

# THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL

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## Physical Education

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**OFSTED July 2019**

Pupils feel safe in school and believe that the adults take good care of them.  
The quality of teaching, learning and assessment in the school is strong.



**Section 48 Diocesan Inspection March 2016**

The effectiveness of the Catholic life of the school in developing pupils' experience of the richness of a Catholic way of living and believing is outstanding.  
The vision and leadership of the head and senior leadership team together with the regular presence and encouragement of the parish priest all lead to an environment where the children flourish in the school's Catholic ethos.

*At The Holy Family School we are committed to Safeguarding Children*

*As a family we live, love, learn and celebrate with Jesus*

# Physical Education

## **Intent**

At Holy Family Catholic Primary School we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. PE should provide opportunities for all pupils to become physically literate and confident in a way which also supports their health and fitness. Children should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active lives as well as the values of sportsmanship, fairness and respect through the sports and activities they undertake. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors. PE is rarely cancelled. We understand the importance of the subject contributing to all aspects of health. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements are made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks learning) or rescheduling the activity for another day. If the indoor space is available, the activity is taught inside with modification or adaptation still allowing the learning intentions to be achieved.

## **Curriculum aims for Physical Education**

At The Holy Family Catholic Primary School we follow the National Curriculum Programmes of study for Physical Education through our Getset4PE scheme of work, and it is our aim that our pupils:-

- 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.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.
- 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.

## **Early Years**

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

### **Gross Motor Skills**

Children at the expected level of development will: -

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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.

## **Contribution of PE to teaching in other curriculum areas**

### **English**

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

### **Maths**

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

### **ICT**

Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

### **PSHE**

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

### **Catholic Values**

Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.

### **Healthy Eating**

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

### **SMSC**

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

The children will be participating in PE and outdoor learning on a weekly basis. Holy Family Catholic Primary School has a forest school that is continuously being developed to suit the children's needs. All children have appropriate clothing in school and come dressed in their PE kits ready to participate in these activities. EYFS children have access to the outdoor area throughout the day and participate in the above activities too. The Daily Mile is ran daily in all year groups and we have a new Daily Mile track for the children to use.

### **Curriculum Coverage**

We organise our curriculum so that children learn about a different sport each half term and these skills are built upon in different year groups. Please see the long term plan to see the full coverage.

### **Inclusion and Diversity**

- All children are expected to come dressed in their PE kit on their PE day.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.
- All pupils are entitled to access a full programme of PE where possible. (Equality Act 2010)
- To enable all pupils to enjoy suitable and safe participation and to demonstrate optimum inclusion as appropriate we try to gain as much knowledge of the specific learning difficulty, disability, medical condition or emotional or behavioural disorder and understand how the individual's condition affects them.
- Medical needs- pupils who have suffered an injury, had a medical operation or have been advised by their doctor to not participate in PE or physical activity, may be excused from practically taking part in PE lessons until recovered. The child will be given a different role to undertake e.g. umpire, coach or commentator.

### **Impact**

At The Holy Family School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

### **Leadership and Management**

To ensure that all aspects of the Physical Education curriculum are being taught at The Holy Family School the PE leader has a long term plan of what is being taught in each year group across the academic year and ensure that all aspects of the curriculum are covered.

Regular monitoring of Physical Education will take place through lesson observations, analysing assessments and looking at planning. We will carry out pupil voice, record pupil participation, monitor pupil attendance and encourage after school sports clubs.

Every half term I will ask for a range of pictures/videos to be saved to show evidence of the range of activities and sports we teach.

When external providers are used to deliver physical activity, the PE Lead will observe to ensure that high quality lessons are delivered and assessed consistently.

### **Clothing, Footwear and Personal Effects**

All children should wear their PE kit to school on their designated PE day. Our PE uniform is:

- Red Holy Family School PE top as supplied by our uniform supplier
- Black shorts
- Black jogging bottoms/leggings
- Black hoodie/jumper
- Trainers

Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice and children with long hair must wear swimming hats.

If the child is well enough to be in school they will, unless exemption is given by a doctor's note, be expected to take part in the PE curriculum. They should only miss PE lessons if this is requested by their parents, either by direct contact with the school or in a note to the teacher. Non participants on medical grounds will be included in the lessons. They can take the role of an evaluator, coach, score keeper etc.

Personal effects, such as jewellery, (including body piercings), religious artefacts, watches, hair slides and sensory aids including glasses, should always be removed to establish a safe working environment. Parents of pupils unable to remove earrings should be required to make them safe by taping, front and back before coming to school, which may offer a measure of protection. The taping should be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received (e.g. from someone or from equipment such as a ball). This taping may be done at home for younger children or prior to the lesson for older pupils. Staff are not required to remove or tape earrings for students. Where taping is utilised, the teacher supervising the group maintains the legal responsibility to ensure the taping is effective for purpose. Where staff consider the taping to be unsatisfactory to permit safe participation, they will need to consider alternative involvement in the lesson for the pupil. The use of retainers (flat studs that retain the piercing when earrings or studs are removed) is becoming more common as a form of acceptable substitution where total removal is not possible. Provided these are flat and cannot cause damage if a blow or ball hits the side of the head, the level of risk is clearly reduced. See afPE Safe Practice document for further information.

Long hair should be tied back for every lesson with a suitably soft item.

We strongly advise the provision of mouth guards for hockey when the pupils are using a hard ball and shin pads for competitive matches. We provide shin pads when children represent our school in a competition. We do not provide mouth guards.

Swimming goggles are not recommended for short school swimming lessons (typically 25-30mins' water time).

### **Equipment**

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly. All staff are trained on how to safely handle the equipment.

All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience. All faulty equipment should be reported to the PE Lead.

Equipment condemned following an inspection is completely removed and disposed of.

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling).

Mats should never be used to protect against foreseeable outcomes of poorly developed skill such as anticipating that pupils will fall while suspended from a horizontal ladder or similar apparatus.

It is the responsibility of all staff to ensure that the equipment is replaced tidily in order to minimise the potential for tripping, and to allow safe accessibility for pupils to pick up, transport and site the equipment they are using.