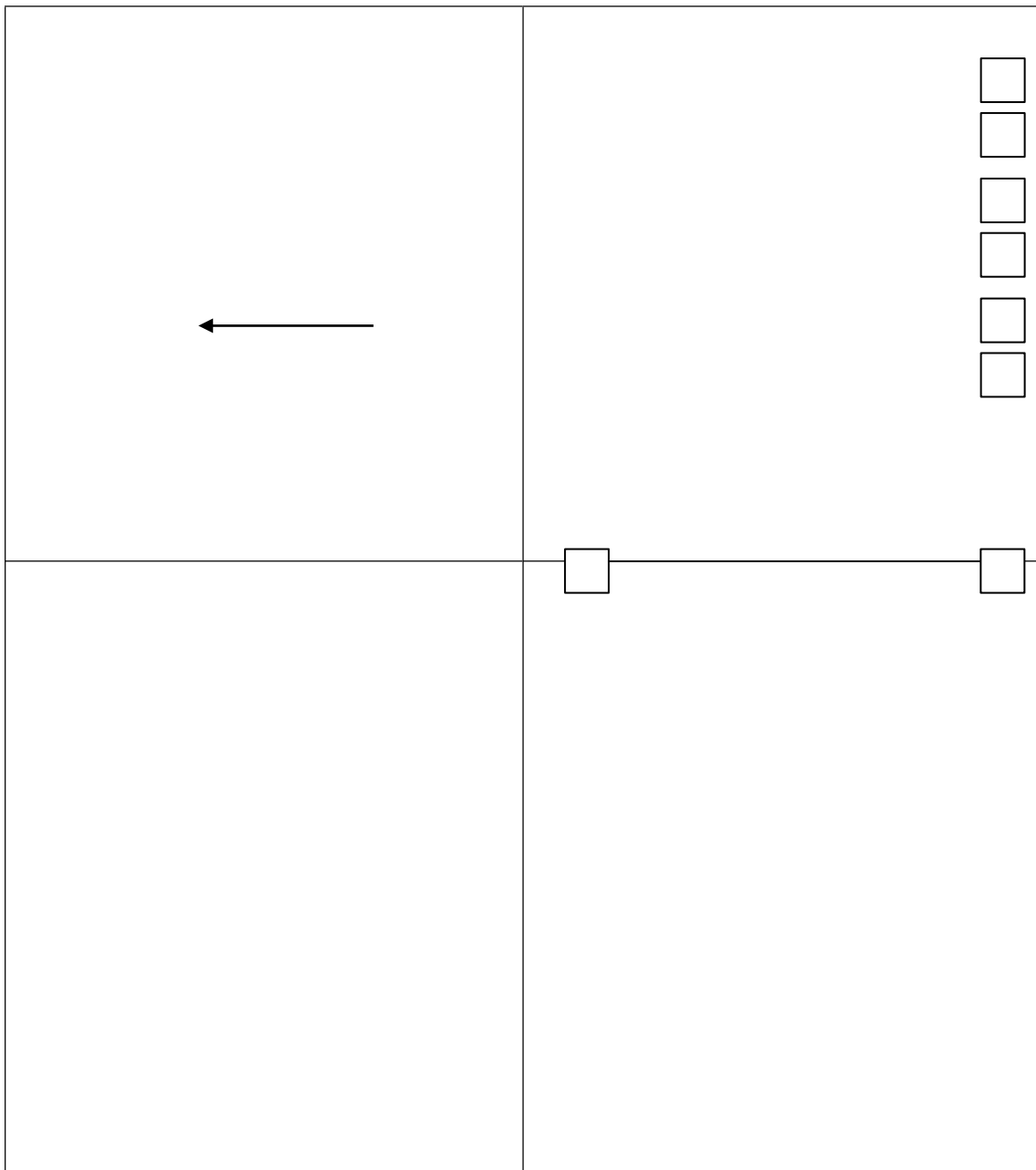
Yellow



Blue



Striker/fielder on playground



Dance

Resources for lesson planning (copies in staff room)

- Top Dance cards (KS1)
- Top Dance cards (KS2)
- A range of music and sound effects on CDs and tapes

Equipment

- music resources, including CDs in classrooms

Skills to develop

- posture poise
- appropriate response to rhythms and other stimuli
- spatial awareness, individually and in relationships
- expressive gesture and movement
- sensitivity to the mood and theme of the dance
- musical interpretation
- creativity
- originality

Organisation

Introduction

- make learning objectives clear

Main lesson

- Use the warm up and skills development sections of the lesson to build up the movement vocabulary and structure of the dance; children should develop the dance based on choices from this vocabulary and structure.

Gymnastics

Resources for lesson planning (copies in staff room)

- Physical Education Scheme Units QCA
- TOPS cards

Skills to develop

- posture and poise: NB This should carry over to everyday movement-being effective movers.
- spatial awareness
- clear starts and finishes
- appropriate tension (muscle control and extension (positive shapes)
- controlled transfer of weight
- strength, flexibility and agility

- controlled balance
- fluency in sequences
- take offs and landings
- set skills-TOPS cards
- creativity.

Teaching a gymnastics lesson

Introduction

- explain learning objectives to children clearly at the start.
- children may study and practise on the floor shapes and movements from the TOPS cards.

Organisation

- lessons concentrate on floor and small apparatus in order to focus on particular skills
- the apparatus should be arranged appropriately for the learning focus of the series of lessons.
- children should be taught to use a safe place to work; they should know how to check their space by looking
- children should get out and put away the apparatus and should be taught how to do this
- children should be taught to bend their knees and keep their backs straight when lifting; mats should be carried by four children, two along the long sides of the mat, and with thumbs on the top of the mat, fingers below.
- children should not walk backwards when putting out apparatus
- children should not jump over or onto apparatus when they are putting it out or away.

Warm up

- children should be taught to sit with crossed legs and a straight back.
- good use of space is an important skill that children should develop in warm up time.
- warm up movements should link to the teaching focus of the lesson.
- do-what-I-do type warm up, following the lead of the teacher eg types of jumping, and then inviting children to devise their own way of jumping and to plan by combining jumps in their own sequence; or make a full body shape, then a wide one, practise a roll and combine movements.
- teach children to run on their toes.
- the pace of the warm up should be fast and the activities varied.

Skills and activities

- TOPs cards give named details of shapes and movements; children may sometimes be given copies of the cards to help them practise; these shapes and movements should be referred to by name.
- children should also devise their own shapes and movements through questioning e.g. how could you make a wide balance on your feet/back etc? What balances could you do with your feet high?
- teacher and/or children should also demonstrate movements and balances
- a strong back is important in gymnastics and children should be taught this
- children should be taught to keep their head high whenever doing gymnastics
- children should be taught to hold their balances steady for 3 seconds (not jelly balances!)
- children should be taught to work safely at all times; they should look and check their position and they should listen out for others as they work, especially children who might be behind them
- emphasis should be on self-improvement, not on beating others
- children should be given enough choice, so that the learner is in control

Questioning and commenting

- lots of positive remarks and praise
- how do you know you are getting better?
- Was that the best way to do that?
- Why wasn't it the best way?
- How could you improve it?
- How could you make that harder?
- Who's being the most successful? Why?
- drip feed the positive; this takes time, but the focus is wrong with repeated "don'ts"
- challenge children-"Now try and beat that!"
- Are you remembering to keep your score?
- use children to demonstrate
- do not show children up
- use correct sport vocabulary

End of lesson

- go over learning objectives

Athletics

Resources for lesson planning

- Physical Education Scheme Units QCA
- TOPs cards

Equipment

- Athletics equipment is stored in the shed on the playground.
- Equipment should always be put away tidily.

Skills to develop

Running

- sprinting over short distance (40 m maximum for 10/11 year olds.)
- jogging over long distance (up to 500m)
- baton-changing while moving as part of a shuttle run.
- skipping

Throwing

- discus-type throws (hoop, quoit)
- shot-put-type throws (bean bag)
- javelin-type throws (foam javelin)
- overhead standing soccer throw

Jumping

- standing long jump
- various triple jump combinations (e.g. jump, jump, skip; hop, skip, jump) from standing and from running.

Teaching an athletics lesson

Introduction

- explain learning objectives to the children clearly at the start of the lesson.
- relate learning objectives to athletics activities

Organisation

- use the playground for some sessions and the field at the village hall.

Warm-up

- vigorous footwork activity, emphasising the contrast between running for speed (sprinting action, running full and big strides) and for running over longer distances (jogging action)
- running and jumping actions and combinations of running and jumping around two cones.

Skills

- one or two skills from running, jumping or throwing for the whole class to focus attention on learning objectives and teach specific points.

Group activities

- children work in three groups on running, throwing and jumping
- children have a personal best recording card and with a partner or in a small group practise, measure and record their achievements, aiming to improve their personal best over the unit of work.
- children use two cones to mark jump start and finishing points.

Cool down.

- Group relay activities may be used.

Questioning and commenting throughout the session:

- lots of positive remarks and praise
- How do you know that you are getting better?
- Was that the best way to do that?
- Why wasn't it the best way?
- How could you improve it?
- How could you make that harder?
- Who's being the most successful? Why?
- drip feed the positive; this takes time, but the focus is wrong with repeated "don'ts"
- challenge children - "Now try and beat that!"
- Are you remembering to keep your score?
- use children to demonstrate
- do not show children up
- use correct sport vocabulary

Ending

- Go over learning objectives.

Swimming

Resources for lesson planning

- National Curriculum resources for swimming and water safety

Equipment

- Swimming resources supplied by Ludlow leisure centre as part of the pool hire

Skills to develop

- use a range of recognised strokes
- use a range of personal survival skills
- swim unaided for a sustained period of time over a distance of at least 25m

Teaching a lesson

Introduction

- make learning objectives clear

Main lesson

A swimming lesson should start with warm up activities and then move onto skills based work linked to a stroke. The skills should then be applied to the full stroke. A lesson should then end with a game engaging the children in applying water survival skills.

Success criteria:

- ✓ Children enjoy all aspects of P.E.
- ✓ Children develop positive self-esteem through achievement.
- ✓ Children learn to co-operate, appreciate fair play and honesty in competition.
- ✓ All children (except those identified as having Special Educational Needs in P.E.) achieve the National Curriculum targets for 7 year olds by the end of year 2 and the targets for 11 year olds by the end of year 6.

Policy revised by:	Alison Davies and Rachel Smith- February 2013
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Adopted by the Governing Body on:	
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