

Physical Education Policy

Blessed John Duckett School is a Catholic School and God's love is at the centre of our community.

We experience prayer and worship together, share and recognise pupils' understanding and deepening of the Christian faith.

By working together, we strive to meet the spiritual, pastoral and academic needs of our children and community.

We demonstrate our love by caring for God's world and the diverse people in it.

We aim for respect, fairness and justice in all we do.

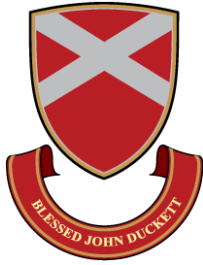
Policy agreed by Staff Summer Term 2020

Signed *Mrs S. McQuiggin* Headteacher

Agreed by Governors Summer Term 2020

Signed *Mrs E. McGurk* Chair of Governors

To be reviewed Summer Term 2022



Blessed John Duckett RC Primary School

Physical Education Policy

Introduction

At Blessed John Duckett Primary School we believe that physical education, experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health and development; even more so now, in a time of increasing technology when physical exercise is often substituted by computer games.

Rationale

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical literacy; physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Statement of Intent

At Blessed John Duckett RC Primary School, it is our intention to provide a PE curriculum:

- That enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities through PE lessons, competitions and active lessons.
- Develops values and transferable life skills such as fairness, resilience and respect.
- Through core tasks we aim to give the children physical literacy, fundamental movement skills, core strength, fitness and physical skills that the children can then apply to specific sports by the end of KS2.
- Children will develop a lifelong love of physical activity, sport and PE by creating an active culture throughout the school with active lessons, playtimes, extra-curricular clubs, tournaments and events.
- Our PE curriculum is designed to ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork.

- Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate.
- To use PE as a way of developing personal, social and emotional development through supporting their peers, playing as a team, developing leadership skills, helping each other improve and celebrating each other's achievements.
- All learning is as tailored and inclusive as possible.
- It is also the intention to ensure that every child has access to at least 60 minutes of physical activity every day.

Legal Framework: National curriculum

We use and adapt the National Curriculum, building on the principles of the EYFS Statutory Framework Guidance as the basis for our Science teaching.

The aims of the 2014 National Curriculum are for our pupils to:

- 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

Aims and Objectives

The aims and objectives at Blessed John Duckett are for pupils to:

- Access a consistent delivery of high quality PE lessons which are exciting, challenging and enjoyable and provide many varied learning opportunities
- Develop knowledge, skills and understanding across a range of sporting activities.
- Engage in moderate to intense physical activity over sustained periods of time.
- Participate in competitive sports and activities
- Lead healthy and active lives, picking up positive habits for their future lives.
- To compete in games and activities in a collaborative team.
- To develop Staff competence and confidence in the delivery of high quality PE lessons
- To promote safe practice in all activities.
- To use sport to build pupils self-confidence and self-esteem.
- To encourage involvement in extra-curricular sporting activities and develop community and club links
- Increase participation in competitive sports both in and out of School.
- To develop Staff competence and confidence in the delivery of high quality PE lessons

Roles and Responsibilities

The Science Subject Lead is expected to:

- Monitors long term and medium term planning
- Ensures policy is implemented;
- Ensures continuity throughout the school;
- Supports and guides teachers in teaching and learning of PE;

- Monitors and evaluates practices in school;
- Keeps up to date with latest initiatives, research and resources and communicates these to staff;
- Attends relevant CPD;
- Prepares, organises and delivers appropriate CPD;
- Observes lessons and team teaches where appropriate.

All staff are expected to:

- Complete medium term planning;
- Give pupils feedback in each lesson;
- Plan learning that is in response to formative assessment;
- Complete Core Task Assessments at the end of each unit.

Subject Content Overview

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

EYFS

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They begin to understand that skills need to be practised and that we may not be able to do something first time. They begin to understand the idea of competition and this can mean beating your own score or competing against someone else. They begin to understand the notion of fairness and celebrating other achievements.

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. They should participate in team games, developing simple tactics for attacking and defending. Children will perform dances using simple movement patterns.

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. They should 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. Children will develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. They will perform dances using a range of movement patterns. They will also take part in outdoor and adventurous activity challenges both individually and within a team. Children will compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Planning

We carry out the curriculum planning of PE in two phases: long-term, medium-term. Our long term plan maps out the areas covered in each term during EYFS and Key Stage 1 & 2. Our medium-term plans, which are based on the national curriculum, give detail of each unit of work for each term. These plans are based around core tasks, define what we will teach and ensure an appropriate balance and distribution of work across each term. Each lesson includes a key focus question, a learning objective, details of what will happen in the lesson, learning outcomes and resources needed.

We plan the activities in PE so that they build upon the prior learning of the pupils. While we give pupils of all abilities the opportunity to develop their skills, knowledge and understanding, we also build planned progression, so that there is an increasing challenge for the pupils as they move up through the school.

Teaching and Learning

The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the Foundation Stage Curriculum and National Curriculum 2014. Children take part in PE lessons for 2 hours each week as well as active lessons and play times during the day.

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 or group activities. Each unit of work begins with an introduction of a core task. These are then unpicked to develop and practise key skills to improve performance. At the end of the unit the core task is played again and evaluated. The skills practised in these tasks should be the preliminary skills needed to play recognised games and sports.

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. We also encourage competition with themselves and give children opportunities to beat their best scores or performance. In all classes, children have a wide range of 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 balancing on one leg)
- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);

- Grouping children by ability, and setting different tasks for each group (e.g. different games);
- Providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

PE and sporting achievements are celebrated in school. Children are encouraged to bring in trophies and certificates they may have won in activities outside of school. Sport is celebrated as a whole school through our annual Indoor and Outdoor Sports Days and our Sporting Talent Show. Healthy lifestyles are promoted through our annual Healthy-Living Week.

Children are encouraged to take on leadership roles through PE. This may start within lessons through being in charge of equipment, modelling warm up activities or selecting activities appropriate to practise particular skills. From KS2 Children can then volunteer to be on our School Sports Council. Regular meetings are held to organise school events such as the Sporting Talent Show or Sports Days. Our Sports Council also coordinates lunchtime activities for groups of children and they take turns to lead these at play time.

Our school provides a range of PE-related activities for children at the end of the school day. Opportunities for each year group to take part across the school year. Pupils are included in the selection of after school clubs and their input of sports is considered in the clubs on offer. These activities are led by different members of both staff and coaches. All activities on offer 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 and carers at the beginning of each term and keeps updates in the form of our school newsletter and website. The school also plays regular fixtures against other local schools and enters several competitions organised by Education Enterprise Ltd. This introduces a competitive element to team games, and 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 cooperation amongst our children.

Assessment

The attainment target for physical education sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage. Teachers should ensure that when evaluating and improving performance, connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance as well as demonstrating a knowledge and understanding of health and fitness and performance in different roles. (Refer to National Curriculum documentation for details relating to physical education strands)

The expected attainment for the majority of pupils at the end of each phase (EYFS, KS1, LKS2, UKS2) is summarised in our PE Knowledge Map for each strand of PE. In deciding on a pupil's level of attainment at the end of a unit, teachers judge whether a pupil is below, at or exceeding age-related expectations based on the Tops Card or Durham Core Task Sheets and the PE Knowledge Map. Pupils should be involved in self and peer assessment, helping them understand where they are at the beginning of a unit of work, and identify what they need to do to make progress. Assessment is carried out in a number of ways, including, observing children work, talking to them about what they are doing and listening to them describe their work. Teachers receive feedback from pupils of what has been successful and allow them to set their own future

targets. ICT is used to develop portfolios of children's work in physical education to show progression and quality of performance.

Monitoring and review

The PE Subject Lead, Senior Management and Governors are responsible for observing practise and monitoring the quality and impact of art teaching and learning. The PE subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in art and design in each year of the school. The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Science, in line with the school's monitoring programme. This will take the form of lesson visits, scrutiny of work, pupil discussion, learning walks, subject audits, pupil reviews etc.

The PE Subject Leader gives the Headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader meets with the link governor to review the science element of the school improvement plan.

Resources and equipment

All resources are kept in a shared cupboard and outdoor shed. [Appendix 2 – Resource List]

Curriculum Links

There are many curriculum links that can be made to PE when delivering other lessons. For example, in the science curriculum children learn about Health and Fitness and Drugs and Abuse. In Maths there are many links including when teaching speed, distance, time, measuring, recording and handling data.

In English links can be made with Speaking and Listening and Subject-specific vocabulary. Links in Geography include Map-reading. When teaching dance and gymnastics links can be made with Music with rhythm and tempo. Links in ICT include the use of stop watches, digital camera and digital video, use of spreadsheets for recording and interpreting data and the use of the internet.

Home School Links

We recognise the important part parents and carers play in encouraging children to participate in physical activity. Information about PE, physical activities and sporting competitions organised by the school and opportunities after school, are shared with parents/Carers by means of specific PE newsletters from the PE Lead and through the School newsletter. Topic overviews provide information to parents about what their children will be studying throughout the term. Parents are also informed of termly school visits and/or visitors which are organised to further enrich our curriculum. Information about all areas relating to PE can also be found on the School website.

Parents have the opportunity to attend consultation evenings on a termly basis. This concludes with an annual written report outlining pupil progress within all curriculum subjects. Homework tasks are cross curricular and designed in such a way to engage children and families in their own learning. [Homework Policy]

Equal Opportunities

At Blessed John Duckett RC Primary School we have due regard for our duties under

the Equality Act 2010. Children and adults have equality of opportunity in terms of access and outcome throughout all aspects of school life.

Children are given opportunities to work with others, listen to each other and treat everyone with respect. We will ensure that we eliminate discrimination, advance equality of opportunity and foster good relations. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances. Please refer to our Equality Statement.

Special Education Needs and Disabilities

Through our science teaching we provide learning opportunities that enable all pupils to make progress. We all recognise the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious curriculum. Within Science, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDco where applicable.

Please refer to the SEND Policy

Health, Safety and Hygiene

Children should wear the appropriate PE Kits as set out in the school uniform handbook. Teachers should also wear appropriate clothing. Jewellery must be removed. 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 of non-participation is established for a variety of reasons (including child protection issues). Children not going swimming through illness or injury are still required to go swimming for the theoretical aspect. In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work. Non-participating pupils should take the role of an evaluator, scorer, coach etc. In this particular subject, we place particular emphasis on health and safety. We encourage the children to consider their own safety and the safety of others at all times.

The general teaching requirement for health and safety applies in this subject. Teachers will carry out a risk assessment before each activity, considering their environment and equipment being used and reporting any perceived hazards to the Headteacher.

Before undertaking practical tasks, children should be taught to use equipment safely and correctly in order to ensure safety.

Equipment will be regularly checked and damages reported.

SMSC

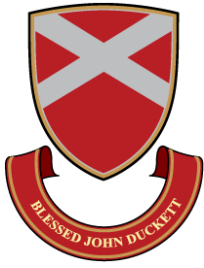
We aim to promote a caring, compassionate and fair environment within which all pupils are valued and enabled to reach their full potential. We facilitate this by fostering the values of friendship, kindness, perseverance, respect, responsibility and creativity.

All these values can be encouraged in all science lessons and all teachers will actively promote these and celebrate them.

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please refer to the Safeguarding Policy.



Year A			
	Forests	Voyages of Discovery	Mountains
	Autumn	Spring	Summer
EYFS	Fundamental Movement All the fun at the fair OAA Searching for teddy	Dance Dance your socks off Games Beep Beep!	OAA Saving the princess Gymnastics The Seaside
	Invasion Games Ten Point Hoop Gymnastics Families in Action Invasion Games Skittles	Gymnastics Unit 1 Tasks 1 & 2 Striking and Fielding Games Kick Rounders Dance iMOves - Pirates	Net Games Mini Tennis 1 Dance How does it feel? Athletics Honey Pot Colour Match
KS 1	Dance iMOves - Fairy Tales Invasion Games On the Attack Tag Rugby	Gymnastics Unit 1 Tasks 1 & 2 Net and Wall Games Mini Tennis 2 What a Racket	OAA Where Are We Going? Athletics Off Up and Away Distance Challenge
	Dance iMOves - Stonehenge Invasion Games / Swimming Gymnastics Partner Work Acrobatic Gymnastics	Gymnastics Unit 4 Tasks 1 & 2 Unit 5 Task 1 & 2 Striking and Fielding Games Run the Loop Calling the Shots? Dance iMOves - Roman	Swimming OAA Search and Rescue Beat the Clock and Electric Fence Swimming
KS 2	Dance iMOves - Stonehenge Invasion Games / Swimming Gymnastics Partner Work Acrobatic Gymnastics	Gymnastics Unit 4 Tasks 1 & 2 Unit 5 Task 1 & 2 Striking and Fielding Games Run the Loop Calling the Shots? Dance iMOves - Roman	Swimming OAA Search and Rescue Beat the Clock and Electric Fence Swimming

Year B			
	African Adventures	Festival of Britain	Dig, Dig, Dig
	Autumn	Spring	Summer
EYFS	Fundamental Movement All the fun at the fair OAA Searching for teddy	Dance Dance your socks off Games Beep Beep!	OAA Saving the princess Gymnastics The Seaside
	Invasion Games Piggy in the Middle Gymnastics Making Shapes Invasion Games Three Touch Bal Dance iMOves - Countries	Gymnastics Unit 2 Task 1 & 2 Striking and Fielding Games Rolla Bal Dance Machines Gymnastics Unit 2 Task 1 & 2	Net Games Beanbag Throw Dance iMOves - Healthy Me Athletics Pass the Baton OAA Shipwrecked & Gone Fishing

KS 2	Invasion Games 3 Touch Ball Fives and Threes Dance iMoves - Egyptians Invasion Games / Swimming Gymnastics Partner Work Acrobatic Gymnastics	Net and Wall Games Target Baggers Long Thin Short and Fat Gymnastics Unit 4 Tasks 1 & 2 Unit 5 Task 1 & 2 Striking and Fielding Games Arc Rounders Runners Dance iMoves - Urban Freestyle	Athletics Faster Further Higher 3 Jump Challenge Swimming OAA Where am I? Crystal Star Challenge Swimming
	Year C		
	Myths & Legends	Explorers and Travellers	Helpful Heroes
	Autumn	Spring	Summer
EYFS	Fundamental Movement All the fun at the fair OAA Searching for teddy Invasion Games Ten Point Hoop Gymnastics Families in Action Invasion Games Skittles Dance iMoves - Fairy Tales	Dance Dance your socks off Games Beep Beep! Gymnastics Unit 1 Tasks 1 & 2 Striking and Fielding Games Kick Rounders Dance iMOVes - Prates Gymnastics Unit 1 Tasks 1 & 2	OAA Saving the princess Gymnastics The Seaside Net Games Mini Tennis 1 Dance How does it feel? Athletics Honey Pot Colour Match OAA Where Are We Going?
	KS 1	Invasion Games On the Attack Tag Rugby Dance iMoves - Stonehenge Invasion Games / Swimming Gymnastics Partner Work Acrobatic Gymnastics	Net and Wall Games Mini Tennis 2 What a Racket Gymnastics Unit 4 Tasks 1 & 2 Unit 5 Task 1 & 2 Striking and Fielding Games Run the Loop Calling the Shots? Dance iMoves - Roman
Year D			
Our World, One World	Travel and Transport	Castles and Coast	
Autumn	Spring	Summer	
EYFS	Fundamental Movement All the fun at the fair OAA Searching for teddy Invasion Games Piggy in the Middle Gymnastics Making Shapes Invasion Games Three Touch Bal Dance iMoves - Countries	Dance Dance your socks off Games Beep Beep! Gymnastics Unit 2 Task 1 & 2 Striking and Fielding Games Rolla Bal Dance Machines Gymnastics Unit 2 Task 1 & 2	OAA Saving the princess Gymnastics The Seaside Net Games Beanbag Throw Dance iMoves - Healthy Me Athletics Pass the Baton OAA Shipwrecked & Gone Fishing

KS 2	<p>Invasion Games 3 Touch Ball Fives and Threes</p> <p>Dance iMoves - Egyptians</p> <p>Invasion Games / Swimming</p> <p>Gymnastics Partner Work Acrobatic Gymnastics</p>	<p>Net and Wall Games Target Baggers Long Thin Short and Fat</p> <p>Gymnastics Unit 4 Tasks 1 & 2 Unit 5 Task 1 & 2</p> <p>Striking and Fielding Games Arc Rounders Runners</p> <p>Dance iMoves - Urban Freestyle</p>	<p>Athletics Faster Further Higher 3 Jump Challenge</p> <p>Swimming</p> <p>OAA Where am I? Crystal Star Challenge</p> <p>Swimming</p>