



St. Patrick's Catholic Primary School

PE Policy

Date	Review Date	Responsible Person
September 2021	September 2022	Mrs Sims

Contents

- 1. Subject Statement**
- 2. Teaching and Learning**
- 3. Assessment**
- 4. Planning and Resources**
- 5. Organisation**
- 6. EYFS**
- 7. KS1 and KS2**
- 8. Equal Opportunities**
- 9. Inclusion**
- 10. Role of the Subject Leader**
- 11. Parents**

1. Curriculum Statement

Intent

St Patrick's Primary School recognises the value of Physical Education (P.E), Physical Activity and School Sports. We fully adhere to the aims of the national curriculum for physical education 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

Implementation

P.E. is taught at St Patrick's Primary School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught at a minimum of two sessions a week.

The key knowledge and skills of each topic are mapped out across each year group using PE Passport. This ensures that children develop their knowledge of games, dance and gymnastics and (from KS2) athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Lessons are planned to utilise cross curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches, with specialist skills). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular provision also

provides further challenge and access to a range of physical activity. All children

have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

Impact

The children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle. The school achieves well in a number of sporting activities.

2. Teaching and Learning

The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance. Through planning, with year group partners, ensures time is effectively managed to ensure that lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups over time.

Typical Lesson Structure:

*Previous knowledge and skills are discussed with previous skills being demonstrated where applicable.

*Key skills are demonstrated and discussed. Key knowledge is explored. This is led by an adult.

*Warm up activities where key skills are practised are undertaken in groups or as a whole depending on varying abilities.

*Teaching of children is undertaken with misconceptions being addressed quickly and extra time allocated for specific children to achieve the skills needed to succeed. Children are encouraged to self-assess and evaluate how they can be more successful at completing the skills throughout the lesson.

*The key knowledge and skills are assessed and developed through key questions, throughout the session.

* Skills are put into practice through games and activities. Children are encouraged to self-assess and evaluate their ability when partaking in games or activities.

*Key skills are demonstrated and discussed. Key knowledge is explored. This is led by a child or groups of children and reiterated by the adults.

Many of our children will access further extra-curricular activities to enhance the work that goes on in curriculum time. As a result of the unique and specialised learning environment here at the School, we work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision after school.

Swimming provision

Children attend swimming lessons from Year 4 to Year 6. Lessons are taught by specialist swimming instructors who assess the children at the start, throughout the lessons and complete an indepth analysis of all children’s swimming ability at the end of the swimming course. Assessment is completed using Swimphony which can be accessed by all teaching staff.

Year 6 children who struggle to obtain 25 metres and safety in water are given extra lessons near the end of the year in an attempt to achieve this.

3. Assessment

Children are assessed in a number of ways:

Initial assessments of the children’s ability to access and succeed in the sport are made. We ensure that lessons are fully inclusive for all children regardless of their differing needs and physical ability, and plan to support the children accordingly.

Formative assessment takes place throughout lessons in order to develop key skills and knowledge within each session.

At the end of lessons a judgement is made on the overall ability of the child and this is recorded using PE Passport.

Summative assessments are made at the end of each half-term which coincides with the end of each topic and this is recorded using the PE passport.

Teaching and Assessment is in line with the National Currciulum expectations for each area.

	KS1	KS2
Gymnastics	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.	Develop flexibility, strength, technique, control and balance
Games	Participate in team games, developing simple tactics for attacking and defending.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
Dance	Perform dances using simple movement patterns.	Perform dances using a range of movement patterns
Athletics		Use running, jumping, throwing and catching in

		isolation and in combination.
Out door		Take part in outdoor and adventurous activity challenges both individually and within a team.
Evaluate		Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

4. Planning and Resources

P.E. equipment is stored safely in the P.E. cupboard. The PE cupboard is for staff access only. The cupboard is regularly checked by the PE Coordinator to check its tidiness and organisation. Staff are advised to inform the PE Coordinator of broken, damaged or lost equipment so that replacements can be ordered. Yearly audits are carried out to ensure the correct equipment is available for the following year.

The key knowledge and skills for each unit are mapped on the PE passport. How cross curricular links are being utilised and how resources and local resources will be used is also mapped out for the year.

Primary Sports Funding

The School works as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher.

The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools receive PE and Sport Premium funding based on the number of pupils in years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the school website under 'PE and Sport Premium', along with an impact statement.

5. Organisation

Under the 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. We do however; acknowledge the DfE recommendation of 2 hours per week. Therefore, pupils have access to two P.E. lessons a week.

6. EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning.

We focus on fine and gross motor skill development through high quality continuous provision, both indoors and outdoors. PE passport is used to support planning in EYFS to build the fundamental skills needed for PE in Year 1

7. KS1 and KS2

Key stage 1:

Children 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.

Children are 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 a range of activities
- participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns.

Key stage 2:

Children 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 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.

Children are taught 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.

Swimming and water safety

Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations.

8. Equal Opportunities

At the School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners.

9. Inclusion

At the School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL. Teachers have access to the resource 'PE Passport' resources and guidance, including strategies, to inform inclusion in line with best practice in their PE lessons.

Targeting

Competitive sporting events are coordinated by NPCAT so children experience healthy competition against other schools. The PE Coordinator will liaise with staff to ensure that a range of children are selected for events, and that we target PPG children whenever possible. For other events, we target SEN children or those with a recognised talent, where appropriate.

10. Role of the Subject Leader

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- Seek further training and support from specialist teachers and coaches,
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum

- Oversee, with support from the curriculum lead, the teaching and learning in PE in line with the Curriculum Map.
- Timetable specialist teachers and coaches (liaising with Head Teacher).
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- Register the school for various borough sporting events .
- To report on school swimming attainment annually and record this online.
- Complete Risk Assessments for sporting events.
- Organise Sports Day(s) annually.
- Report to the Curriculum leader, Head Teacher and Governors on PE.

Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

11. Parents

Parents are encouraged to inform school if they have a certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons/clubs or events. Parents are encouraged to attend Sports day to celebrate and promote physical activity, as well as support groups to travel to sporting events, as support.

In terms of reporting on progress, annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports.

Some parental involvement is not applicable at the moment due to Covid restrictions.

12. Health and Safety

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

a) PE Kit

Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Pupils are encouraged and regularly reminded to bring P.E kits. Teachers send polite reminder slips home to remind parents of children who have failed to wear a PE kit. This helps to minimise the number of non-participants.

b) Jewellery and Hair

Wearing jewellery is not allowed. Children must not wear any kind of jewellery in PE lessons, including watches. Pupils with medium/long hair are reminded to tie it up securely.

c) Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have time in the hall each week, so if the weather is bad, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

d) Hygiene

Pupils are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

e) Staff dress

It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity. Staff wear school sports kits to model our commitment to PE and sport.

Policy Agreed: September 2021 Policy Review Date: September 2022

