

Physical Education Subject Policy

2 Timothy 2:10

An athlete is not crowned unless he competes according to the rules.



'Feeding Hearts and Minds'

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity and joy, we seek to share the Gospel with our families, our parish, our community and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Our school is animated by love and our shared faith and clear values drive our behaviour and our relationships; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we are able to use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn and realise our full potential.

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of The Blessed Sacrament Catholic Primary School, based on best practice advice from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Handwriting Policy (Appendix A)
- Assessment Policy
- Inclusion Policies

PHYSICAL EDUCATION STATEMENT OF INTENT

At Blessed Sacrament Catholic Primary School, we recognise the importance of PE and the role it has to play in promoting a long term, healthy lifestyle. The intent of our PE curriculum is to provide all children with high quality PE and sporting provision. It is our vision for every pupil to succeed, improve and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness, collaboration and respect as well as providing them with opportunities to take part in competitive sport.

Aims

At Blessed Sacrament Catholic Primary School, we aim to develop and encourage:

- Competence to excel in a broad range of physical activities
- Children who are physically active for sustained periods of time
- Engagement in competitive sports and activities
- Children to lead increasingly healthy and active lives

TEACHING AND LEARNING IN P.E.

Our Physical Education curriculum aims to engage pupils in physical activity and develop their skills so that they can fully participate in a range of sport and expressive physical activities. Finding enjoyment and a sense of achievement to discover life-long interest is one purpose of our teaching and learning. Through our lessons, as well as our extracurricular provision, we aim to meet a range of our pupils' interests and provide opportunity for them to take part in competitive activities and sports both within school and against other schools.

All teachers have an outlined scheme of work. This scheme of work contains all aspects of the National Curriculum for Physical Education. It encompasses a wide variety of sports and physical activities which aim to raise the pupil's awareness of the range of activity that this subject can

provide. It allows them to find those areas of activity that particularly appeal to them so that they become invested and take such interest forward with them through life.

We ensure continuity and progression in our Physical Education curriculum using direct teaching and coaching, practical activities and opportunities to perform and compete. Some of our provision is currently delivered by a specialist Physical Education teachers.

All aspects of Physical Education are taught in lessons so that children can develop and apply skills as well as vocabulary, much of which is transferable from one element/unit. Pupils are encouraged to assess and offer coaching to each other by making use of such vocabulary. Pupils learn to plan, develop and improve sequences on their own or in a variety of groupings. They perform for each other and offer constructive comments to praise and offer ideas to improve. We aim to develop collaboration, perseverance and imagination through our teaching, providing opportunities to grow these attributes in our pupils.

PHYSICAL EDUCATION IN EYFS

We encourage the physical development of our children in EYFS as an integral part of their work and we focus on the fundamental movement skills. Our outdoor areas should use Continuous Provision and follow The Development Matters, relating all activities to the early learning goals, to encourage as much physical development as possible.

We encourage the children to develop confidence and control in 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.

EYFS children have 60 minutes taught Physical Education and access to outdoor provisions.

PHYSICAL EDUCATION IN KEY STAGE ONE

Pupils should be taught how to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination skills both individually and with others. They will engage in competitive (both against self and others) and co-operative physical activities, in a range of challenging situations.

By the end of Key Stage pupils should be able 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

Each child in KS1 has 120 minutes provision of P.E. curriculum time per week.

PHYSICAL EDUCATION IN KEY STAGE TWO

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. 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.

By the end of Key Stage pupils should be able to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- 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

Pupils will 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 breaststroke]
- perform safe self-rescue in different water-based situations

Each child in KS2 has 120 minutes provision of P.E. curriculum time per week. Pupils also receive swimming lessons during Year 4, 5 and 6.

PLANNING FOR PHYSICAL EDUCATION

As a staff team we have developed a curriculum which meets the needs of our pupils. We follow the National Curriculum requirements to ensure coverage of all key areas of learning throughout the school. In our planning, we make use of the Lancashire Scheme of Work as a basis for our plans which we integrate into half termly overviews which are further broken down within our medium term planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit they are taught, and we plan progression into the schemes of work, so that the children are increasingly challenged to develop skills as they progress through the school.

ASSESSMENT IN PHYSICAL EDUCATION

Assessment is an integral part of the teaching process. It is used to inform planning, facilitate differentiation and track a pupil's individual progress. The assessment of a pupil's attainment is an on-going process, used to ensure that understanding is being achieved, skills are being developed and ultimately, that progress is being made. After each unit has been taught teachers complete an assessment document based on Age Related Expectations (A.R.E.), which allows class teachers and subject leaders to track standards within Physical Education and to direct any CPD and support where appropriate. Class teachers are encouraged to identify children who have particular talents and skills in Physical Education and to encourage these children to access wider opportunities or to engage in additional Physical Education experiences either through extracurricular provision or external clubs or teams.

RESOURCES

There are a wide range of resources to support the teaching of Physical Education across the school. Most of our equipment is kept in the PE store, and this is accessible to teachers and other adults only. Teachers should check equipment and report any fault to the Physical Education faculty leader. The children use the school playground and field for games and athletics activities.

PROFESSIONAL DEVELOPMENT AND TRAINING

The subject leader receives local subject update courses when available and attends termly Preston Sports Council meetings. This is then reported back to school in staff training. Teachers are able to attend courses to update their subject knowledge and learn and develop new ways to teach units of work. Ongoing professional development is provided through specialist provision – particularly in dance and gymnastics – teachers observe, participate and make use of such specialist teaching to develop their own teaching practice in these specific areas of the Physical Education curriculum to enhance their own future delivery of lessons.

HEALTH AND SAFETY

It is vital that when planning and delivering Physical Education lessons children and staff are safe. If an activity may lead to injury it is the job of the teacher to put the correct procedures in place to prevent this. For example, mats underneath children during Gymnastics.

When planning visits or visitors into school, including attending competitive sporting events, teachers must complete a risk assessment prior to the visit or event. Teachers should refer to the school's Health and Safety Policy.

Teachers should always be aware of the staff who are first aid trained on their corridor. This includes those members of staff who are paediatric first aid trained.

First aid boxes are situated down each corridor and a member of staff should always be available to deal with any injuries requiring first aid. Injuries to the head are always treated with caution and a note is sent home to inform parents of any incident with advice on what they should monitor.

ROLES AND RESPONSIBILITIES

The Physical Education Faculty Leader will be responsible for:

- Feedback to the governors on monitoring undertaken by the faculty.
- Reviewing and updating the Physical Education policy and scheme of work.
- Monitoring the teaching and learning of Physical Education on a regular basis.
- Purchasing Physical Education resources.
- Offering support and advice to all staff.

Teachers will be responsible for:

- Including effective Physical Education teaching activities in their short and medium term planning.
- Assessment and levelling of pupils in accordance with school assessment policy.
- Informing the Physical Education Faculty Leader of any resources required to deliver the subject.

The Head Teacher will be responsible for:

- Supporting the Physical Education faculty.
- Allocating the budget.

MONITORING AND EVALUATION

Monitoring takes place regularly through sampling children’s work, teacher planning, pupil discussions, lesson observation, monitoring of assessment and professional dialogue with colleagues.

INCLUSION

All children will be given access to Physical Education irrespective of race, gender, creed, level of ability or nationality. This corresponds with the school’s curriculum policy of providing a broad and balanced education to all children. Through our Physical Education teaching we provide opportunities that enable all pupils to make good progress. We take all reasonable steps to achieve this.

SEN -We continually strive to ensure that those pupils with special educational needs are supported appropriately and have full access to the subject.

AGT – We aim to challenge those children who are able, gifted and talented to ensure they make good progress. We strive to ensure that AGT children are given opportunities to apply and develop their skills and encourage children to engage in additional opportunities where appropriate and available.

EAL - We strive to ensure all EAL pupils have access to the Physical Education curriculum through the use of differentiation.

Mobile – we strive to provide a rich and balanced curriculum for all mobile children. We ensure they have the same entitlement regardless of time in school.

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.



Physical Education Policy

May 2020

The implementation of this policy will be monitored by Michael Newton.

This policy will be reviewed as appropriate by the FCC committee on behalf of The Governing Body.

Intended Policy Review Date – July 2022

Approved by: _____ (Headteacher)

Date: _____

Approved by: _____ (Governor)

Date: _____