



# Physical Education Policy

## Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

## Inclusion Statement

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

<b>Adopted by Governors</b>	
<b>Date</b>	<b>17.05.2022</b>
<b>Review Date</b>	<b>17.05.2024</b>

*(signed on hard copy)*

The new National Curriculum states that:

**“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.”**

## POLICY INTENT

The Intent of our Physical Education (PE) curriculum is that it contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others. We also view PE as a key component of the children’s positive well-being.

*‘What you have learned and received and heard and seen in me—practice these things, and the God of peace will be with you.’ **Philippians 4:9***

## AIMS

We follow the aims of the statutory Early Years Foundation Stage framework and the KS1 and KS2 National Curriculum. These aims form the basis upon which our distinctive curriculum is built.

The national curriculum for physical education aims to ensure that all pupils:

- 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.

## IMPLEMENTATION OF THIS POLICY

### SUBJECT LEADER ROLE

The subject leader for Physical Education is **Mr Nick Roden**.

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.

Subject leaders are the ‘expert’ in school and can offer support to other staff including signposting where necessary.

Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of their subject both as a standalone and as part of the wider curriculum.

### RESOURCES USED

At St. Joseph’s we understand the importance of Physical Education for both mind and body. To make sure that children get every opportunity across a range of sports is very important, you never know where each child’s God-given talents lie. So it is important to have the correct resources for children to access. We keep all equipment in our PE cupboard, an inventory is done once a year to make sure the correct equipment is both safe and in stock. We have the ‘large apparatus’ in the hall which each class uses. PE lessons take place in both the hall and outdoor on the playground.

We work closely with Chorley School Sports Partnership and are able to access the Westway 4G astro-turf and many other community venues for sports festivals and competitions.

We also have a strong partnership with Inspire Chorley and make use of their climbing wall, boxing ring, gym and sports facilities throughout the summer term.

Our children make full use of swimming lessons at Chorley Leisure Centre. We have introduced swimming lessons in Year 2 as part of the gradual change in how soon children are taught to swim at St Joseph's. We feel that taking the children from a younger age gives them much greater success in becoming confident swimmers and understanding water safety.

## CURRICULUM PROGRESSION THROUGH THE STAGES

**EYFS:** Provides 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 activity, and to make healthy choices in relation to food. Physical activity is taught through areas of play both indoor and outdoor (wake and shake, outdoor play) and all children have all day access to an outdoor area. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**KeyStage1:** 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:** 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 such as rugby, basketball, cricket, football, hockey, netball, rounders and apply basic principles suitable for attacking and defending as well as creating their own games.

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.

## PLANNING AND SEQUENCING LEARNING

Physical Education is taught in two different phases, PE and Games. Staff follow Lancashire's PE planning scheme as a basis for lessons and progression of skills; we plan PE activities so that they build upon prior learning. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **Whole class teaching**

PE lessons should be taught in all classes for at least two hours a week. All children are expected to take part in a warm up and cool down. Lessons are differentiated by task.

### **Chorley School Sports Partnership**

Two to three times a year each class teacher is upskilled by a member of CSSP. They develop different skills depending on the needs of the class teacher or CPD required. We also employ a fully-qualified Sports Coach to work with each class to upskill teachers in a range of disciplines throughout the year. Children have access to inter and intra school competitions/festivals and leagues in a range of disciplines including athletics, cross-country, swimming, football, netball and many more etc.

### **Marathon Kids**

All children take part in Marathon Kids every day of the school week. This also links in to events run in Astley Park on Saturday mornings. The aim is for children to complete as many laps as they are able without stopping. Each child is given a band on completion of a lap, this is then logged on the Marathon Kids app, children are given medals and certificates upon completion of different milestones with the aim of achieving four marathons per year.

### **Dance**

Over the course of the year, we have qualified dance coaches (Ballroom, Latin, Rock and Roll and Street Dance) to upskill the children in a range of different dances, each year group has a 6 week block and are taught different genres of dancing such as ballroom, country, street, Latin etc. The benefits to this are key fundamentals and fine/gross motor skills as well building confidence to perform in front of audiences.

## EQUALITY

All pupils at St Joseph's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences. Positive attitudes towards PE are encouraged, so that all children, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with PE. This policy is in line with the school's 'Racial Equality' policy.

The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons. Lessons involving lots of visual, aural and kinaesthetic elements will benefit all children including those for whom English is an additional language (EAL). We ensure that we spend Pupil Premium funding well in order to reduce disadvantage.

Children who are not making expected progress in PE are monitored closely. Advice may be sought from the PE subject leader, in the first instance. They may be assessed using tests designed to indicate gaps in the curriculum. They may be involved with extra intervention.

Children are offered opportunities to broaden their experience and understanding of equality i.e. Show Racism the Red Card training, diversity in sports coaches and aspirational visits from Para-Olympic athletes.

## ENRICHMENT AND MASTERY

We provide a diverse and quality assured extra-curricular programme with links, where possible, to local opportunities. Our school is part of the Chorley School Sports Partnership, which enables us to access a wide variety of leagues, fixtures, events and festivals. Healthy competition is central to both curricular and extra-curricular programmes. Fair play, tolerance, leadership and other values are taught through both. Pupil voice drives decision making around the enrichment offer and participation data is used effectively to plan for further widening of opportunities. Pupils have further opportunities to attend sporting fixtures i.e. Higher Tier football matches, cycling at the Velodrome and Lancashire cricket matches at Old Trafford to increase aspiration. Residential experiences at the Isle of Man, Anderton Centre and Waterpark Coniston are offered to KS2 pupils to build resilience and talents.

## HEALTH AND SAFETY

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's Risk Assessments. All staff have a copy of the Health and Safety Policy in school documentation file.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance through the lesson
- All jewellery should be removed and stored safely before each lesson
- If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently
- All long hair should be tied back
- Suitable clothing should be worn for each lesson. Children should not engage in physical activity without correct kit
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- All children taking part in indoor PE should be bare foot or wear suitable footwear for indoor PE (trainers)
- For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)
- All children with verrucas should wear foot coverings.

When travelling to sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

- All children wear seat belts and booster seats are utilised where necessary.
- All supervising adults to be aware of risk implications
- All supervising adults that attend swimming to hold a current DBS
- All transporting adults to be fully insured
- Parent permission for taking children out of school obtained
- After school competitions children to be transported by their parents or a responsible adult who the child's parents have given permission. School to be informed.

Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school.

## **EXPERIENCES THROUGH THE CURRICULUM**

### **English**

PE contributes to the teaching of English in our school by encouraging children to orally describe what they have done, and to discuss how they might improve their performance.

### **Mathematics**

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

### **Personal, social and health education (PSHE) and citizenship**

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.

### **Learning Outside the Classroom**

At St Joseph's, we offer multi-activity residential visits to our pupils in every KS2 Year group including five days in the Lake District in Year 5 and a second five day visit to the Isle of Man in Year 6. Children are given opportunities to participate in a wide variety of water sports including sailing, kayaking, canoeing, ghyll scrambling and paddle boarding.

Our Building the Kingdom curriculum allows our pupils to progress in knowledge and skill in Fencing, Crown Green Bowling, Boxing, Climbing etc.

### **Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

### **ICT**

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. 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 performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

### **Mental Health and Wellbeing**

The teaching of PE is a natural and effective anti-anxiety treatment. It relieves tension and stress, boosts physical and mental energy, and enhances well-being through the release of endorphins. It also helps enhance concentration levels within children.

## **HOME SCHOOL LINKS**

Parents can access the SeeSaw app from home, this has activities for children, as well as mental and well-being strategies to help children. Curriculum ideas are shared to enable parents to work on certain skills, such as flexibility, throwing and catching. The Marathon Kids app is also available to parents who wish to keep track of their own children's progress.

## **MEASURING THE IMPACT OF OUR POLICY**

### **RECORD KEEPING AND ASSESSMENT**

Class teachers are responsible for the week to week assessment of Physical Education. The Foundation Stage Profile is used in nursery to Year 1, and end of Year National expectations are used in KS1 and KS2. Class teachers are continually tracking progress of the children working alongside skilled coaches. The subject leader is responsible for both lesson observations and pupil conversation to ensure pitch and expectation is at the right level. Children are continually assessed by our PE coach and teachers using Target Tracker and also at the end of each Key Stage by CSSP on fundamentals, power, speed and flexibility. This is differentiated for each key stage and allows us to see physical progress made over the yearly lessons.

Assessment for PE is formative using Target Tracker steps and statements. Termly data on PE progress is analysed by the Subject Lead. Groups of children are monitored, e.g. gender, SEN, PPG. Topic assessments are used for summative assessment. These tests inform teacher assessment.

### **National Standards**

Each year the outcomes of the EYFS, end of KS1 and KS2 tests are analysed by the Headteacher, SLT and Governors. Data led priorities will then inform our next course of action. We compare the progress and attainment of our children against national standards and have ambitious aims for each cohort.

### **MONITORING, REVIEW AND EVALUATION**

Learning walks, lesson observation, staff discussion, pupil conversations, presentation to Governors.

Children are assessed through the CSSP, who assess the children on fundamentals, power, speed and flexibility, this is differentiated for each key stage and allows us to see physical progress made over the yearly lessons.

Teachers will work in pairs within each year group to plan and deliver lessons that suit the particular learning styles of the children within the year group. Teachers continuously assess the children informally (formative assessment) through their marking and interactions with the pupils during lessons.

Termly pupil progress meetings will give the teacher opportunity to discuss progress against targets with the Head teacher. Interventions are evaluated and reviewed; new interventions are planned.

### **STAFF DEVELOPMENT**

Staff and the subject leader have regular CPD regarding PE. CSSP and our in-house Sports Coach are used to upskill staff throughout the year across different aspects of PE.

### **GOVERNORS INVOLVEMENT**

The link Governor for this subject is **Mrs Rachel Olsen**.

Subject leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

### **CONCLUSION**

The ability to be physically fit and able helps children in their everyday lives emotionally as well as physically. To be physically active confidently and with enjoyment is a crucial aspect to success not only in school but later in life when our children go out into the wider world to be everything God wants them to be. We aim to give St. Joseph's children the best possible start to their school lives and beyond.

**Reviewed by staff May 2022.**

**This policy will be reviewed every two years.**