



PE/GAMES POLICY

Date Policy Adopted: June 2017

	Date of Next Review	Signed
Headteacher/SLT	June 2018	
Governors	Curriculum and Standards Committee	

1. Introduction

This document is a statement of the aims, principles and strategies for teaching and learning of Physical Education at Broseley CE School. It will provide teachers with

- ideas for teaching in all areas of the PE curriculum
- a catalogue of resources held in school
- guidance for assessment in games and gymnastics
- information on how to access CPD
- possible x-curricular links
- club links and club maps
- Information about play-leaders.

1.2. What is Physical Education?

Physical Education is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in games, gymnastics, dance, athletics, outdoor activities, swimming and health and fitness.

1.3. Aims

Our aims in teaching PE are that all children will

- take part in a minimum of 2 hours high quality PE during curriculum time per week
- be given the opportunity to take part in up to 3 hours of additional physical activity outside of the school day
- be given the opportunity to take part in a wide range of physical activities
- find a lasting sense of purpose, achievement and fulfilment in physical activity
- develop physical skills, habits and interests that will promote healthy lifestyle and good posture
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure
- learn how physical exercise affects the body and,
- Understand the need for safe practice in physical activities and know how to achieve this

2. Organisation

James Heath is responsible for co-ordinating PE/Games. The role of PLT has been removed with the old SSCO role. This has been replaced by the SGCO (School Games Co-ordinator). James attends termly meetings with other leaders from the schools in the family (Currently – Broseley CE, J.Wilkinson, Brockton, Much Wenlock, Cressage, Buildwas, Church Preen and Barrow). Our family belongs to William Brookes Secondary School where our SGCO is Ann Smith.

3. Curriculum Maps

- The curriculum maps have been designed as a guide for teachers. They also aim to ensure that each child receives 2 hours of quality PE per week.
- They show what needs to be covered in each year group over the course of the year.
- In KS2 years 3/5 and 4/6 have identical maps. This allows for teachers to plan for progression more effectively and share expertise where possible.
- It is important to note that these maps have to be flexible as, throughout the year, various coaches and organisations will be available to class teachers. This may include Crossbar Coaching.

3.1. Year 1 Curriculum Map

Term	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Session 1	<u>Invasion games</u> Start with core task	<u>Invasion games</u> End with core task	<u>Gym</u>	<u>Gym</u>	<u>Strike/Field games</u> Start with core task	<u>Strike/Field games</u> End with core task
Session 2	<u>Dance</u>	<u>Dance</u>	<u>Net/wall games</u> Start with core task	<u>Net/wall games</u> End with core task	<u>Athletics</u>	<u>Athletics</u>

3.2. Year 2 Curriculum Map

Term	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Session 1	<u>Invasion games</u> Start with core task	<u>Invasion games</u> End with core task	<u>Gym</u>	<u>Gym</u>	<u>OAA</u>	<u>Strike/Field games</u> Start and end with core task
Session 2	<u>Dance</u>	<u>Dance</u>	<u>Net/wall games</u> Start with core task	<u>Net/wall games</u> End with core task	<u>Athletics</u>	<u>Athletics</u>

3.3. Year 3/4 Curriculum Map

Term	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Session 1	<u>Gym</u>	<u>Dance</u>	<u>Swimming</u>	<u>Swimming</u>	<u>Athletics</u>	<u>Athletics</u>
Session 2	<u>Invasion Games</u> End with core task	<u>Invasion Games</u> Start with core task	<u>Net/Wall games</u> Start and end with core task	<u>Net/Wall games</u> Start and end with core task	<u>Strike/Field games</u> end with core task	<u>Strike/Field games</u> Start with core task

3.4. Year 5/6 Curriculum Map

Term	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Session 1	<u>Invasion Games</u> Start with core task	<u>Invasion Games</u> End with core task	<u>Dance</u>	<u>Dance</u> <u>Health and</u> <u>Fitness</u>	<u>Athletics</u>	<u>OAA</u>
Session 2	<u>Gym</u>	<u>Gym</u>	<u>Strike/Field</u> Start with core task	<u>Strike/Field</u> End with core task	<u>Net/Wall</u> Start with core task	<u>Net/Wall</u> End with core task

4. Assessment - Core Tasks

4.1. Games

Each class teacher has been given a copy of the 'Core Tasks' booklet for their year group. It contains the appropriate levelled tasks for Invasion, Net/wall and Strike/Field games activities.

When a 'Games' unit starts, the appropriate level of core task should be carried out to assess the levels at which the children are currently at. The class teacher is then able to differentiate his/her teaching for the remainder of the unit.

At the end of the unit, the same core task (or the next level up) should be carried out again to see whether progress has been made.

4.2 Gymnastics

The 'Gymnastics Core Task' folder is kept centrally in the Year 3 classroom along with the CD of resources and videos. It contains various resources to aid in the teaching of gymnastics as well as Core tasks for levels 1 – 4.

There are also 3 large posters in the Indoor PE cupboard to accompany these resources.

In addition to this, the Key Steps document can be used to show progress from level 1 -3 for floor routines and vaults. This is a national standard and will be used in any competitions organised by the partnership.

4.3. Assessment data

When Core Tasks are completed at the end of a unit, the level the children are at should be recorded. This data should be passed on to the next teacher. In year 6 a games assessment will be carried out (possibly with a member of the Secondary School PE department) towards the end of the year. The information gained from this will be passed on to the secondary school.

5. CPD

As and when courses are available, the Co-ordinator team will make these opportunities known and staff may be able to take advantage of them. On occasions when sport specific coaches are coming to school, (EG – Ben Bennett – gym) those staff/classes in need of their support will be offered it.

When coaches are in school delivering high quality PE/Games, we believe that our staff should be involved in the delivery to ensure that they benefit from the expertise as much (if not more than) as the children.

6. Teaching and Learning

6.1. Games

In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. It is important to speak about games in a way that refers to the 'type' of game as opposed to a specific sport. ('Invasion game' rather than 'football') Sport specific teaching can lead to lack of interest in children that don't like/enjoy that particular sport.

The Games 'Core Task' booklet for the appropriate year group will help to assess children at the start of the unit which then allows for better differentiation in the remaining lessons in the unit.

6.1.1. Invasion games

include sports like Football, Tag-Rugby, Hockey, Netball, Basketball and Ultimate Frisbee .

In invasion games, players enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.

The key principles of invasion games are attacking and defending as a team.

The school has various pieces of equipment and resources to help with the planning and teaching of invasion games.

Equipment includes :

- Numerous sizes of balls (including sport specific)
- Indoor and Outdoor hockey sticks (wooden and uni)
- Hockey goalkeeping uniform (best for adult use)
- Outdoor basketball posts, netball posts and football goals (best to give PE co-ordinator notice of their use so that these can be made available)
- Tag-Rugby tags
- Frisbees
- Bibs (including full sets of netball bibs) and
- Cones and flag poles for marking pitches.

Planning resources/schemes include (these are all kept in the Year 3 classroom):

- 'How to play, coach and referee 'mini tag' and 'tag rugby.'
- 'Football in the Community – Finish with a game'
- 'Sunny D 3X3 – mini basketball and basketball' – teacher's pack

6.1.2. Net/Wall games – include sports like Tennis, Table Tennis, Badminton, Squash and Volleyball.

In Net/Wall games players send a ball or other implement towards a court or target area which their opponent is defending. The key principles are to get the 'ball' to land in the target area and make it difficult for the opponent to return it.

Equipment includes :

- Mini-red (sponge) Tennis Balls (in Net/Wall box)
- Yellow Tennis balls
- Soft Volleyballs
- Ping Pong balls
- 23 Tennis rackets of various sizes
- Limited number of Table Tennis bats (paddles)
- 2 table tennis tables
- 1 high net
- 2 full size tennis nets
- 2 mini tennis nets (that can be adapted for volley balls)

6.1.3 Strike/Field games – include sports like Cricket and Rounders.

In striking and fielding games, players strike a ball and try to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, players try to prevent runs being scored.

Equipment includes :

- Range of balls, including subject specific balls
- Numerous wooden bats (various shapes and sizes)
- Kwik Cricket bags
- Rounders posts

- The Lord's Taverners – wooden cricket (for club use)
- 'Howzat! In the classroom' - 4 learning (including x-curricular links)

6.2. Gymnastics

Gymnastics is about creating, remembering and repeating sequences that include changes of level and speed. It focuses on using different body shapes clearly.

In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence with the aim of showing as much control and precision as possible.

Equipment includes :

- 4 large crash mats
- Various horses/vaults
- 2 x benches
- 1 x metal climbing frame (hall fixture)
- Climbing ropes (hall fixture)
- Numerous floor mats

Planning resources include (these are all kept in the Year 3 classroom):

- The Gymnastics 'Core Task' folder is an ideal starting point for teaching a Gymnastics unit.
- Gymnastics 'Core Task' CD – contains photos and videos
- 3 large posters (kept in indoor PE cupboard).
- Key Steps

6.3. Dance

In Dance, children think about how to use movement to explore and communicate ideas and issues and their own feelings and thoughts. As the children work, they develop an awareness of the historical and cultural origins of different dances. We have now purchased a copy of the Val Sabin Scheme of work for dance and all teachers have a copy of their relevant year group scheme in their 'red folder'

6.4. Outdoor and Adventurous Activities

Outdoor and Adventurous Activities include activities such as: orienteering, map reading, physical challenges and problem solving. The activities are aimed at helping children to develop personal and interpersonal skills. OAA also involves children taking on leadership roles.

In school we also have 'Tri-Golf' and Circus Skills equipment which can be used as part of an OAA unit.

Equipment includes :

- Orienteering maps and equipment is kept in the 'orienteering box'.
- TOPs outdoor cards
- 2 Tri-Golf bags are kept in school (1 for indoor use and 1 for outdoor)
- 2 frisbee golf nets and frisbees

6.5. Athletic Activities (and multi-skills KS1)

In all Athletic events the aims are similar. Children think about how to achieve the greatest possible speed, height, distance or accuracy. These activities are generally split into 3 areas: running, throwing and jumping.

Running – sustained distance, sprint, team relay

Throwing – push, pull, sling

Jumping – height, length

Equipment includes :

- 1 x large athletics bag
- 1 speed jump mat
- 2 sets of hurdles (2 heights)

Planning resources include (these are all kept in the Year 3 classroom):

- Norwich Union – UK: athletics folder.

In KS1, multi-skills is key to giving the children the basic co-ordination and skills they need to be able to achieve in more specific sports. We believe that these skills are vital.

A KS1 multi-skills box, which contains all the equipment needed for these activities is stored in the indoor PE cupboard. The relevant bronze, silver and gold activity cards are stored in the Year 3 classroom.

6.6. Swimming

In all swimming activities the aim is for all children to keep afloat and propel themselves through the water. As their swimming ability increases children should be able to take part in a range of water-based activities. By the end of year 6 the aim is for all children to swim 25m. Currently, years 3 and 4 take part in an intensive 8 or 9 week course of swimming in the spring.

6.7. Health and fitness (x-curricular links with science)

Health and fitness is an important part of all elements of PE and games. In KS2 it is a separate part of the curriculum map but it can be adapted to fit in with any other area of the curriculum map. Science units on healthy living include many areas that need to be covered by the PE aspect.

Equipment includes :

- Heart rate monitors can be linked to the data harvesters (data-loggers)
- Bleep test CD (Year 3 classroom)

Planning resources include (these are all kept in the Year 3 classroom):

- Health matters resources

7. Clubs

Clubs form an important part of school life. We aim to provide children with as many extra curricular activities as we can during break time, lunch time and after school. We hope that by introducing children to as many clubs as possible, they will go on to lead healthier lives and develop an ongoing interest in physical activity and fitness.

We try to have clubs which use the expertise of the staff in the school. This means that most clubs can be offered at no charge to the students. Sometimes we run clubs that are offered by outside organisations. These often incur a small charge but we often try to subsidise this where possible.

Many of the clubs that we offer are on offer to a wide range of ages. For example, cross country club is open to all children from Year 2 to Year 6. This gives younger and older children the chance to learn from and help other children that they would normally not get a chance to work with.

Registers are kept for all extra-curricular clubs and a record is kept of all children involved in these. This data is used annually to aid in the application for Sainsbury's School Games Kitemark.

8. Leadership

We believe that leadership in KS2 is a key part of developing children's confidence. It also serves as a way for 'less sporty' children to be involved in sport and games.

We aim to train four Year 6 pupils to be Bronze Ambassadors in the Autumn term. These ambassadors are then made responsible for leading and organising Intra-school competitions. They organise a minimum of three Year 3/4 competitions including Kurling, Boccia and Tri-Golf.

Each term, the Bronze ambassadors help to organise three inter-house competitions. Football in the Autumn, Mini-Marathon in the Spring and Cricket in the summer. These children help to plan and organise the events but the activities are lead and run by children from Year 5 and 6 .

The same ambassadors are also involved in the planning and organisation of our School Games Day in June/July but again, the running of the day fall to leaders in Year 5 and 6.

9. Social Media and Reporting to Parents.

At least fortnightly, the school's involvement in sporting events is reported through the school's Facebook page, which is monitored by J.Heath, S.Passey, C.Bagnall and A.Brickley.

The school's successes and involvements are also reported to parents in the weekly newsletter and results are published in school for children to see. In KS2 (downstairs) there is a dedicated display space, which is monitored and refreshed by James Heath and Cheryl Durns throughout the year.

10. Health and Safety

All sports equipment is inspected as part of our maintainance schedule on annual basis by SportsSafe.

RoSPA inspections are an independent safety assessment of the playground and equipment and are produced for RoSPA by Playsafety Ltd www.rospace.com/playsafety