At Chrishall Primary School we believe that exercise has a positive influence on academic achievement, emotional stability and interaction with others.

“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.”

John F. Kennedy
**Rationale**

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Therefore both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have, with 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 Chrishall, each class will receive 2 hours of physical activity per week. 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 co-ordination, 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

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 will be taught to:
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example: netball, cricket, football, hockey, netball, rounders and tag rugby], 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**

1. 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.
   - raising awareness of issues regarding health related fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child through aesthetic appreciation and understanding of dance and gymnastics.
4. To help establish the individual child's self-esteem and confidence.
5. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
6. To ensure every child has the opportunity to take part in after school sports clubs, as well as external competitions and tournaments.
Guidelines
Chrishall School 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, using at least 3 effective strokes (breast stroke, front crawl, back crawl) and has basic water safety skills.
- Ensure every child has the opportunity to represent Chrishall 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).
- Involve the outside community where possible - e.g., Sports Day, parents, clubs, Change 4 Life, Inter-school matches – part of the Newport family of schools and USSP.
- Ensure children wear the Chrishall expected P.E. kit for all lessons.
- Inclusion 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

Curriculum Framework
Teachers use the curriculum framework as a starting point when planning their work in Physical Education.

Units of Work
The class teachers identify, on their Experience Outcome Planning document, the units of work being covered within each term.

Individual Lessons
Individual lesson plans will be taken directly from available resources and adapted to suit the class. Teachers should ensure they plan the weekly learning intentions of the unit of work. This will ensure logical progression throughout the unit of work and means skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in dance, or a full (age appropriate) rules tournament in invasion games.

Basic Lesson Plan
1. Warm up - 3 to 5 mins gentle exercise or stretching.
2. Introduction (or revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. 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

- 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 - mixed groups and mixed pairs, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement – play mini games to challenge all abilities.
• 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 using wider racquets 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.

How PE teaching is monitored

PE is monitored and reported annually. The Subject Leader looks at planning and will observe lessons. When appropriate it is also possible that the P.E. Subject Leader will seek the support of a specialist (Lisa Dunlop SSCo) to evaluate particular areas of the curriculum such as gymnastics.

Health and Safety

PE KIT

Reception, KS1 and KS2
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:

Games and Athletics: Dark blue shorts and yellow Chrishall t-shirt for indoor lessons in the hall. For outdoor sport and games: school shorts and t-shirt, track-suit bottoms and sweatshirt/top and properly fitting trainers.

Dance and Gymnastics: Dark blue shorts and yellow Chrishall t-shirt, bare feet.

Swimming: Suitable, appropriate swimming costume/swimming trunks, goggles if preferred (it is better if children learn without goggles).

Outdoor Activities Forest School: Layers of warm clothes and waterproof exterior clothing, wellingtons or suitable walking boots, hats and gloves for cold days

General Points
• Teachers should also wear appropriate clothing.
• Long hair must be tied back.
• Jewellery must be removed, it is dangerous to all involved in the lesson. Teachers will not take responsibility for looking after jewellery.
• Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern is non-participation is established for a variety of reasons (including child protection issues).
• Children not going swimming through illness or injury should bring a note and will sit on the side of the pool
• In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Accidents
For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary.
For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.
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.

OTHER ISSUES
Swimming sessions have been risk assessed. All apparatus will be safety checked annually by a specialist company.

Equipment and Resources
Safety
Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use.

Apparatus Work
- Every child should be taught the skill of apparatus handling, beginning in the early years of reception and nursery, to ensure there is a progression of apparatus handling throughout the school.
- Lessons where apparatus are left out for successive classes are not recommended since they deprive children of learning opportunities and can present dangers to health and safety during the warm up.
- Children must be taught never to begin working on the apparatus until permission to do so is given by the teacher, after checking it before and during the lesson.
- Apparatus should be taken out and put away in silence, and if necessary a lesson should be used to teach these skills.
- A gymnastics lesson should take place in silence with all children sitting off the apparatus whilst listening to verbal explanations.
- Gymnastics mats are not safety mats. When placed around the apparatus, they are to be placed in positions where children can perform on them and not under beams and ladders. Children need to know that they are there for performing on and not falling on to.

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.
- Recognising the dangers of stereotyping.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader.
Recording and Assessment
The PE Curriculum Framework will serve as a record of the broad topics covered and achievements will be recorded on PE Foundation Assessments each term considering the following:

- 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: cooperate, dominate, or withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- Has the child any specific problems which need to be addressed?
- During swimming lessons, distances achieved and National Swim Awards passed will be noted and the PE coordinator informed.

Other Issues
EXTRA-CURRICULAR SPORT
Chrishall is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs, after-school, available to all age groups and in a range of activities.
- Competition against other primary schools in a range of sports through local arrangements.
- Friendly matches against other schools/groups.
- Exhibiting work. For example a dance performance in assembly or attendance the USSP KS1 Dance Festival.

STAFF TRAINING
- The PE co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and extend their skills alongside the SSCo (Lisa Dunlop).
- NQTs will be encouraged to attend specific CPD in order to be fully trained and have the correct skills to teach all areas of the PE curriculum.