

St Mary & St Michael's Catholic Primary School



Physical Education Policy

By Living our Values- We Shine!

At St Mary & St Michael's we welcome all.

- ♥ We accept and celebrate uniqueness through love, care and compassion, serving all God's family.
- ♥ We respect each other and our aspirations.
- ♥ We nurture our faith and have the courage to forgive.
- ♥ We give everyone the opportunity to shine by working together in the warmth of our school community.
- ♥ We create a love for learning to allow us to achieve our dreams.

Agreed by staff: September 2024 Governors: Autumn 2024 Review Date: September 2025

POLICY STATEMENT AND CURRICULAR AIMS:

Our aim is to fulfil the potential of each child physically, intellectually, emotionally, socially and morally.

In many cases Physical Education brings success where other areas of the curriculum may fail to engage the individual child. Physical Education therefore is given a high priority as it widens and enhances social opportunities for all our children and wider family. Through Physical Education children can develop resilience, improved self-confidence and self-esteem and a lifelong positive attitude to a healthy and active life.

Our vision:

For all children and adults in the school community to experience learning and enjoyment through PE and Sport, leading to healthy, happy and active lifestyle choices.

Aims:

The School's aims for Physical Education are:

Acquiring and Developing

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.

Selecting and Applying

- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.

Improving and Evaluating

- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.

Knowledge and Understanding of Fitness and Health

- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising, and the need to sustain this throughout life.

Working Alone and With Others

- To develop the ability to work independently, and communicate with and respond positively towards others whilst making a positive contribution to their own and others learning.

Applying Safety Principles

- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Entitlement:

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and the Early Years Foundation Stage Goals which takes account of individual interests and needs.

Children should have access to all components of the Early Years Foundation Stage framework 2021 and National Curriculum programmes of study (Athletics, Dance, Games, Gymnastics, Outdoor Education and Swimming) so that a realistic attempt is made to achieve the expected levels of performance as set out in the NC and EYFS educational programmes.

The school meets the requirement of two hours sport per week using timetabled PE and out of school activities and competition sport through the Garstang Sports partnership.

School Sports Premium:

Details of the School Sports Premium Budget for each academic year can be found on the school website. The aim of the money is to benefit and up skill both staff and pupils in Sport and Physical Education. The aim of this money is to achieve the following:

- Achievement in PE.
- Greater participation throughout school.
- Impact on personal health and well-being.
- Improved attitude and behaviour.

Curriculum Planning:

Where appropriate, PE is organised in themes to promote greater cross-curricular planning, teaching and learning.

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Years Foundation Stage New Framework (2021) in the area of gross and fine motor skills, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

The school follows the GetSet4PE Scheme of Work in all areas of Physical education. This allows for curriculum review in relation to content, progression, continuity, teaching and learning and assessment.

Individual lessons should be evaluated to inform planning and ensure differentiation.

At Key Stage 2 (Years 3 and 4), swimming is taught by the Swimming Instructor at Garstang pool with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher. By national standards,

children should be able to swim 25 metres by the end of Key Stage 2. If children do not achieve this by Year 4, we endeavour to continue swimming lessons in Years 5 & 6 for children that still require it.

Outdoor and Adventurous Activities are taught using the Lancashire Scheme of Work, Cross-Curricular orienteering and are also covered and included during a Year 6 residential trip.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

Assessment and Recording:

Pupils work will be assessed throughout each unit of work using formative assessment methods as well as through core tasks similar to those outlined at each unit of the GetSet4PE scheme. These contextual core tasks will allow teachers to compare pupils against the attainment target and expected outcomes.

The School uses the Assessment Framework within the GetSet4PE scheme. Pupils progress will be monitored and recorded by the individual class teacher who will use these methods to set realistic targets for the pupils, based on their strengths and weaknesses and in line with national guidance and expectations.

At the end of each unit an indication of the level that they are working at will be recorded – this is reflected as having achieved the expectation, gone beyond it or working towards it and is across all four core strands of learning. This will allow all the unit grades to be looked at by the end of the year so that the overall attainment level given can reflect the progress made over that academic year. This will allow a comparison to be made with national expectations.

Equipment and Resources:

Resources for PE should be stocked in areas that are easily accessible. Games equipment should be accessible to children only under adult supervision. The PE co-ordinator will be responsible for resources, and all teachers should ensure equipment is returned to its correct place after use. We expect children to help set up and put away equipment as part of their work, including a range of gymnastics apparatus. By doing so the children learn how to handle equipment safely and respect resources.

Safe Practice:

Health and safety awareness should form an integral part of children's learning in PE and each member of staff should take responsibility in establishing codes of safety with the children.

The 'Safe Practice in Physical Education' 2020 guidelines should be referred to by all teachers when planning their PE lessons.

Risk assessment should be considered when delivering lessons and children should develop their own abilities to assess risks. All teachers should follow the agreed school procedures for correct kit, removal of jewellery, tie back long hair and footwear in lessons. Footwear should be removed for gymnastics and use of climbing equipment.

First aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. The co-ordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the co-ordinator when any items need repairing or replacing. Any items constituting a danger should be taken out of use immediately.

All children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

Children should be aware of safe practice when undertaking any PE activity, (e.g. not jumping or running in front of others, etc)

Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.

Good class control is fundamental to safety.

Teachers accompanying the children to the swimming baths must follow general school procedures for taking children out of school, taking account of numbers at every change of environment. They must be confident that the children are aware of all the rules relating to their safety and know the emergency drill used by the swimming pool staff. Children must be supervised at all times, including changing and taking a shower.

Equal Opportunities and Inclusion:

The school is committed to allow all pupils their entitlement to participate in the physical education programme, in which there are no barriers based on race, gender, culture or ability. The school acknowledges its responsibility to both children experiencing difficulty, and displaying considerable talent. Children are encouraged to participate at their own level, with special needs provision provided through differentiation and support.

Each teacher is responsible for enforcing the equal opportunities policy of the school and not merely offering equal access. It is important that boys and girls are given the same praise, time, expectations and access to experiences during the development of skills and attitudes whilst participating in physical activities.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where

they feel they need support so that appropriate support can be given by either the subject leader or subject specialist. All staff who attend any CPD course must provide feedback/disseminate the information.

Extra-Curricular learning

The school provides a range of PE-related activities for children out of school hours. These encourage the children to develop their skills in a range of the activity areas. The school informs parents of the current club activities on a regular basis. All clubs are available to pupils of all abilities. The school also participates in regular fixtures, festivals and events alongside other schools. Some of these activities introduce a competitive element to team games and allows the children to put into practice the skills that they have developed. These opportunities foster a sense of team spirit and co-operation amongst our children. Every opportunity is taken to provide realistic exit routes for pupils to continue their involvement in local community clubs. All adults in school are encouraged to become involved in supporting the schools extra-curricular provision.