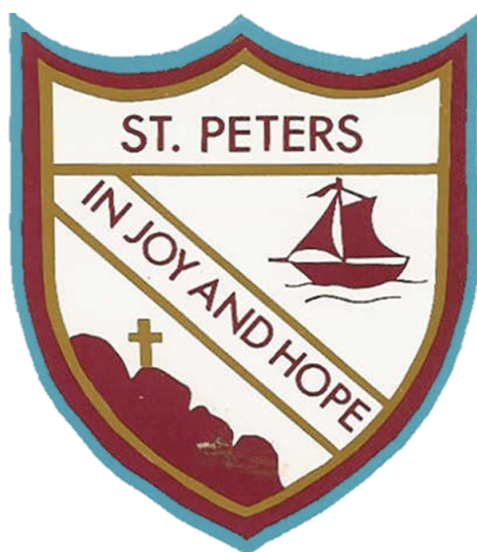


St Peter's Catholic Primary School



PE Policy

Chair of Governors Signature _____

Statement of intent:

Why our PE curriculum looks like this:

When pupils leave our school, we want them to have a good understanding of how to lead a healthy and active lifestyle, to have high aspirations for their future and to be able to contribute positively as part of a team. We want the children from St Peters to achieve a lifelong love of being active, to use sport to show respect to each other and to improve their own self esteem.

Our curriculum will support the development of key gross motor skills, enabling access to a wider range of activities. Our curriculum will also aim to remove existing barriers to participation including physical and perceived stereotypes, by focusing, in part, on new and innovative activities.

As a school we value the impact PE and Sport can have on other challenges facing our young people, including attendance and punctuality and the increasing concerns around maintaining a healthy weight. Through a data driven approach, all pupils will have opportunities that are tailored to their needs, enabling each child to develop a passion for sport and physical activity.

For our pupils, the curriculum will place additional focus on increasing the awareness of others and the importance of equality both within sport and everyday life. There will also be a focus on broadening knowledge of the opportunities available in the local area and identifying role models that are aspirational and our children can relate to.

***'Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.'* - J.F.Kennedy**

Implementation:

How PE is taught at St. Peter's:

Pupils at St Peter's participate in weekly high-quality PE and sporting activities. Our PE programme incorporates a variety of sports and skills to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being for all pupils.

Impact:

Our curriculum aims to improve the well-being and fitness of all children at St Peter's, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

The aims of this policy and our PE curriculum:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Children should receive between 1 and 2 hours of PE per week, with the school showing a generic approach to Active Learning – that is: moving around the classroom.

A high-quality wellbeing curriculum enables children to gain knowledge and skills in how to remain mentally healthy and aware of their own needs and how to meet them.

The National Curriculum for physical education aims 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 and develop useful strategies.
- develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- lead healthy, active lives through recognising the effect exercise (mental and physical) can have on their bodies.

There exists a whole school vision – to enjoy, to involve and to inspire.

We aim to provide a sustainable and achievable Curriculum that focuses on developing the whole child – developing an interest in wellbeing and health in order to establish long-lasting lifestyle messages.

We aim to promote our Christian values through sports and positively encourage children to share, respect, support, trust and work together.

Legal framework:

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

DfE (2014) Physical Education Programmes of Study: Key Stages 1 and 2

This policy will be used in conjunction with the following school policies and procedures:

- *Health and Safety Policy*
- *Accident Reporting Procedure Policy*
- *Primary Assessment Policy*

The subject leader is responsible for:

- Liaising with Edsential Educational Support.
- Supporting colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject.
- Providing the Governors and the Headteacher an annual summary report in which he/she evaluates PE in the school and indicates areas for further improvement.
- Using specially allocated regular management time to review evidence of the children's work, and to observe PE lessons across the school.
- Monitoring and evaluating teaching and learning alongside the Headteacher, as part of the school's agreed cycle of lesson observations.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all PE resources.
- Liaising with teachers across all phases.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of PE to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of PE in subsequent years.

The classroom teacher is responsible for:

- *Acting in accordance with St Peter's Catholic Primary School PE Policy.*
- *Ensuring that lessons are always taught in line with the school's Health and Safety Policy.*
- *Liaising with the other coordinators.*
- *Ensuring that all relevant statutory content is covered within the school year.*
- *Monitoring the progress of pupils in their class and reporting this on a termly basis.*
- *Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).*
- *Undertaking any training that is necessary to effectively teach the subject.*

The National Curriculum:

Foundation Stage:

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We teach our children 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.

The two related early learning goals are:

- **Expected:**
Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- **Exceeding:**
Moving and handling – Children can confidently hop and skip in time to music.
Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Years 1 to 6 Teaching and Learning:

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete, and they can use a wide range of resources.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- *setting common tasks that are open-ended and can have a variety of results.*
- *setting tasks of increasing difficulty, where not all children complete all tasks.*
- *grouping children by ability and setting different tasks for each group.*
- *providing a range of challenge through the provision of different resources equipment).*

Within Wellbeing activities children are encouraged to discuss issues, find ways to control their emotions and develop social, interpersonal skills. This may involve pupils taking on the role of teacher/mentor as Play-Monitors at lunchtime.

Staff receive Continuous Professional Development through Staff Meetings and through team-teaching alongside Edsential PE-trained staff.

PE Curriculum Planning:

PE is a foundation subject in the National Curriculum. Our school uses the Local Authority schemes of work as the basis for its curriculum planning in PE. We adapt these schemes to the local circumstances of the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group. Guidance and advice is provided by local Edsential PE advisors and the PE staff at our school.

We use the local authority schemes of work as the basis for our medium-term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader reviews these plans.

Class teachers use Edsential planning to support the delivery of PE in our school. This lists the specific learning objectives and expected outcomes and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader discuss them periodically.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression and support planned into the schemes of work, so that the children are increasingly challenged and supported as they move up through the school.

Parents and carers will be informed which PE activities are led by approved instructors and not directly by a member of teaching staff (for example, swimming in KS2).

Wellbeing is mainly delivered through PSHE activities, however certain children benefit from short-term team building, cross age-range activities provided each Term. Year 6 children also have opportunities to experience team-building activities on Outdoor Residential trips.

Cross-curricular links:

Wherever possible, the PE curriculum will endeavour to provide opportunities to establish links with other curriculum areas.

English:

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance. New words and terminology are introduced within lessons to improve pupil's knowledge and understanding of language.

Mathematics:

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately. Games that involve counting in different amounts are introduced to improve addition.

Personal, Social and Health Education (PSHE) and Citizenship:

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, Moral, Social, and Cultural Development:

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to

develop a respect for other children's levels of ability and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

ICT:

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. (e.g. the internet is used to investigate sporting events such as the World Cup and The Olympics). We use iPads to record activities and performances to improve technique. Pupils are encouraged to record their personal best scores and may use this information in data handling. Computers are used to project videos and images for inspiration during lessons. Virtual competitions also feature to allow a wider competition element throughout PE.

Inclusion:

We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We aim to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. All pupils have access to the active playground at lunchtime to allow all pupils to engage in more physical activity. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – lesson organisation, resources and equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to progress. Assessments made by teachers against the National Curriculum's attainment targets allow us to consider each child's attainment and progress in relation to age related expectations. This helps to ensure that our teaching is matched to the child's needs.

Intervention through additional support will lead to the creation of an individual plan for children with special educational needs. The plan may include, as appropriate, specific targets relating to PE. We enable all pupils to have access to the full range of activities involved in Physical Education. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. All activities have their risk assessments reviewed yearly to ensure they are up to date. Off-site activities are authorised through the EVOLVE system.

Activities are planned with due regard to our Health and Safety policy. Risk assessments are undertaken as appropriate and kept with teacher's planning.

When working with tools, equipment, and materials in practical activities and in different environments, pupils are taught:

- To recognise hazards, risks and risk control.
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- To use information to assess the immediate and cumulative risks.
- To manage their environment to ensure the health and safety of themselves and others.
- To explain the steps they will take/have taken to control risks.

Adults have a responsibility to report accidents and near-misses following the procedure outlined in the school's Accident Reporting Procedure Policy. All staff members will be shown how to correctly use equipment as part of their induction training. Any 'new' experiments or activities which a teacher has not used in the classroom before will be trialled prior to being performed with pupils.

Assessment for Learning:

Teachers assess children's work in PE using the new assessment scheme, making assessments as they observe pupils working during lessons. Pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum attainment targets. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher at the end of each year.

The PE subject leader has access to data and photographic evidence. This demonstrates what the expected age-related expectations of achievement are in each area of PE activity in each year of the school.

PE and health/Wellbeing:

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.

Monitoring and Review:

The PE curriculum is monitored by the PE coordinator through staff meetings, observation of teaching, monitoring of planning and children's work, pupil voice and analysis of data. PE is also discussed and monitored during pupil progress meetings by the assessment coordinator. Feedback is given to staff and support given where necessary.

Involvement of Classroom Assistants/Student Teachers/Volunteer Helpers:

Teachers are responsible for ensuring that teaching assistants and classroom helpers are aware of the relevant sections of this policy, in particular the Health and Safety implications of the activities they are involved in. Verbal guidelines should be given which include any special needs or requirements individual children may require.

Resources:

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and other activities, and a local swimming pool for swimming lessons. iPads for recording performances are stored in the iPad trolley.

Health and Safety:

It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to always consider their own safety and the safety of others. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery other than ear studs is to be worn for any physical activity and long hair is to be tied back. There exists a supply of t-shirts, shorts, pumps, swimming costumes and towels.

Extra-curricular activities and enhancing the Curriculum:

The school provides a range of PE-related activities for children. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current extra-curricular activities to parents and carers. The school takes part in intra-school and inter-school competitive activities. There is an annual residential trip for Year 6.

A full list of events is available from the Co-ordinator. The document '*Evidencing-the-Impact-of-Primary-PE-and-Sport-Premium*', found on the school website, provides a record of evidence and impact.

Partnership with Parents / Carers:

For each term, parents/carers can access termly overviews of areas being taught, through our school website. There are two scheduled parent/carer evenings in the year. Parents are able to contact the school if they have any concerns about any aspect of their child's work. Parents are encouraged to support their child's PE experiences.

School Sports Premium:

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

Through the government funding for sport the school will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils.

Spending will be reviewed and published on the school website.

Monitoring and review:

This policy will be reviewed on an annual basis by the subject leader, in collaboration with the headteacher. The subject leader will monitor teaching and learning in PE at St Peter's Primary School, ensuring that the content of the national curriculum is covered. Any changes made to this policy will be communicated to all teaching staff.

Safeguarding:

All adults working with children in school with children will be DBS checked.

Subject Leader:

Tom Rowlands