

St Bernadette's Catholic Primary School

P.E and Games Policy



“Doing our best for God”

Introduction

At St. Bernadette's, we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our school's values and philosophy in relation to the teaching and learning of P.E. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Aims

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.

At St. Bernadette's, we aim to offer a wide range of P.E and Sporting activities through our curriculum.

Planning

At St. Bernadette's, each class from Year 1 to Year 6 is timetabled so that they can access the Hall and the Multi Use Games Area (MUGA) regularly to meet the governments requirement of 2 hours of structured physical activity a week. The school's playground areas, field and MUGA are used to facilitate activities such as outdoor activities and games.

Staff have access to Lancashire's P.E scheme of work however they may wish to supplement this with other schemes they feel meets the needs of the class. Planning is informed by the subject overview and are blocked out to enable a greater depth of understanding, developing and application of skills and the ability to perform.

In regards to external providers for P.E, they may use their own scheme of work to carry out their P.E and Games sessions. It is the responsibility of the class teacher to ensure that the P.E overview is being used and that a member of staff is present to support in evidencing and monitoring.

Key Stage 1 (taken from the National Curriculum 2014)

Pupil 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 arrange of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key Stage 2 (taken from the National Curriculum 2014)

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 movements. 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 game, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and 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

EYFS

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. At St. Bernadette's, this is structured so that there is one formal session per week aimed at physical development.

Swimming and Water Safety

At St. Bernadette's, we offer free swimming lessons to children in Year 3 which runs for the full academic year. Additional 'top-up' swimming sessions are funded through out Sports Premium for children in Years 4, 5 and 6 to enable them to meet the national requirement.

Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breast stroke)
- perform safe self-rescue in different water-based situations.

Where children have achieved the above out of school and evidence has been seen by the headteacher, class teacher or the P.E subject lead, they will not be required to attend 'top-up' swimming sessions in Year 4, 5 or 6.

Inclusion & Equal Opportunities

At St. Bernadette's, we strive to offer all children an equal opportunity in learning. All children, irrespective of ability, race, gender or disability, are given full access to our science curriculum and make the greatest possible progress.

In order to provide physical activities that are appropriate to the learning experiences of individual children, it is necessary for the teacher to consider the needs and accessibility of all lessons and activities to ensure that all children included. Teacher's may differentiate tasks for individuals according to their abilities and provide alternative and reasonable adjustments to their lesson though expectations, organisation and resources used.

Assessment

Assessment in Physical Education is progressive and runs along side a unit. Teachers assess children's work and skills in P.E by making assessments as they observe them working during lessons. Teacher record progress against the learning objectives for the lesson. Throughout the unit of work, teachers make a judgement as to whether a child is working towards, has met or has exceeded the expectations. Staff record assessments on our P.E skills progression form.

Recording and Evidencing Work

To record children's science work across both key stages, teachers are encouraged to use a variety of recording methods:

- Group work
- Photographs
- Audio / visual recordings

Cross-curricular links

Where appropriate, staff may wish to combine P.E alongside another subject. Physical Education can be brought into Maths, Science, PSHE and RHE, as well as Outdoor Learning opportunities.

- English: speaking and listening, communication, following instructions

- Computing: watching instruction videos, recording and evidencing
- PSHE: health and fitness, goal setting, relationships, similarities and differences
- Science: impact of physical activity on our bodies, importance of exercise
- Maths: application of numeracy skills, mathematical terminology

Resources

St. Bernadette's has a large range of resources to support in the delivery and execution of P.E. to enable children to showcase their skills. These resources are accessible to children under adult supervision and are mostly stored in the P.E cupboard.

The hall contains a small range of large apparatus and we expect children in Key Stage 2 to assist in the set up and storage of this equipment whilst under adult supervision and guidance.

Enrichment

Where possible, all staff will be involved with enrichment activities to promote physical activities in school. This can be through active participation in P.E and Games sessions, hosting a sports club or inviting sports people in for taster and event days.

The subject leader will liaise with local sporting groups to develop additional opportunities for sporting clubs and events in school. Additionally, the school will hold annual an annual Sports Day for EYFS and Key Stage 1 and Key Stage 2.

Role of the Subject Leader

The subject leader is responsible for developing the standard of teaching and learning in P.E through:

- Preparing and reviewing policy documents, curriculum plans and schemes of work for the subject
- Encourage staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress
- Help colleagues develop their subject expertise and organise and monitor their professional development
- Collect, evaluate and inform staff of all resources and developments
- Ensure standard formats for planning and assessing are being used
- Provide annual subject action plans including costings and priorities which help inform the school development plan
- Organise and advise on the contribution of P.E to other curriculum areas including cross-curricular

- Help with the monitoring and evaluation of the effectiveness of the subject within the school
- Monitor and update the P.E webpage

Health and Safety

All staff and external providers are responsible for checking all equipment for a lesson is safe for use, is used appropriately by children and that any concerns over equipment or damages are reported. Large P.E equipment, including the MUGA, climbing frame and trim trail, is checked annually by an external health and safety officer.

In Key Stage 1 and 2, a minimum of two adults will be present within the P.E sessions to ensure sufficient supervision is made available during their P.E sessions. The number of adults is also dependent on the task and / or activity involved. Where large climbing equipment is being used (for example, in P.E) an adult must be present at that piece of apparatus during its use. In Key Stage 2, there may be times where only one adult is required for a P.E lesson. This can be due to the number of children in the class, the intended activity or the resources used.

We encourage all children to actively think about their own safety and the safety of others at all times in P.E lessons. We expect all children to come to school in the appropriate attire for P.E (see School Uniform Policy for further details). The governing body also expects all staff to set a good example by wearing appropriate clothing when teaching P.E and adhering to the following rules:

- Long hair should be tied back and off the face
- All jewellery and watches should be removed prior to a lesson. In the case of studs that cannot be removed, the pupil will not be able to be physically involved with a P.E lesson. It is down to the teacher to still incorporate said child in the lesson through coaching and providing feedback, evidencing through picture and in the distribution of resources.
 - Staff are not permitted to remove piercings
- Tights should not be worn underneath shorts
- Appropriate footwear should be worn by all (flat soles, not studded).
- Clothing should be comfortable and allow for freedom of movement, whilst not being so loose as to become a hazard

To maximise safe and meaningful participation, our school and teachers will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing or jewellery specific to religious requirements.

Additional Health and Safety information

- First Aid packs, inhaler bags and radio must be brought to the intended location of all P.E and Games sessions
- Children with additional medical needs are closely monitored before, during and after P.E sessions by staff
- All incidents are recorded as per our First Aid policy and investigated
- Children are instructed in how to carry, move and use equipment safely under the supervision of an adult
- Children are informed of health and safety risks and behaviour expectations when using equipment
- Staff should not use equipment they are not confident with without seeking additional support or guidance from more confident staff
 - This includes the set-up and use of the indoor climbing frame

Extra-Curricular

The aim of our extra-curricular sporting activities are to extend and enrich the work being done during the curriculum P.E and Games and to provide children with opportunities to enable them to develop skills further. Our extra-curricular clubs take place after school and can be run by an external provider or a member of staff.

School Sports Premium Funding

The P.E and sport premium is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. We aim to develop, use and improve the sports provision in school by auditing and implementing new strategies and sports in consultation with school staff, pupils and parents. All identified priorities are documented in the annual curriculum and sports premium funding audits. We use the funding carefully to ensure it has a lasting impact for the development of our current and future pupils.

Signed: G Hopkinson

Policy date: September 2024

Review date: September 2026