

# PE POLICY

*St. Joseph's  
Catholic Primary  
School, a Voluntary  
Academy*

*“Trusting in God, Creating tomorrow, helping today.”*

## **Introduction**

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum developing the Catholicism and spirituality of our pupils. The school believes that physical education develops pupils' physical competence and confidence, and their ability to use these to perform a range of activities. We believe that P.E. provides children with opportunities to be creative, co-operative, competitive and to engage in challenging and adventurous activities.

'Physical Education inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' (The National Curriculum 2013.)

Through our teaching we hope to develop the idea that our bodies are gifts from God, and should be cared for and respected.

At Saint Joseph's we promote fair play and respect and hope to nurture a love and enjoyment of sport through PE.

## **Intent**

### **Rationale**

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality physical education programme pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to

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creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

St Joseph's recognises the value of Physical Education. We fully aim:

- To provide a broad and balanced curriculum that satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk.
- To enable children to develop skills and processes, through progressive stages of learning, they can use, develop and link to complete a number of activities and sports enabling them to fulfil their potential.
- To educate pupils about, and involve them, in the process of risk management so that they understand their responsibility in this and how to keep themselves safe.
- To establish good habits and awareness of personal hygiene.
- To develop competence to excel in a broad range of physical activities and select and use skills, tactics and compositional ideas within these.
- To develop a sense of team building and cooperation, when working with others and to make P.E. an enjoyable and accessible activity for all using imaginative ideas to express and communicate their ideas.
- To give all children the opportunity to be physically active for sustained periods of time.
- To develop knowledge and understanding of the importance of health, both physical and mental, and fitness for life.
- To provide all children with the opportunities to engage in competitive and co-operative sports and activities.
- To develop pupils' stamina, flexibility, strength and the mental capacity (determination and resilience) to keep going.

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- To develop an environment where they have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school.
- To provide an out of school hours programme which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make sufficient progress to access curriculum sessions with greater success.
- To establish community links and pathways through sports clubs and school sports partnerships for pupils to engage in life long participation.
- To ensure that by the end of Year 6, children can swim competently, confidently and proficiently over a distance of at least 25 metres.
- To ensure that by the end of Year 6, children can use a range of strokes effectively.
- To ensure that by the end of Year 6, children can perform safe self-rescue in different water-based situations.

### **Implementation**

At Saint Joseph's we believe that each child should be given the opportunity for a balanced development through a range of opportunities and experiences. Our aims relate closely to the specific requirements of the National Curriculum (2013) and through our P.E programme.

### **Entitlement**

In all classes children have one sixty minute P.E. sessions per week. PE lessons are scheduled for both a.m. and p.m.

We base our teaching on the programmes of study for Key Stage One and Key Stage Two National Curriculum. The foundation stage Curriculum is based on the Early Years Framework. This learning is supported by the scheme 'Get Set 4 PE' which is designed to be in line with the National Curriculum.

## **EYFS**

Our Physical Education Curriculum Journey begins in the EYFS through the 'Physical Development: Gross Motor Skills' aspect of the EYFS Curriculum.

In Nursery, the children will know how to continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills; go up steps and stairs, or climb up apparatus, using alternate feet; skip, hop, stand on one leg and hold a pose for a game like musical statues; using large -muscle movements to wave flags and streamers, paint and make marks; start taking part in some group activities which they make up for themselves, or in teams; are increasingly able to use and remember sequences and patterns of movements which are related to music and rhyme; match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length or width; collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

In Foundation 2, the children will know how to revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing; Progress towards a more fluent style of moving, with developing control and grace; develop the overall body strength , co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport; use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor; combine different movements with ease and fluency; confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group; develop overall body-strength, balance, co-ordination and agility; further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming; Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

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By the end of The Foundation Stage, *Children at the expected level of development will: (ELG)*

- 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.

### **Key Stage 1**

Key Stage One pupils continue to develop their fundamental movement skills through the Fundamentals topic completed in both Y1 and Y2. Both of these year groups, will also be taught Dance, Gymnastics and Athletics. They will also take part in different games and skills including Invasion Games, Net and Wall Games and Striking and Fielding Games.

### **Key Stage 2**

Key Stage Two children are taught these areas plus Athletics and Outdoor and Adventure Activities. Year 4 pupils will also undertake a swimming programme to allow them the opportunity to achieve the National Curriculum swimming expectations.

Through active lunchtimes and after school clubs, each child will complete four hours of activities per week in line with national guidance.

### Teaching and Learning

Effective teaching of P.E. requires a range of teaching methods to be employed including teacher directed tasks, team teaching, problems solving situations and peer assessment. The P.E. programme offers a comprehensive range of experiences which meets the needs of all pupils' and encourages the progression and development of essential skills.

The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- Acquire and develop new skills.
- Select and apply appropriate skills, tactics and compositional ideas
- With guidance at KS1 and independently at KS2, evaluate their own and others' performance in order to improve.
- Develop HRE. Children will gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy.
- Experience a range of roles - performer, coach, official or leader in KS2.
- Link with other areas of the curriculum e.g. Computing, Literacy, Numeracy, PSHE and SMSC.

Each lesson, no matter the topic, follows the same structure to allow for consistency of approach across school. Each lesson begins with a warm up and introduction to the lesson. This is then followed by the skill development where the specific skill of the lesson is practiced and this is supported by the teacher to ensure that each skill is achieved by pupils. The pupils will then apply this skill in an appropriate way for the topic e.g. it may be applied in a dance or a game. Finally, the pupils will have a cool-down and plenary to ensure the learning from the lesson has been discussed and evaluated.

### **Continuity and Progression**

The mapping of activities across the year and each Key Stage supports optimum continuity between year groups. The P.E. programme we follow allows skills to be built up and developed each year. Knowledge and skills have been carefully mapped to ensure a clear progression throughout the school and to allow teachers to identify prior learning and build upon this. This progression can be seen through our Curriculum Intent Documents which are available for each year group.

### **Out of School hours learning**

In addition to the broad and balanced P.E. programme the school offers extra-curricular activities held afterschool and at lunchtime.

Our Year Six spend 5 days annually on a residential visit to Cefn Lea, Powys which incorporates Outdoor and Adventure Activities.

### **Links with Sports Clubs**

We belong to a Multi Academy Trust which allows us to take part in Sports festivals and events with other schools in the Trust.

We also have links with Mansfield Town Football Club. Coaches come in weekly and provide a lunchtime club and after school club. They also rotate through the classes teaching all year groups throughout the year.

Our Sports Day incorporates different races and activities for all children within school. This is held during the Summer Term. This event encourages links with the wider community. The main focus of our Sports Day is enjoyment and co-operation.

We endeavour to link with local sports clubs to provide out of school opportunities and development pathways.



### **The Children and P.E.**

All pupils' are expected to participate in P.E. lessons unless a note is received from parents. Children who are feeling unwell may sit in on the lesson.

The recommended P.E uniform is a white short sleeved top, green shorts and black plimsolls for indoor PE. Children should also have an appropriate kit for outdoor learning in school which includes grey jogging bottoms and a grey jumper or hooded top. P.E. kits are to be kept in school for the duration of each half term.

Long hair must be tied back and all items of jewellery should be removed for P.E where possible. Hooped earrings cannot be worn for PE and if they cannot be removed, the child will be unable to take part in PE. Teachers should not remove or tape over earrings.

### **Equal Opportunities and Inclusion**

Every child has entitlement to P.E. All children should be allowed to access to the activities of the lesson and have experience of handling apparatus and equipment. Children with disabilities or special abilities are accommodated through the thoughtful modification/ extension of tasks. If necessary, equipment would be modified to suit their needs where possible.

### Safety Issues - Safe Teaching, Teaching Safety

Safe Practice in Physical Education & School Sport (afPE 2012 edition) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety

The subject leader should work alongside any staff responsible for health and safety within school. Governors must be involved in the process - it is the governing body that is held responsible. Any policy must be agreed by staff and approved by the head teacher and governors.

### Risk Assessment/Managing Risk

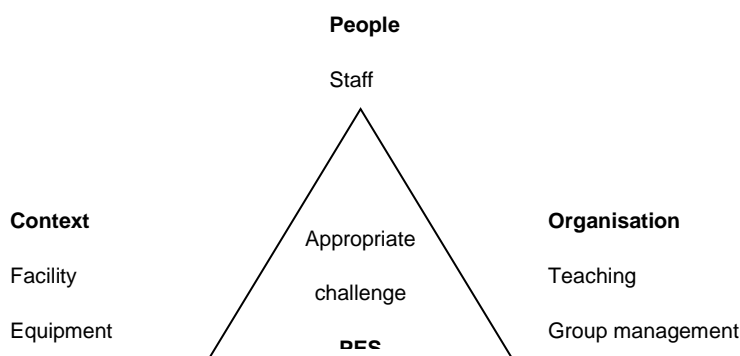


Figure 1: The triangle model for safe practice/managing risk in PES

(courtesy of Beaumont, Eve, Kirkby and Whitlam)

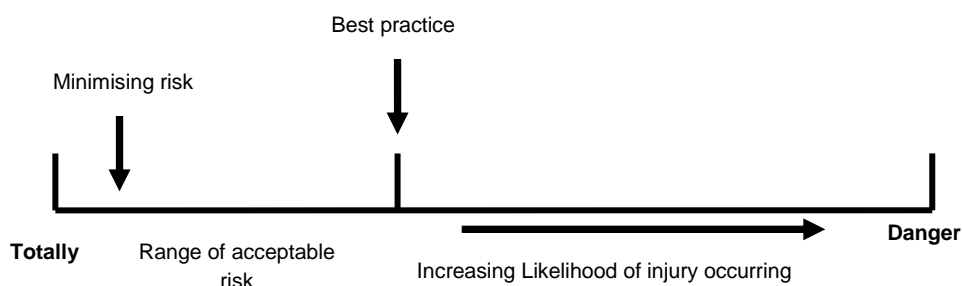


Figure 2: Managing Risk

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

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Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

During the thorough risk assessment of the school which is carried out on a termly basis (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the head teacher. Also teachers are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

In summary, schools should consider the following process:

- Decide what requires a risk assessment
- Identify the hazard - anything that can cause harm
- Decide who is at risk
- Evaluate the risk
- Record the findings
- Devise control measures to minimise the risk (risk management)
- Inform those affected
- Periodically review the assessment

### ***Pupils' involvement in, and responsibility for, their own safety***

From the youngest age, pupils will be encouraged to look around them and identify what they perceive could harm them. Continuously, the teacher needs to identify general considerations and question with the pupils, whether a situation is safe and what considerations have been addressed. The pupils will have learning experiences, appropriate to their age, that enable them to plan and manage their own activities safely. These will, of course, be managed remotely by the teacher who maintains duty of care.

Pupils will be made aware that chewing and eating during an activity is not acceptable.

## **Impact**

### **Assessment and Recording**

Teachers should use assessment targets for each PE topic as reference points for P.E. The gathering of assessment information will include observing, recording and reporting.

As part of the Sports Premium Funding, a yearly document will be produced which outlines the impact of Sport and PE on all pupils across the school. This document is published on the website and is discussed at governors' meetings.

Reviewed November 2022.

Review Date: January 2025.