

Physical Education Policy

St. Mary's Catholic Primary School

CURRICULUM AIMS

Our Physical Education curriculum aims to give pupils-

A lasting knowledge of:

- A positive relationship with physical activity for life
- To develop understanding of the benefits of physical activity and its contribution to a healthier lifestyle.

An ability to:

- Challenge oneself and strive to beat personal bests (set goals)
- Engage in a range of fundamental movement skills within physical activity.

A deep understanding of:

- The fundamental movement skills
- Working independently and being able to set goals
- Working within a team
- Problem solving
- Evaluating performance.

Through our teaching, we aim to:

- Encourage creativity and curiosity through physical activity
- Meet the requirements of the national curriculum
- Provide all pupils with access to the lesson
- Nurture a lifelong engagement with physical activity
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson.

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

1. Legal framework:

1.1. This policy has due regard to legislation and guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE (2013) 'Physical education programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities:

2.1. The PE coordinator is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of PE at the school, ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments.
- Ensuring that the details of any PE-related accidents are recorded, including the action taken and the health and safety procedures followed.
- Maintaining records relating to the teaching of PE, including lesson plans, accident logs and risk assessments.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- Liaising with the SLT and other relevant staff members regarding the use of the PE and sport premium.
- Providing the Headteacher with an annual summary report regarding the teaching of PE at the school.

2.2. PE teachers are responsible for:

- Acting in accordance with the school's Health and Safety Policy.
- Reporting accidents and other incidents in the school's Pupil Accident Log.
- Participating in any necessary training or CPD.
- Keeping up-to-date with changes within the subject area.
- Acting in accordance with the Staff Code of Conduct.
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Ensuring that privacy is given to pupils whilst they change for PE lessons.
- Providing an appropriate level of assistance, where necessary, to pupils changing for PE lessons, in line with the Primary School Uniform Assistance Policy.

2.3. Parents are responsible for:

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for PE classes.

- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.

2.4. Pupils are responsible for:

- Bringing their PE kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.

RATIONALE FOR OUR CURRICULUM DESIGN

The following areas were considered when designing our History curriculum:

- The curriculum has a creative approach, which puts the children at the centre of all learning.
- It ensures children develop a broad range of skills, such as communication, problem solving, resilience and creativity.
- It is accessible to pupils of all backgrounds and abilities and enables them to make progress.
- Cross-curricular links are meaningful and are used to promote the study of Physical Education (thematic approach in EYFS and KS1; as well as Maths of the Day).
- Pupils have opportunities to develop their Basic Skills.
- The taught curriculum is enhanced by a range of enrichment opportunities - including teams and sporting events every term (including a focus on SEN children representing the school as well).
- Curriculum design reflects current research e.g. progression of knowledge and skills.
- Opportunities are identified, and encouraged, to allow the physical and emotional benefits that come with physical education. If PE is done well, it can be a tool to develop essential skills such as sharing, resilience, empathy, determination, exploration, problem solving and perseverance.
- There is a focus on pupils retaining key knowledge. There are recurring themes between the different topics – helping pupils to remember key movement skills taught.
- Our vision and values are reflected in our PE curriculum design e.g. all pupils are enabled to reach their full potential.

HOW PHYSICAL EDUCATION IS PLANNED

Early Years Provision:

Activities and experiences for pupils will be based on the areas of learning and development, as outlined in the DfE's 'Statutory framework for the Early Years Foundation Stage'. All activities will adhere to the objectives set out in this framework. EYFS uses the real Foundations programme of study to deliver thematically based PE lessons in which pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons.

Years 1 to 6 Provision

Physical education is taught as a discrete subject in KS2, although links are made with other subjects where possible (Maths of the Day). However, within Year 1 a thematic approach is used in which the PE lessons follow a class reader; the activities in the story mirror what will take place within their PE lessons.

Our school uses the real PE long/medium term plans as a framework for breaking down the National Curriculum programmes of study into manageable chunks. All teachers adapt this planning according to the needs of the pupils in their class, including those with SEND (see further information below).

Moreover, children's learning is also encouraged to take place at home, with each child from EYFS to Year 6 having a home login to access a range of physical activities for the whole family to enjoy. We strongly believe at St. Mary's the need to have better family engagement within physical education. Supporting and changing the culture, where families recognise that they play a key role in developing physical and broader skills in the same way they support their children's reading, literacy and maths at home, is a key part of the provision we hope to provide at St. Mary's.

TEACHING APPROACHES

- Lessons will not be focused on teaching a sport, but instead the teaching of specific skills within physical activity, which can then be applied within game-based activities. To extend HA children further up the school, sports may begin to be introduced.
- Throughout the year, each topic (half term) will focus on one of twelve fundamental movement skills; as well as cognitive, social, personal and creative skills.
- Teachers ensure there are clear personalised outcomes, where learners are able to proactively take responsibility for choosing (and communicating) their individual goals.
- Teachers encourage and teach the benefit of both success and failure. They learn to embrace failure, learn from it and select appropriate interventions to progress.
- Teachers encourage peer praise and with support, learners provide improvement feedback, with a view to this becoming non-prompted.
- Teachers routinely recap on work covered to help pupils retain key knowledge. This includes the use of quizzes.
- All pupils complete 'Competition' based lesson at the end of every topic (linked to NC expectations). This helps inform ongoing teacher assessments of attainment and progress (where the skills the children have been taught over the previous weeks can be assessed).

OVERVIEW CURRICULUM CONTENT

Please see School PE Curriculum Map

FEEDBACK ASSESSMENT AND REPORTING

Pupils will be assessed through observations made during lessons. Teachers will record the progress of pupils against the learning objectives for the lesson. Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

All pupils complete a 'competition' based lesson every topic. This is usually at the end of a topic, but could be within, depending on the concept or skill that is being assessed. Teachers observe this lesson in-depth and use assessment criteria (against the fundamental skills) to award a level: Target, Working Towards or Secure.

Teachers use this assessment to record progress against an online assessment wheel. This information is then used to plan for gaps in knowledge. Each teacher then assesses whether a child

is meeting the 'Expected' standard at the end of the year based on these ongoing records. End of year levels are recorded on our online assessment tracker.

Parents are invited to a Parent Consultation meeting every term and they receive an Annual Pupil Progress Report (including attainment and progress in Physical Education).

LINKS WITH THE COMMUNITY

- Rugby Tots
- Thames Valley Basketball
- Chelsea Football Club – KS1
- Chelsea Football Club – KS2
- PSD Multi-Sports
- Brentford F.C. – Year 3 & 4
- QPR F.C. – Year 3 & 5
- A Life – healthy living
- Lifebus – healthy living
- Bikeability – Year 6

DIFFERENTIATION & SEND SUPPORT

We recognise the fact that in all physical education lessons there will be a variety of abilities and teaching staff will work closely with the PE coordinator to ensure that planned activities for lessons are accessible to all pupils, including pupils with SEND. Additionally, all lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language.

We aim to provide these accessible lessons to all through a child led approach, in which the child can choose the appropriate challenge to match their ability and then move on to a more difficult activity when they feel confident. This is also accomplished through adult support, including teaching assistants, who will be in each class to help support children and their learning.

EXTRA-CURRICULAR ACTIVITIES

The school provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.

Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.

There are a variety of PE related extra-curricular activities for pupils to participate in outside of school hours, including the following:

- Athletics
- Football
- Netball
- Cross country
- New Age Kurling (SEN)

Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during assemblies and in newsletters to parents.

MONITORING AND EVALUATION

This policy will be reviewed on an annual basis by the headteacher and PE coordinator, with any changes made to the policy being communicated to all teaching staff and the governing board.

The curriculum plan will be monitored and evaluated by the PE coordinator, including the planning, assessment and reporting arrangements in place.

The spending and impact of the PE and sport premium is monitored by the governing board.

ANNEX: CORONAVIRUS (COVID-19) MEASURES

Statement of intent

At St. Mary's, we recognise the importance of providing a safe environment for our pupils, staff and community alike. This appendix outlines the school's approach to keeping staff and pupils safe in PE lessons during the coronavirus outbreak, and the procedures that the school has put in place to mitigate risks.

1. Legal framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- DfE (2020) 'Guidance for full opening: schools'
- Department for Digital, Culture, Media and Sport (DCMS) (2020) 'Return to recreational team sport framework'

Infection control measures

- Instances of individuals displaying symptoms of coronavirus during PE lessons will be managed in line with local and national guidance and the Infection Control Policy, and any unwell individuals will be sent home as soon as possible.
- Resources that are shared between groups, e.g. tennis rackets, will be cleaned before they are used by a different group or rotated to allow them to be left unused for 48 hours (or 72 hours for plastics) between use by different groups.
- Resources are permitted to be shared within a group. These resources will be cleaned regularly.
- Pupils will be kept in consistent groups for the purpose of PE lessons.
- Staff will maintain a two-metre distance from each other and from pupils during lessons as much as possible. Where it is not possible, staff will avoid close face-to-face contact and minimise the time spent within one metre of anyone.
- The PE coordinator and class teacher will assess whether an activity where it is difficult for pupils to maintain social distancing takes place, and will implement mitigating actions against coronavirus if continuing the activity is essential.

- Lessons will be held outdoors as much as possible, or alternatively in large indoor spaces with maximised natural ventilation flows.
- The headteacher shall review the Uniform Policy in order to make alternative arrangements where necessary to protect pupils and staff against coronavirus, e.g. pupils can arrive at schools already in PE kit if they have a lesson that day.
- The use of external facilities will be decided by the headteacher who ensures government guidance is always adhered to, including during travel to and from the facilities.
- The school works with external coaches, clubs and organisation for curricular and extra-curricular activities only when the headteacher has assessed that it is safe to do so and considered how the arrangements will operate within the school's wider protective measures.

Monitoring and review

This policy will be reviewed regularly to ensure it is up to date with any changes in government guidance by the headteacher and PE coordinator. Changes made to the policy will be communicated to all teaching staff and the governing board clearly and swiftly.