

St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



Mission Statement

Loving and learning together, with Jesus

Physical Education Policy

Policy Ref No	CUR022
Date of Policy	March 2024
Review date	March 2027

St Peter's Intent

A rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life-long learners.

Purpose

Our intent for PE and Sport is to develop the children's knowledge and skills to foster a love to be physically and mentally healthy in line with the school's vision for Knowledge and Skills based curriculum.

- We inspire Creativity by encouraging children to apply learnt skills across different sports and games.
- We encourage Discovery by teaching skills and knowledge that are then applied in games.
- We foster a Curiosity by teaching skills that can be applied in different ways.
- We develop Independence by acquiring new skill and knowledge to participate in new sports and or competitions.
- We instill Resilience through by developing a determined attitude to achieve their personal sporting potential.

As a result, the children Respect and Value PE and Sport opportunities and are Lifelong learners.

Teaching and Learning

The following details how the knowledge and skills are implemented across key stages and across specific sports.

Phase Knowledge and Skills

Early Years Foundation Stage

Physical Education in EYFS involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical, and to make healthy choices in relation to food.

Physical development in EFYS has two elements. First is moving and handling. Children need to show good control and co-ordination in large and small movements. They need to move confidently in a range of ways, safely negotiating space. They need to handle equipment and tools effectively, including pencils for writing. Second is health and self-care. Children need to know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Key Stage One

Pupils will 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.

(National Curriculum, 2016)

Key Stage Two

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- 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.

(National Curriculum, 2016)

Sport Specific Knowledge and Skills

Gymnastics

To perform confidently with varying degrees of control a simple range of actions such as jumping, running, rolling, climbing, transferring weight, balancing, swinging and to link a series of movements with changes of direction, levels, speed, tension and rhythm. To be able to remember, select and repeat a sequence of movements, to practise through rehearsal and to adapt, practise and refine these actions. To share, lift, carry, place and move apparatus safely.

Dance

To respond imaginatively to a variety of stimuli to use their bodies in various controlled ways, to show moods, feelings, ideas and create simple characters and narrative in movement. To make dances with clear beginning, middles and ends. To adapt and refine performances, when working with others.

Games

To experience elements of games played which includes chasing, dodging, avoiding and awareness of space and other players. To be helped to improve the ball skills of sending, receiving and travelling, while being able to propel objects such as balls, quoits and hoops. This will be done using the hands, the feet and bats/rackets etc. To make up, play and improve games in groups.

Athletic

To practise and develop basic actions in running, throwing and jumping, concentrating on speed, accuracy, height, length and distance.

Swimming

The school will provide access to swimming instruction to pupils in Key Stage 2. They will be taught to swim competently, confidently and proficiently over a distance of at least 25m. Pupils will be taught to use a range of strokes effectively and how to perform safe, self-rescue in a variety of water based situations.

Inclusion

All members of staff at St Peter's Catholic Primary School set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging learning for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Roles and Responsibilities

Role of the Subject Leader

- Coordinate the development of an effective long-term plan, which ensures progression is being made across year groups.
- Review, monitor and evaluate current practise through attending scheduled meetings with the School Sports Co-Ordinator and other leaders from local schools.
- Provide staff with PE, sporting and event information.
- Advise and work alongside members of staff and support them in the development of practice, where appropriate provide CPD.
- Be responsible for the budget allocated to PE and prioritise resource needs.
- Maintain and update the PE display board and the sports clubs/events notice board as necessary.
- Monitor standards and progress in PE across the school.
- Oversee Health and Safety of PE and Sport across the school in relation to PE.

Role of Teachers

The class teacher will be responsible to delivering PE to their class for the statutory two hours per week, ensuring that this is reflected on their topic overview. The class teacher will be responsible for ensuring music is evidenced accordingly. Teachers will also be responsible for ensure health and safety of their children undertaking activities.

Resources

Resources are regularly reviewed in order to ensure that they are safe and appropriate to the range of ages, abilities and needs of the children, in order to allow, promote and enhance learning.

Resources should be counted out and counted in, returned in good condition and working order. Pupils should be encouraged to look after resources, use different resources to promote learning, return all resources tidily and to the correct place (staff should oversee this) and be told of any safety procedures relating to the carrying or handling of any equipment.

Any damage, breakage or loss of resources should be reported to the PE lead as soon as possible. Any observed damage to a piece of equipment or apparatus which could cause subsequent injury must be isolated from use and reported. No other groups or individuals should be able to access the resource until such a time as it is made safe.

Health and Safety

All teachers are responsible for safety in their own lessons and should therefore be familiar with the procedures associated with the teaching of particular activities. Common sense safety precautions should be observed at all times. Facilities, apparatus and equipment should be checked at the start of each lesson. Children should be taught to set out and use apparatus safely. All children must participate in PE unless a letter/phone call is received from home. Teachers should be aware of any disability/medical conditions that could affect the child's performance. Some pupils may require specific medication to be kept nearby during PE lessons (e.g. asthmatic pupils will need to keep inhalers with them). Adults will be responsible for these medications.

PE Kit

Pupils should be informed of the importance of changing clothes for PE and should do so quickly and quietly. In order to save time, pupils will arrive to school in their PE kit on their designated PE days (2 per week). All pupils clothing should be labelled. The teachers' clothing and footwear should enable them to move effectively and quickly, without risk of falling or slipping.

Indoor PE Kit

Navy shorts (shadow stripe shorts as of school start year 2014) and white t-shirt (St Peter's logo optional)

Outdoor PE Kit

This is the same as the indoor PE kit except when the weather is cold, with the addition of navy tracksuit top and bottoms (St Peter's logo optional).

Footwear

All pupils should be barefoot during gymnastics and dance activities (plimsolls may be worn if the child has a foot infection). Plimsolls may be worn to and from the hall, and in the case

of Early Years Foundation Stage and Key Stage 1 pupils, also for outdoor activities. It is advisable for Key Stage 2 pupils to wear strong-fitting trainers for outdoor activities. Football boots are sensible for work on the field when the ground is wet, especially for hockey and football, where additional protection is advisable.

Jewellery and hair

No jewellery is to be worn. Earrings should be removed for school. Under no circumstances should teachers remove earrings for a child. In the event of newly pierced ears, tape may be obtained from the school office, to cover small studs. Hair should be held back, away from the face. Long hair should be tied up appropriately. Any unlabelled PE kit should be sent home at the beginning of each term to be labelled. Any incorrect kit should be sent home, with an Incorrect Uniform letter (available from the school office).

Accident Procedure

A 'red card' system will operate. The red card to be kept next to PE display board in the hall. A child in possession of the red card should be sent to the office to hand over the card, without delay. This will immediately alert the office staff, that their assistance is urgently required. In the event of an accident, the lesson must stop. The class should be instructed to sit and remain calm – no child should be on apparatus or moving equipment. The child/children involved in the accident should not be moved until assistance arrives from a qualified First Aider (see lists located in the office, hall and staff room). Minor incidents should be dealt with as and how the teacher sees appropriate. Accidents must be written up in the form of an accident report (available from the school office).

Unsuitable Weather Conditions

In the event weather conditions making it unsuitable to participate in the planned activity, alternative arrangements should be made. This may include class-based activities around activity, or rescheduling for another time/day. If the hall is available, the activity should be modified as appropriate, to be taught inside, still allowing the learning intentions to be achieved.

Assessment

Assessment of children's progress in PE and Sport will be conducted in conjunction with the St Peters Assessment Policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment. Effective verbal feedback during PE lesson are used to move the pupil's learning on within lessons and the overall unit of work. Children are assessed as Working towards, Working within, Secure or Working at Greater Depth at the end of each topic. Teachers share the learning intentions and success criteria of each lesson so that children can reflect their performance.

Monitoring and Evaluation of this Policy

The LGC are responsible for monitoring the effectiveness of this policy by in-school monitoring such as learning walks. The policy is reviewed regularly, in consultation with the whole school community including staff, pupils, parents, carers and LGC.