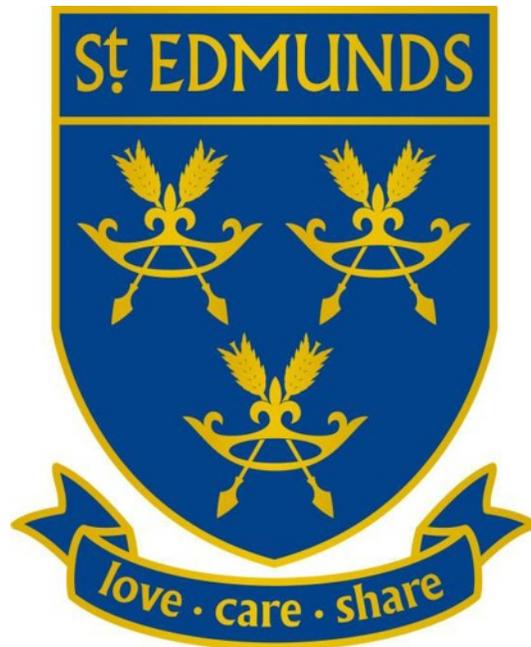


St Edmund's Catholic Primary School



Physical Education Policy

June 2017

ST. EDMUND'S SCHOOL CATHOLIC PRIMARY SCHOOL **PHYSICAL EDUCATION POLICY**

Mission statement

To Love, To Care, To Share

St. Edmund's Catholic Primary is a community of faith where we aim to keep Christ at the centre of everything we do. We celebrate the uniqueness of every individual nurturing them to achieve their full potential. Our understanding and experience of the love of God grows through our way of living, behaving, learning and teaching, which is inspired by Jesus.

Our Mission Statement encapsulated in "To Love, Care, Share", along with our Catholic values and the teaching of the Catholic Church, underpin the values of this policy.

Why we teach PE?

Physical education develops pupils' physical competence, confidence and their ability to use and perform in a wide range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, in-groups and in teams. It promotes positive attitudes towards active and healthy lifestyles, including learning about healthy food choices. Pupils learn how to think in different ways to suit a variety of creative, competitive and challenging activities. Children learn how to plan, perform and evaluate actions, ideas and performances so as to improve their quality and effectiveness. Through this process, pupils' discover aptitudes, abilities, preferences and also to make choices about how to get involved in lifelong physical activity.

Aims and Expectations of PE

- To teach pupils to be more skilful in the ways they control movement and develop co-ordination.
- To develop habits leading to a healthy and active lifestyle and to promote physical fitness.
- To help pupils understand how the body responds to activity and be physically active for sustained periods of time.
- To develop pupils' confidence and competence to excel in a broad range of physical activities.
- To foster an appreciation of the artistic and aesthetic aspects of physical activity.
- To contribute to pupils' social and emotional development by developing their self-confidence and self-esteem.
- To develop personal and social competence and the necessary skills to engage and manage success in competitive and co-operative situations; to cope with losing and to retain a proper sense of perspective when in competition.
- To develop personal qualities such as commitment, fairness, tolerance and a concern for others.

Strategies for Implementation

Lessons should contain the following elements:

- Purpose: lessons should have clear objectives and defined learning outcomes, which should be explained to pupils at the beginning of the lesson.
- Progression: pupils' capabilities should be developed with increasing demand made on the physical and mental processes. The building on of previous learning is essential, so too is working to achieve successful outcomes through repetition, application and refinement of skills.
- Pace: high levels of activity, with clear expectations for high work rates to be maintained. The physiological benefits of exercise should be explained, understood and their association with health emphasised.
- Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.
- Challenge: high expectations will be set for individual and group achievement. Pupils will be extended both physically and intellectually through interesting tasks.
- Differentiation: will be achieved through using tasks and equipment that enables pupils to be challenged appropriately, and which ensures good progress for all ability groups.
- Pupils' responsibility: in lessons, pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times for their own learning as they practise and repeat movements, in order to improve efficiency and the quality of their performances.

Entitlement

All pupils are entitled to a progressive and comprehensive physical education programme which covers the National Curriculum 2014 and Early Years Foundation Stage (EYFS) guidance, which takes account of individual interests and needs.

Pupils will experience all components of the National Curriculum programmes of study: athletics, dance, games, gymnastics, outdoor education and swimming. They should have every opportunity to meet and exceed age related expectations.

At St. Edmund's we understand the importance of PE contributing to all aspects of health. In the event of weather conditions making it unsuitable to complete a planned outdoor activity, alternative arrangements are made. These include class based learning linked to the planned activity, such as evaluating and improving work based on watching video clips from previous weeks learning. If the Hall is available, the activity is taught inside with modifications or adaptations, still allowing the learning intentions to be achieved.

Inclusion

No pupils will be excluded from any physical education programme, unless there is a letter explaining that the child needs to be withdrawn from a physical activity for medical reasons. Lessons should provide good quality experiences that are suitably challenging for all pupils. Pupils can undertake different activities, but all pupils should be given the same opportunity to achieve the aims through an appropriate range of activities. The pupils are taught in mixed class groups by their class teacher with girls and boys having the same access to all activities. For pupils with limited gross motor skills expectations will be adapted, taking into account the individual needs of pupils.

Under no circumstances is PE to be used as a sanction or denied to any pupil.

Organisation

The curriculum is planned to provide a balance of activities across the programme of study. The Enfield Schemes of Work are used following the Primary PE National Curriculum, which provides a range of activities. Lessons include warming up exercises and stretches before the main tasks and cooling down activities at the end. Opportunities are taken, where appropriate, to make links between PE and other subjects. Swimming lessons take place in Year 5, for 15 weeks. A hall and playground timetable exists and we also use Lee Valley Athletics Centre for the KS1 and KS2 Sports Days and other activities throughout the year.

Time Allocation

There are two hours of PE per week for KS1 and KS2. This may vary slightly during the year depending on what activities are being taught, but should equate to the equivalent of 2 hours when averaged out across the school year. The hall and playground are timetabled for PE sessions weekly. Ideally one hour of PE will be outdoors and the other hour will be in the hall. We also offer a range of activities at lunchtime and after school.

More Able Pupils in PE

Children who are identified to be More Able in Physical Education i.e. children who perform exceptionally well in one or more sports; or display excellent skill and control of their body movement; individuals who are able to reflect on process and outcome to improve their performance will be entered in the school's More Able Register in consultation with the More Able Leader. It is the responsibility of the class teacher to meet the needs of the More Able pupils in PE, to provide them with more challenging activities and extensions during PE lessons in order to support their development. We provide children with opportunities to lead and direct others, as well as encourage them to refine their work by reviewing and evaluating their performance.

In addition, class teachers are encouraged to identify children who are seriously underachieving in Physical Education, so that they can be closely monitored and where appropriate referred to the Tiger Team Leader for assessments and inclusion into the group.

Enrichment Opportunities

St Edmunds is part of the Borough PE and Sports Service which enables us to access a wide variety of leagues, fixtures, events and festivals. A calendar of all the events is displayed in the staff room and a record of who represents the school is stored on the staff network.

Healthy competition is central to both curricular and extra-curricular programmes. Fair play, tolerance, leadership and other values are taught and valued.

Resources

At St Edmunds, we try where possible to purchase equipment that has a British and European Standards Kite mark.

There is a wide variety of games equipment available to enable pupils to develop a range of skills. The equipment is stored in the PE cupboard in the hall.

Pupils are trained to select, collect and replace all equipment tidily (*PE monitors*) but it is the responsibility of all staff to ensure that this is done safely and properly. When equipment is used it is important that the teacher considers the choice of equipment for the class. A variety of equipment should be offered.

If new resources or replacements are needed, the Physical Education Leader should be informed. The decision to order new resources arises from discussion between the Physical Education Leader and the Head/Deputy Head.

Safe Practice

Safety is paramount when planning PE activities. All teachers should refer to the following guidelines:

Advice and Procedures in the Safe Practice in Physical Education (**Safe Practice: in Physical Education, School Sport and Physical Activity (PESSPA) 2016**) edition, located in the conference room.

Risk assessments are available on the staff network for reference, and safety aspects are discussed with pupils prior to activities. Pupils should also be taught how to improve their own abilities to assess risk. A copy of the indoor and outdoor PE risk assessment is on the school's staff network in the PE File.

Mats used in PE are designed to absorb impact when landing on the feet, so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work i.e. rolling.

Mats in PE should never be used to protect against foreseeable outcomes of poorly developed skills, such as anticipating that pupils will fall while suspended from a horizontal ladder or similar apparatus.

Springboards are only to be used by the PE Leader and in our Gymnastics Club, where there is a qualified member of staff who knows how to use this advanced apparatus.

First aid equipment is available and all staff know what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma are readily accessible, stored in the school medical room.

Regular checks are made on all equipment. The PE Leader makes regular visual checks for wear and tear and checks the security of major items. All staff are responsible for reporting to the PE Leader if any items show wear and tear. Any items constituting a danger should be taken out of use immediately and disposed of.

All large items of equipment are inspected annually by Continental Services, a specialist gymnastics maintenance company.

Pupils should be made aware of safe practice when undertaking any activity (e.g. not lifting Unihoc sticks above waist height, not jumping or running in front of others etc).

Pupils and parents need to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery (see page 6/7 of this policy).

Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

Monitoring and Evaluating

The PE Leader will monitor standards by allocating time to observe lessons and report to the Deputy and Head teacher. The PE Leader will also collect teacher assessments of pupils' progress aligned with the Enfield Schemes of Work and age related expectations of the National Curriculum 2014

Assessment

Direct observation by class teachers is the most obvious way of collecting evidence in Physical Education. This may include discussion, response to questions and children's assessments of their own and others' performances and visual recording of good practice. Assessment of children's attainment is a continual process. The following criteria can be used when assessing children's work in PE:

- * Accuracy
- * Efficiency
- * Adaptability
- * Ability to do more than one thing at a time
- * Teamwork
- * Agility
- * Stamina to sustain participation
- * Imaginative performances

Criteria should be known and understood by children as well as by teachers, so that they may be used as personal targets to improve and evaluate their work.

Staff will take photographs and video footage of lessons and place them in the Staff network as they see necessary and put them in the PE Evidence Folder. This will be used to support them in making their judgements at the end of each term and recorded on ScholarPack.

Staff Development

To develop staff confidence in teaching physical education:

- * The PE Leader will attend LA meetings and courses and cascade this information.
- * Whole school training needs will be identified as a result of monitoring of planning (samples in the PE Leader's file) and observation of lessons by the PE Leader.
- * Other training needs will be identified through induction programmes and appraisal.
- * Where necessary, the PE Leader will lead, or arrange, school- based training supported by Enfield PE team.
- *The attention of staff will be drawn to any new safety guidelines.

Dress

Pupils should be encouraged to change for PE quickly and quietly. In order to save time, this changing should take place in their classroom. Teachers should wear suitable footwear and a tracksuit as a model, to show that appropriate clothing is needed.

For pupils, the dress code is as follows:

- * Dark Blue shorts
- * White T-shirt * Black plimsolls
- * In addition, from Year 1 onwards the children may wear a tracksuit (navy blue) in the cold weather for games.

Children with eye-sight problems are allowed to wear glasses, but the class teacher must be aware of these pupils when leading certain sports e.g. tennis to avoid accidents.

Earrings **should not** be worn for PE lessons.

For safety reasons, it is imperative that indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear tracksuit trousers, tights or socked feet on apparatus as this can be dangerous. Although bare-foot work is to be encouraged indoors there may be occasions when, for reasons of health and safety, footwear needs to be worn. In such cases, plimsolls and not trainers may be worn. Long hair must be tied back at all times. Children should not be asked to lend their PE kit to other pupils due to obvious hygiene reasons. Class teachers are responsible for reminding their class pupils to take their PE kit home and wash it at least at the end of each half- term.

Each class has spare items of clothing for pupils who accidentally forget their PE kit. For those that persistently forget they should be reminded of the importance of PE and their parents informed.

Swimming kits should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice and pupils with long hair must wear swimming hats. A letter explaining the dates, time and what the pupils should wear for swimming will be sent to the parents before the swimming lessons begin.

Teachers and support staff involved in the lesson should always endeavour to change into appropriate clothing and footwear for teaching PE and leading clubs.

Digital Technology

At St Edmunds, all staff are clear about when and who can photograph students and how images might be used on the school website and display board.

We include relevant details on school admission forms, website and school prospectus to inform parents that digital imagery is used in education to support learning and to reassure them that it will only be used in specific circumstances about which they will be advised.

We ask parents to provide written consent on one occasion to cover the time the pupil is at school and we keep parents informed of events where photographs may be taken or videos made.

A list of pupils who are not permitted to have their photo taken or to be filmed is made available to staff for reference.

Physical Education

Subject Content from PE Curriculum

Foundation Stage

In the Foundation Stage, pupils work towards achieving the Physical Development Early Learning Goal, which is divided into two parts.

Physical Development: 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. They handle equipment and tools effectively, including pencils for writing.’

Physical Development: 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. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.’

(Taken from the ‘Development Matters in the Early Years Foundation Stage’ Document 2012)

Key Stage 1

“At Key Stage 1, pupils will be shown how to develop fundamental movement skills and have a broad range of opportunities to extend their agility, balance and coordination, both individually and with others. Children will engage in competitive and co-operative physical activities, against themselves and others. Children will be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.
- Participate in team games and develop simple tactics for attacking and defending.
- Perform dances using simple movements”.

Key Stage 2

“At Key Stage 2, pupils will continue to be taught how to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movements. Children will be encouraged to develop and understanding of how to improve in physical activities and learn how to recognise and evaluate their own success. Children will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best”.

(The above has been taken from the National Curriculum PE Programmes of Study for Key Stage 1 and Key Stage 2, 2014).

Swimming is taught in Year 5 for a 15 week period. Pupils will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres. They will use a range of strokes and perform safe self-rescue in different water-based situations.

Some activities tend to be seasonal and the School PE timetable details when each of the activities will take place during the school year (see Staff Network, General Staff Information Folder, 2014 Curriculum Plan PE file). There should also be some degree of flexibility in the hall timetable, for weather etc.

Assessment

Direct observation by class teachers is the most obvious way of collecting evidence in Physical Education. This may include discussion, response to questions and children's assessments of their own and others' performances and visual recording of good practice. Assessment of children's attainment is a continual process. The following criteria can be used when assessing children's work in PE:

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Criteria should be known and understood by children as well as by teachers, so that they may be used as personal targets to improve and evaluate their work.

Extra-curricular activities

There is a healthy tradition in the School for activities supervised by teachers in their own time and the use of AOTT (adults other than teachers). These include:

Football
Netball
Rounders
Aerobics
Dance
Tag Rugby
Cricket
Indoor Athletics
Outdoor Athletics
Gymnastics

Children participate in competitions and festivals representing the school and do this with written permission from their parents. They are reminded of the high standard of behaviour and sportsmanship expected of them at all times. All teachers and teaching assistants transporting children to and from Inter-school sporting events by car/coach, must have the appropriate licence and insurance.

The school works in partnership with outside clubs who provide extra activities e.g. Enfield Ignatians for Rugby and other clubs for Cricket, Football, Dance, Gymnastics and Boxercise, etc. The PE notice board provides pupils with more information and contact details of outside clubs/teams/events which may be of interest to promote extra-curricular sports.

Outdoor Pursuits

Pupils should be given opportunities for orienteering in different environments (eg. woodland, seashore, parks, in the Year 6 School Journey) working to solve problems as a team and gaining team points for:

- * Using a map and compass to navigate
- * Cracking codes and cryptic clues
- * Collecting items
- * Following safety code, The Country Code

During the Year 6 residential School Journey pupils will have an opportunity to learn basic skills in a variety of activities. These will differ from year to year and may include some of the following:

- *Abseiling
- *Orienteering
- *Archery
- *Problem solving
- *Climbing
- *Fencing

Pupils will learn the relevant safety codes for the above activities.

PE Leader

June 2017

(To be reviewed in June 2019)