

Our Lady's Catholic Primary School



We aspire that through the love of Jesus everyone should

“have life and have it to the full.”

Jn. 10v10

Physical Education (PE) POLICY

Approved by:	Date:
Last reviewed on:	Date:
Next review date:	

'We aspire that through the love of Jesus everyone should 'have life and have it to the full'

Physical Education (PE)

Physical activity and sport are central to our educational ethos. We believe that children who are active and healthy are more likely to be well-motivated, happy children.

We aim to deliver a balanced program offering a variety of activities to enhance skills in physical education. Our PE and sport aspires to build self-esteem, teamwork and leadership skills enabling each child to be the best they can be.

We aim to:

- Develop confidence, skills and knowledge.
- Pursue excellence.
- Be proud of all of our achievements.
- Promote fair play and respect.
- Educate children to improve health and wellbeing.

Intent

At Our Lady's Physical Education forms an important part of the education of each pupil. We aim to promote an active, healthy and enjoyable lifestyle and encourage all of our pupils to have the motivation, confidence, physical and social competence, knowledge and understanding to maintain physical activity throughout life once they have left primary school.

P.E. is about introducing children to the world of an active lifestyle through teaching them the knowledge and skills to play a range of sports and showing a range of active activities, which, combined with enjoyment, will provide the foundations for a healthier, active lifestyle.

At Our Lady's we intend for Physical Education for every pupil to:

- Promote positive attitudes towards physical activity.
- Develop social co-operation and positive attitudes towards others and to compete with a sense of fair play.
- Show a willingness to practise skills in a wide range of different activities and situations to achieve higher levels of performance.
- Promote physical activity, physical skills development and ways to live a healthy lifestyle.
- Show the ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and wellbeing.
- Exhibit the ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve.

- Show exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time.
- Have age appropriate activities introducing the children to understand the need for rules in games.
- Display a willingness to participate eagerly in every lesson, showing highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- Have the ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.
- Provide equal opportunities for all children regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive.
- Provide equal opportunities for all children to achieve their full potential, through curricular and extra-curricular sessions.

Curriculum Implementation

What does our P.E. Curriculum look like?

At Our Lady's we have a clear long term plan for each year group mapping out the teaching and learning, knowledge and skills through each topic.

Our year group jigsaws summarise the key knowledge and skills to be acquired and retained during a computing topic throughout the year which can also be applied into other curriculum areas.

IMPACT

From our long term and medium term PE curriculum maps they facilitate sequential learning and long-term progression of knowledge and skills. Regular teaching and learning methods provide opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or focused unit. This will enable all children to alter their long-term memory and know more, remember more and be able to do more, promoting healthy well balanced lifestyle.

Healthy & Active Lifestyles

We aim to educate both adults and children to develop a greater understanding of the benefits of healthy living. Children need to practise skills on a daily basis to show commitment to keeping their bodies healthy. This will promote long term healthy, active lifestyle choices. We will build knowledge, improve skills and deepen social wellbeing within a fruitful partnership between home, school and the community.

Competitive Opportunity

Our aim is to nurture confident, resilient children who strive to achieve their potential through a wealth of competitive experiences. We will encourage a positive attitude towards

winning and an accepting approach towards losing within a wide range of sports. This way everyone can celebrate varying sports, skills and success in themselves and others in school.

We will provide, ***‘opportunities for children to compete in a wide range of sports and other activities in order to build character and help to embed values such as fairness and respect.’***

We will ensure that; ***‘pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.’*** As pupils move into KS2 they will ***‘continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to actions and sequences of movement.’***

At Our Lady’s Primary School we will support the children in, ***‘developing an understanding of how to improve physical activities and sports and learn how to evaluate and recognise their own success.’***

National Curriculum 2014

We will offer a range of sports and physical activities that will encourage children to enjoy exercise now and also throughout their whole life. This will promote high self-esteem and confidence when faced with challenges in all areas of life at school, at home and in the community. Overall potential must be enhanced by celebrating success in all that our children strive to do academically and physically. Healthy minds and bodies support present and future learning and wellbeing.

Sport Premium Funding

In March 2013 the government announced that they would introduce a dedicated primary PE and Sport Premium that would go directly to primary school head teachers so that they could decide how best to use it to provide sporting activities for pupils. The government has committed to funding the primary school Sports Premium up until 2023 – an investment worth £750 million.

Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their websites. Details of how the Sport Premium Funding is spent at Our Lady’s Primary School are found on the school website.

Aims of PE

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
- Develop positive attitudes towards participation in physical activity
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- Promote equal opportunities for all and value the contribution of others irrespective of gender, ability, social/cultural background
- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance (and value) of exercise in their lives
- Be given a firm foundation for life-long participation in sporting activity

Outcomes

Intended outcomes that we deem to be desirable from the PE programme include:

Skill acquisition	Skill application	Movement appreciation
Movement observation memory	Knowledge	Understanding
Health/fitness principle	Awareness of safety	Competition
Rules how to officiate	Leadership	Challenges
Enjoyment solving	Creativity	Problem
Self-control	Tolerance	Respect
Honesty	Self esteem	Responsibility
Sense of achievement/well being	Communication skills	Language terminology
Recreation in society		

Entitlement and Progression

In **foundation stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In **Key Stage 2** pupils should continue to implement 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 should be taught to:

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, which utilise the same skills needed in other sports such as basketball, cricket, football, hockey, netball, rounders, tennis 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

Swimming and Water Safety

All children must have access to swimming instruction in either Key Stage 1 or 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

At Our Lady's Primary School the children have access to swimming instruction from Year 1 to Year 6 which take place at Hereford Leisure Pool. Swimming is coached by pool staff and, on occasions, external coaches who are assisted by teaching staff.

Physical Education at Our Lady's Primary School

At Our Lady's Primary School, with aim to deliver one hour of high quality PE per week which is in line with government guidelines.

- Teachers have a long term PE curriculum map that has been written by the PE leader.
- PE sessions are matched to the main hall timetable. Dependent on the activity, the staff will decide whether the session will be taught inside or outdoors. Whenever possible the staff will try to take the children outside. This allows them a greater access to more space.

Class Organisation

All lessons need to include the following key components:

- **Warm Up – Pulse raising activity**
- **Exploratory / progressive skills development activity**
- **Using and applying those skills**
- **Plenary / Cool down**

The importance of a warm up / cool down will be explained to the children. Skills development activities will be differentiated by task and outcome as appropriate to the child's level. Using and applying will enable the children to use their skills in a different context. Children will have the opportunity to work individually, in pairs and in groups.

It is essential that Learning Objectives are shared with pupils at the beginning of each session. This can be done either in classroom or in the chosen learning environment before the session begins. Children must also be aware of how to achieve success in the lesson as they would in any other subject.

Differentiation

The School Sports Partnership recommends using the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc

P = change the people, e.g. size of the groups

Out of school hours learning (OSHL)

OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs, provided with taster sessions and exit routes through coaches and the Herefordshire Council.

The children have access to a wide variety of sports throughout the academic year during the curriculum hours and also during an after school club. The focus is on participation with all children encouraged to attend practices. These competitive sporting events are generally offered to Key Stage 2 children. However at various points during the year, specific events are organised for Key Stage 1 children to attend. Staff running extra-curricular activities keep a register of attendance. The school participates in a variety of sporting events both within and out of school hours. These are led by the PE Subject Leader, teaching staff or the local school SGO. Our SGO promotes numerous competitions/festivals throughout the academic year that we try to attend on a regular basis.

Safeguarding in PE

In all areas of PE safety guidelines should be strictly adhered to, in order to promote safe practice and fulfil the safety requirements of the National Curriculum. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

PE Changing

When changing for PE, KS1 pupils will change together in their classrooms where as KS2 pupils will change at home before school. Staff must be present during changing times, in both areas, to ensure children are safe at all times. After changing for PE children should place their school clothing into their PE bag.

School PE Kit

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

Indoor clothing

- Plain white T-shirt,
- Dark shorts
- Children must have bare feet for gymnastics unless they have medical reasons not to.

Outdoor clothing

- Plain white t-shirt
- Dark leggings/ shorts/ tracksuit bottoms
- Trainers
- A hoody or school jumper may also be worn at the discretion of the teacher.
- Trainers must be worn outside. Indoor pumps are not suitable as the grip is insubstantial

Failure to produce appropriate kit

The reluctance of some children to produce appropriate kit should be avoided if the child understands the necessity of changing for P.E. lessons and is familiar with the timetable. Staff will encourage and support all children to meet the requirements. The staff monitor pupils not actively taking part in the lessons or not bringing their kit, children will play the role of coach or secret stats collator. In repeated instances, parents will be informed. The exception to this is for swimming. Pupils will be left in school with another class.

A limited selection of spare PE kit is to be held in each phase and can be used when required. If children are consistently failing to bring PE kit due to particular circumstances, then a PE kit may be purchased using Sport premium funding and kept in a labelled bag, in school, by the class teacher.

All teachers must ensure that children tie long hair back; finger nails are appropriately short to prevent injury to themselves or others and personal effects including jewellery have been removed. In the event of new piercings (***less than a month***) if a child is unable to remove them, a note must be made in the child's planner and ears must be taped up.

Staff Dress

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible jewellery should be removed to set a good example.

Accident Procedure

For school based activities staff should follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use an emergency drill. There should be frequent practices involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. PE equipment is stored in a number of places including, the hall and PE Cupboard. These areas will be monitored by members of the PE team.
- The school office will arrange for an annual safety equipment check (gym equipment) by a recommended maintenance contractor.
- Children are taught to manage and use apparatus safely and effectively.
- Equipment will be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to a member of the PE team.
- Staff are aware of First Aiders within the School and there are several members of staff first aid trained across school.
- Staff have knowledge of the environment in which learning is taking place. They must check areas for hazards before any activity takes place.

Handling Apparatus

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.
- Children are taught how to lift apparatus correctly. They should know:
 - ✓ never to touch apparatus unless instructed to do so by the teacher
 - ✓ how many children should be holding it
 - ✓ where they have to grip the apparatus
 - ✓ To carry apparatus – never drag it across the floor
 - ✓ To have knees bent, back straight and head up ready to lift. They must walk when carrying the apparatus
 - ✓ Only to lift when everyone is ready. When ready lead child to say 'one, two, three lift' and when it is in place 'one, two, three down'
 - ✓ When the apparatus has been positioned, children must sit on the floor to await instructions
- Use the apparatus floor cards to indicate where apparatus should be placed.
- Always have plenty of children lifting the apparatus.
- Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- As a general guideline, children should only use apparatus which they can move themselves.
- Finally when ready to use the apparatus, teachers should complete a risk management of the equipment with the children.

For reference, please see p114 – 119, Safe Practice in Physical Education and Sport

Equal Opportunities and Inclusion

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The P.E. curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials.

Facilities, Equipment and Resources

Our Lady's Primary School has a school hall, which is equipped with portable and fixed apparatus for gymnastics and a music centre and a large projector to support the teaching of dance. For the teaching of games, there is a large field, with multi-purpose markings. There is an additional playground area with netball posts.

The PE leader and SLT are responsible for purchasing and maintaining equipment in school.

Staffing / Staff Development

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, the PE Adviser or through INSET. Any staff member who attends a CPD course must provide feedback/ disseminate the information.

Cross Curricular

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

Numeracy. In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems.

In the dance scheme teachers have access to numeracy based concepts which can be taught through dance.

Problem Solving. Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions.

Literacy and Communication Skills will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement.

Personal and Social. Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Preparation for Citizenship. By providing information about clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

ICT. Use of smart board technology, iPads, videos,

Science. Our curriculum teaches children about the physical changes in the body, the positive effects of exercise on the heart and to how to eat a balanced diet.

Leadership and Management Roles

The Governors at Our Lady's Primary School know about the current and projected expenditure of the Sport Premium funding via regular meetings with the subject leader and also through the school website. Governors will regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities. She will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE subject leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum.
- Audit staff performance to determine appropriate and targeted training
- Aim for excellent teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff

- Ensure that all pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Present information detailing the current and projected expenditure and impact of the Sport Premium money published on the school website
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Organise and run successful Sports Days for both KS1 and KS2.

Teachers should:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for the planning and teaching of PE as set out in this Policy. The Teaching Assistant (TA), when available during PE lessons, will support the class teacher in delivering PE and in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher.

Written by PE Coordinator Miss Olivia Major, July 2022.