



# St Bernadette's Catholic Primary School



## Physical Education Policy

### **Vision:**

Our vision at St Bernadette's Catholic Primary School is to provide an excellent standard of education, within a stimulating Catholic environment, by committed and caring professionals. Inclusion will always remain at the very heart of all our teaching and learning.

### **Mission Statement:**

To ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.

### **Intent Statement:**

At St Bernadette's Catholic Primary School, we recognise the importance of Physical Education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. Our intent through the teaching of Physical Education is to give children the tools and understanding required to make a positive impact on their own physical health and well-being. Our vision is to provide all children with a physical vocabulary which grows confidence, self-belief and an ability to realise that the key to unlocking their potential lies within themselves.

We aim to deliver a high quality, broad and balanced Physical Education curriculum to support the children to become determined, resilient, experience joy and enable each individual to understand the potential that they have.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. When the children leave us in Year 6, our aim is for them to have the confidence to try everything, be equipped with the skills to continue accessing and enjoying Physical Education and have a lifelong love for being active.

In addition to the importance placed on PE lessons, we also have a wider curriculum offer which includes the opportunities for pupils to take part in extra-curricular sports and activity clubs and competitions. Daily physical activity and health enhancing activities also play a crucial role and include the daily mile and cross-curricular orienteering.

### **Introduction**

What is PE?

Physical Education is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in games, gymnastics, dance, outdoor and adventurous activities and swimming. At St Bernadette's we endeavour to achieve this through a continuous process of planning, practice, exploring, performing and evaluating.

## Content

At St Bernadette's Catholic Primary School, Physical Education, as with the whole curriculum, is taught with our Gospel Values at the centre of everything we do. The children are made aware of the values that come to life during lessons and these will be reflected upon.

We use and adapt the Lancashire PE Scheme of work (accessed through the PE App) to teach the National Curriculum objectives. This has been adopted as we feel that it suits the needs of all our children and with some adaptations, enables us to deliver a broad and engaging Physical Education Curriculum to all children.

PE is a foundation subject of the National Curriculum. The fundamental skills, knowledge and concepts of the subject are categorised into the following areas:

- Games (Invasion, Net/Wall and Striking and Fielding)
- Gymnastics
- Dance
- Athletics
- Outdoor and adventurous activities
- Swimming (KS2)

### The National Curriculum for Physical Education (2014)

Pupils should be taught in **KS1** 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.

Pupils should be taught in **KS2** 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

### EYFS Framework March 2021

#### Physical Development **ELG**: 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.

Alongside our PE Curriculum, we offer additional opportunities to enrich and engage children to become physically confident in a way that supports their health, fitness and lifelong love for being active. These opportunities include extra-curricular sports clubs, intra and inter sports competitions, sports leader training, playtime provision, the daily mile, cross-curricular orienteering, dance showcase and Outdoor Education opportunities.

### **Philosophy and Purposes of PE**

Physical Education is important because physical endeavour is a pleasurable and healthy activity, which can provide challenge and fulfilment throughout life. Participation can develop self-confidence through understanding one's own capabilities and limitations as well as those of others. Practical experience leads to knowledge and understanding about all areas of physical activity, which in turn heightens appreciation of such activities and contributes to cultural understanding.

Our subject aims for physical education, complementing our general curricula aims, are to provide high quality instruction in PE and sport, whose outcome will be:

- To experience a **wide range of physical activities** across Foundation, Key Stage One and Key Stage Two
- To encourage a **commitment** to PE and sport and make them a theme of their lives, in and out of school
- An **understanding** of what is trying to be achieved and how to go about doing it
- An understanding that PE and sport are vital as part of a **healthy, active lifestyle**
- To become increasingly aware of how physical activity **positively effects the body and mind**
- To give them **confidence** to get involved in PE and sport
- To give them **skills and control** they need to take part in PE and sport
- To allow them to take part in a **range of competitive and challenge type activities**, both as individuals and as part of a group or team
- To help improve social and interpersonal skills of others as well as their own
- That they **think** about what they are doing and make appropriate **decisions** for themselves
- To show a **desire to improve and achieve** in relation to their own abilities
- To have the **stamina, suppleness and strength** to keep going
- To **enjoy** PE, school and community sports
- To appreciate **fair play and sporting behaviour**
- To have the ability **to cope with success and failure**
- To understand the need for **safe practice** in PE and know how to achieve this

## **Methodology**

The PE curriculum is organised on a subject basis and at times, dance may be related to topics in other areas of the curriculum.

In order to accommodate individual differences in pupil development, a range of teaching and learning strategies are used. These range from precise instruction and monitoring for the acquisition of skill and technique to open-ended activity in search for progression, with minimal teacher involvement. Opportunities for individual, pair and group activity are provided. Pupils are also given the opportunity for regular and sustained practice and development of skills and interests. Where appropriate to do so, children are also given the opportunity to develop leadership skills. For example, Key Stage Two children can assist in running clubs with Key Stage One participants and supporting KS1 in physical activity sessions at lunchtimes.

PE is firmly timetabled because of the need to use the hall, playground or playing field. PE is taught throughout the year and areas planned through a curriculum overview to ensure full coverage.

Within this framework:

- Each class has two weekly PE sessions
- Children in Years 3, 4 and 5 have the opportunity to go swimming during the year with additional top up swimming provided for those in upper KS2 not yet fully secure with swimming 25m
- After school clubs are held in a variety of sports using the expertise of PE/Sports Leader, school staff, parents and outside agencies
- Expertise from outside is used to give children new opportunities and as part of professional development for teachers. The PE leader represents the school as a member of the Schools' Sports Partnership regarding training, advice and resources
- The school takes part in Lancaster / Morecambe inter-school competitions in a range of sports
- The school takes part in the inter-Catholic Schools competitions
- The school takes part in the small schools' leagues
- Friendly matches are also arranged with neighbouring schools when possible
- The school takes part in the Lancaster Schools swimming gala

## **Inclusion and Equal Opportunities**

No pupils are excluded from any PE programme and all children (apart from Reception) come to school dressed ready in their PE kits on their PE days. If children come into school not in PE kit, teachers will provide them with a spare kit to enable the child to participate. For children who forget swimming kits, calls home can be made on an odd occasion and any children not able to participate will join the class at swimming and be given another role within the swimming lesson.

There will be a stock of spare kit for Key Stage One and Two located in the PE cupboard in the school hall. If a child repeatedly forgets to attend school in their PE kit, the teacher will address this with the child's parents.

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

In addition to the PE curriculum and extra-curricular activities, in-house sporting competitions and challenges take place throughout the year for all pupils.

If a child is unable to do PE due to a medical condition, that child will remain with the class and be given a PE-related activity/role within the lesson.

### **Special Educational Needs**

PE provides pupils with special educational needs opportunities to develop confidence, express their feelings and to excel.

They include:

- Pupils with learning difficulties, as success does not depend on academic ability
- Pupils with special physical needs requiring close monitoring. A part of each lesson involves, for instance, all the class to do an activity or play a game, so that all are in the position of the child with the physical needs
- Changes to lesson format will take place in consultation with the Sports Leader and SENCO with reference to pupil's health care plans and assessments.
- Any specialised equipment and resources required to meet individual needs will be arranged by the PE leader
- Outside agencies and clubs to be used where appropriate to provide opportunities for all pupils (e.g. wheelchair basketball)

### **Able, Gifted and Talented**

We have a number of pupils who show a particular talent for one or more of the PE elements. These pupils are encouraged to express their talents with style in the lessons as an example to their class mates. Discussions are held with the child's parents, who are encouraged to take their child to a local club, where the talent can be assessed and encouraged by specialist coaches.

PE is taught primarily by class teachers and HLTA's during teacher PPA time. Specialist coaches and outside agencies are used to offer new experiences for the children and as professional development for teachers.

### **Assessment**

This is achieved by a continuous process of observation by the teacher, based on the knowledge of the pupils and the content of the work. Clear objectives and success criteria have to be established and shared with the children, thus giving a purpose to, and an understanding of, the programme of study thus assisting the child with their next stage of learning.

At the end of the each PE unit, the teachers will complete an end of unit assessment of the PE app. This will have been built on each lesson with the objectives each child has met through the unit and will lead to a final judgement of how each child has performed overall. Also, at the end of each academic year Physical Education will be assessed on the Lancashire tracker for each child.

This assessment data, enables the subject leader to have a full understanding of the standards in PE throughout the school, what areas are strong and the areas that need further development.

## **Reporting to Parents**

Summative assessments on attainment and effort to be reported to parents on the end of year reports.

Physical Education news from school, competitions, trips etc will be published on the PE page of the website through short blogs and photographs.

## **Resources**

The PE resources are held in the hall and individual class outdoor storage boxes. The PE resources held in the hall are checked every term by the Sports Leader.

They include:

- Gymnastic apparatus and equipment
- Sports, games and athletics equipment

No pupil is allowed access to the PE cupboard without adult supervision and the door remains locked. Apparatus and specialist equipment is detailed to be checked annually by the relevant company.

All staff are responsible for keeping the PE cupboard tidy so that it is easy to locate the required items and to avoid unnecessary accidents.

## **Health and Safety**

Some Health and Safety issues in PE include:

- The children should be informed of any health and safety information prior to the lesson commencing
- Safe handling and movement of apparatus. The children are taught how to carry the apparatus safely. This is done under supervision of the teacher
- Safe practice in the use of apparatus
- Safe practice with regards to the kinds of activities undertaken
- Dress and appropriate clothing / footwear
- Medical conditions of the pupils (including those children requiring an inhaler for asthma)

- Changing arrangements for pupils. Reception class change within the classroom and all other classes attend school in their PE kits. However, there may be other occasions where it is necessary to provide separate changing facilities e.g. on religious grounds. Detailed guidance on changing arrangements has been taken from "Guidelines on Changing Arrangements (LEA)", "Guidelines for PE in a culturally diverse County", "Safe Practice in PE (BAALPE)" and "Guidelines for the provision of swimming". At swimming, children change in separate boys and girls changing rooms.

Further guidance on areas will be located by the PE leader and class teachers in The Safe Practice: In Physical Education, School Sport and Physical Activity book that is stored in a central location for all the access in the PE cupboard.

## **Appropriate Clothing**

Children are expected to wear:

- Sports shorts (navy blue)
- St Bernadette's PE top with badge (yellow)
- For indoor PE – flexible black pumps or clean trainers/bare feet for gymnastics
- For outdoor PE – pumps or trainers (trainers recommended for better grip and support)
- Winter additions – school hoodie and joggers (royal blue)

No school shoes will be allowed to be worn for PE lessons.

Long hair should be tied back (girls and boys) and pupils should remove any jewellery e.g. watches and earrings. Rigid headbands should be removed.

Teaching staff and assistants should set a good example for their pupils and wear our school PE t-shirts and hoodies. They should ensure that their own footwear is suitable and their clothing is appropriate for a PE lesson. Any jewellery that may pose a risk to health and safety should be removed.

## **Extra-Curricular Activities**

A number of sporting activities are arranged for boys and girls. School teams are selected to represent school at football, netball, rounders, swimming, cross-country, tag rugby, cricket, hockey, athletics, dodgeball etc

When selecting pupils for the school teams the following considerations are taken into account:

- Individual skill
- Ability to function as a member of a team
- Development of pupil self-esteem
- Promotion of a positive image for the school with regards to general behaviour and sportsmanship
- Regular attendance at practices
- Attitude of a team member towards the less able members of the team

- Behaviour in the classroom. No child with a poor behaviour record in class will be chosen to represent the school

All children from St Bernadette's (Foundation to Year 6) will have opportunities to attend after school sports clubs organised by St Bernadette's teaching staff throughout each academic year and these will be supported by our sports leaders.

### **Review and Development**

It will be necessary to keep the PE curriculum under constant review. This will be the responsibility of the Sports Leader but will involve the views of all the teachers to ensure that targets are being met and the necessary changes are made as required.

Signed: .....*RWood*..... (PE Leader)    Date: 26/09/22

Signed: ..... (Headteacher)

Signed: ..... (For and on behalf of the Governing Body)

Date: .....