



Physical Education POLICY

Intent

At St Clare's Catholic Primary School, we strive to develop in our pupils the skills and confidence necessary to partake in a variety of sports and enable them to achieve personal successes. We believe that Physical Education experienced in a safe and supportive environment, is essential to ensure children attain optimal physical and emotional development and good health. To enable all our pupils to lead a healthy lifestyle. We recognise the value of high-quality Physical Education and fully adhere to the aims of the PE National Curriculum to ensure that all children:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim independently. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding the fairness of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at St Clare's, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

In our St Clare's Curriculum Map, we have identified milestones at various stages of a child's journey within their education and in addition outlined the progression in skills in each area of PE and for each year group. This demonstrates how skills are developed, revisited, assessed and build upon from EYFS to Year 6.

Implementation

PE is taught in St Clare's as an area of learning in its own right as well as integrated where possible with other curriculum areas. The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.

All pupils receive 2 hours of high quality PE per week. We teach lessons so that children:

- Learn in a safe environment
- Have fun and experience success in sport
- Have the opportunity to participate in PE at their own level of development
- Secure and build upon a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Embrace the spirit of the games values of; Passion, self- belief, respect, honesty, determination and teamwork.
- Have a foundation for lifelong physical activity, leaving primary school as physically active

The pupils of St Clare's will be experience a wide range of sporting opportunities including: invasion games, net & wall games, striking and fielding games, athletics, gymnastics, dance, swimming and outdoor & adventure during their PE lessons and also through our programme of extra-curricular activities. Pupils will also be provided with opportunities to participate in competitive sporting events within school and also within the local area against other primary schools. Such opportunities provide pupils with a platform to share and demonstrate their spirit of School Games values acquired and developed during their experience of PE and school sport.

Pupils in Years 1 to 6 will be given the opportunity to vote and to become Sports Councillors. Where they will be ambassadors for PE and school sport, attending meetings to discuss PE issues and promote healthy messages across the school community.

Children in Years 2, 3, 4, 5 and 6 have a ten week block of swimming lessons throughout the academic year. Any child who is unable to swim the 25 metres at the end of Year 6 attend the Year 6 top up sessions over a 2-week period in the summer term.

In addition, all pupils will be invited to attend various 'active' educational trips throughout their time in St Clare's and also invited to residential trips in KS2 which always include outdoor adventurous activities for the children to experience.

Each year a small group of children in KS2 are invited to become 'playground leaders' for younger children in the school. They build special relationships with the children and encourage them to participate in physical games that they set up at play times.

EYFS Physical Development is a prime area of learning. We plan opportunities to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity. They learn to make healthy choices in relation to exercise and food. We aim to deliver this with a mix of adult-led and child-initiated activities (see EYFS policy).

Impact

PE is taught as a basis for lifelong learning where we encourage children to participate in a variety of sports through quality teaching that is engaging and fun. Pupils have access to a wide range of activities in the belief that if taught well, the children are allowed to succeed then they will continue to lead physically active lifestyles. At St Clare's we provide opportunities for children to become confident in a way that supports their physical, mental health and fitness. Opportunities to compete in sport and other physically demanding activities build character and help to embed values including; passion, self- belief, respect, honesty, determination and teamwork. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

Curriculum Planning of Physical Education

Early Years and Foundation Stage:

We recognise the importance of Physical Development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Moving and Handling and Health and Self-care.

- Moving and Handling: Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and Self-care: Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in EYFS access time and space to enjoy energetic play daily using a range of equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise fundamental

movement skills using a range of equipment including balloons, scarves, beanbags, quoits, balls and hoops. They participate in a range of activities where they can practise moving in different ways and at various speeds and levels including: balancing, throwing rolling, kicking and catching. These skills are then further developed in KS1.

Key Stage 1:

By the end of key stage 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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

Key Stage 2:

By the end of key stage 2 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 should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 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:

Pupils in Years 2,3,4,5, and 6 attending swimming lessons and are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Teaching and Learning Styles

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies: setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as how many speed bounces can you complete in 30 seconds? ; setting tasks of increasing difficulty,

where not all children complete all tasks, e.g. hurdles ; grouping children by ability and setting different tasks for each group, e.g. different criteria applied to their games; providing a range of challenge through the provision of different resources, e.g. varied gymnastics apparatus.

Pupils with special educational needs:

We teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Our work in PE takes into account the targets set in the children's Individual support plans.

Equal opportunities:

We will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to PE and all staff members follow the equal opportunities policy. Resources for SEND children and gifted & talented will be made available to support and challenge appropriately.

Cross Curricular Links

Each PE lesson incorporates reading and understanding of key vocabulary linked to the lesson and pupils are given time to reflect upon how this can be applied to the wider curriculum. Pupils will also be given opportunities to describe what they have done during a PE lesson and to discuss how they might improve their performance. Regular opportunities to develop mathematics skills should also be provided to encourage children to develop their counting skills e.g. count number of successful catches, beat their personal best, record timings etc We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work. PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Where appropriate, PE should be linked to the topics studied in the wider curriculum so that pupils can develop their knowledge of moments in history and the diversity of dance culture through music and movement.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE container which is situated outside Year Six classroom by the junior yard. There is a key for this container in the school office. It is accessible for children only under adult supervision and all staff are responsible for collecting, returning and storing equipment safely after use. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered. The school hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playgrounds and grass area by Key Stage two classrooms for games and athletics activities and a local swimming pool for swimming lessons.

Primary PE and School Sport Funding:

The school work as a collaborative unit in terms of making all decisions, this includes decisions on funding, resourcing and timetabling. Ultimately the decisions on funding will rest with the Head Teacher. The PE and Sport Premium' is designed to help primary schools improve the quality of PE and sports activities they offer their children. Schools receive PE and Sport Premium funding is based upon the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on our school website under 'PE and Sport Premium.'

Health and Safety

Health and good safe practice is always emphasised in each environment including the handling of large equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked prior to undertaking PE lessons.

a) PE Kit – All pupils are expected to wear the school PE kit (White T Shirt, Red Shorts, Black pumps / trainers) Barefoot for gymnastics. Footwear is essential when travelling to and from the hall.

b) Jewellery and hair – No jewellery is allowed during PE lessons, including watches. Those with medium/long hair are reminded to tie it up securely. Swimming cap to be worn during swimming lessons.

c) Weather – It is encouraged that outdoor PE lessons take place in all seasons and pupils to wear clothing in line with the season and weather conditions. (jumper / tracksuit bottoms)

d) Hygiene – Pupils are taught about the body changes that occur during exercise along with the short and long term effects of exercise on the body. Aspects of hygiene are covered in KS2.

e) Staff Attire – All staff are expected to wear sportswear when teaching PE (black track suit/ leggings, T Shirt & red school jumper and suitable footwear)

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.

Children without kit

Children without kit at the beginning of each term parents will be informed by letter and given the information and the reasons for wearing a PE kit. A child who has forgotten their kit should go and collect a spare PE kit. If it is an ongoing problem an informal conversation with the parents and a reminder letter would be appropriate. Children will not be excluded from PE lessons where possible and if safe to do so will take part in the lesson at the teacher's discretion. E.g. setting up and collecting of equipment, sharing of key vocabulary, taking photographs/video clips etc

Assessment and Recording

Assessment of PE is an ongoing process. As each lesson progresses the teacher carefully observes and assesses intervening as necessary to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure they are fully inclusive and take account of differing needs and physical abilities of all pupils. Teachers regularly assess pupils during PE lessons through observations and questioning. At the end of each unit of work pupils are assessed using progression in PE skills document teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. Photographs and video clips are used to inform assessments are kept in the PE assessment folder in the staff shared drive. The teacher records these assessments to inform reports to parents and the next class teacher at the end of the year. Teachers meet throughout the academic year to review individual evidence of children's work against the national exemplification material produced by DfEE. The subject leader is responsible for monitoring the standard of teaching and learning of PE throughout the school. Monitoring the quality of teaching in line with the schools monitoring cycle. This may

be through learning walks, lesson observations, pupil and staff discussions and evaluating PE assessment evidence collated by staff.

Extra-Curricular Activities

The school provides a range of PE-related activities including; dodgeball, football, tag-rugby, hockey, athletics, basketball and dance for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also provides pupils with the opportunity to attend LDSCA and LSSP competitions throughout the academic year. This introduces a competitive element to athletics and team games allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Our Statement of SMSC

- Through our varied curriculum our children will have:
- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Imagination and creativity in their learning
- A willingness to reflect on their experiences.
- An ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- An understanding of the consequences of their actions
- A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

Date: January 2021

Date of next review: January 2023

Chair of Governors: