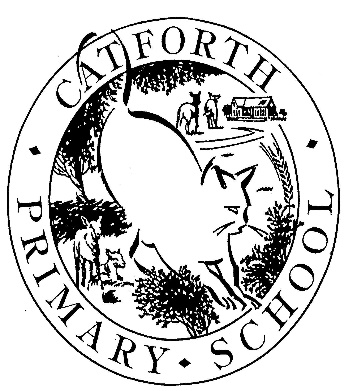


School Lane, Catforth, Preston PR4 0HL

**CATFORTH PRIMARY SCHOOL**

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Physical Education Policy

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**Introduction**

This policy outlines the teaching, organisation and management of the Physical Education Curriculum at Catforth Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

**School Vision for PE**

***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 Catforth 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.

We offer 3 intra-school competitive events during the school year where school teams compete against one another. We also take part in a variety of inter-school events organised by the local sports partnership (PESSPA).

**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 2020 – 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 Catforth Primary School are found on the school website.

**Rationale and Ethos**

This policy was reviewed in November 2018. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement, influencing attendance, behaviour and pupil attainment.

At Catforth Primary, we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil’s physical and emotional development and health. The physical education curriculum aims to provide for pupils’ increasing self- confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil’s needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

**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 other 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

Curriculum School Organisation

Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning.  
The two related early learning goals are:

Expected

* Moving and handling – Children show 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 know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding

* Moving and handling – Children can confidently hop and skip in time to music.
* Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

Key Stage 1

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

Key Stage 2

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

Physical Education at Catforth Primary School

At Catforth Primary School we aim to deliver two hours of high quality PE per week which is in line with government guidelines. We also provide extra opportunities for children to practise their physical skills during playtime through organised activities and equipment selection.

Teachers have a long term PE curriculum map that has been written by the PE leader. The long term plans follows the Lancashire Scheme of Work.

**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. We follow the safety guidelines **‘Safe Practice in PE and School Sport**’ guidance provided by the Association for Physical Education. A copy of the document is kept in Mrs Bainbridge’s office. 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 and lower KS2 pupils will change together in their classrooms where as upper KS2 pupils will change in separate areas.

**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**

* Catforth PE shirt
* Black Shorts
* Children must have bare feet for gymnastics and dance unless they have medical reasons not to (verruca).

**Outdoor clothing**

* Catforth PE shirt
* Black Shorts/ tracksuit bottoms
* Trainers/pumps
* A 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.

**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.

Health and Safety in Physical Education

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 the PE subject leader.
* 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.
* All staff are trained First Aiders within the 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
* 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.

**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.

The school is well equipped and we use MUGA pitch, school hall and running track to enhance our physical education provision.

Staff Development

As a staff team we make sure that our subject knowledge is up to date for each area of PE that we teach. Staff regularly attend whole school training and specific training related to year groups taught and aspects of PE. Staff should speak to the subject leader if they feel if they need any specific area of need.

Monitoring and Review

There is a link governor for PE who receives regular updates about on the standards of our PE provision. Governors are also kept informed about how the sports premium money is spent and the impact of this.

**Assessment and Recording**

Class teachers will assess and record pupil’s progress using the tracker. Teaches in EYFS and KS1 will track children’s fundamental movement skills (FMS). Children will also be assessed using the core tasks at the end of each unit of work. These are set out in the Lancashire scheme of work.