



Physical Education Policy

We show our love for Jesus in all we do and say. We celebrate everyone's gifts and talents as we enjoy learning and playing together.

We try to follow the example of St Patrick within our school community.



1 Aims and objectives

1.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable children to make informed choices about physical activity throughout their lives.

1.2 The aims of PE are:

- to continue to provide all children with high quality PE lessons for at least one hour per week (two hours desirable)
- to continue to develop the 'Daily Mile' and 30:30 initiative
- to offer active lunchtimes to KS2 pupils
- to provide children with opportunities to compete in events outside and inside of school
- to offer a range of before/after school clubs
- to deliver specialist teaching from external coaches
- to allow teachers opportunities to continue their own professional development by partaking in termly training and the use of PE Passport to help deliver quality lessons.
- to enable children to develop and explore physical skills with increasing control and co-ordination
- to encourage children to work and play with others in a range of group situations
- to develop the way children perform skills and apply rules and conventions for different activities
- to increase children's ability to use what they have learnt to improve the quality and control of their performance
- to teach children to recognise and describe how their bodies feel during exercise (cross curricular with science)
- to develop the children's enjoyment of physical activity through creativity and imagination
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success



- to develop the whole child including the development of physical, social, creative and cognitive skills through My Personal Best.

2 Teaching and learning style

2.1 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/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. As lessons progress, the children learn the skills to be able to put into practice at the end of the term in our intra-house competitions.

2.2 In all classes, there are children of differing 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, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

2.3 Excellence and Enjoyment

- Excellent teaching gives children the life chances that they deserve and enjoy. As a school, we believe that children learn best when they are excited and engaged. We encourage this through PE by always attempting to be creative and innovative in how we teach and as a result we take great pleasure in seeing the enjoyment that the children demonstrate during their PE lessons.



- We take part in the Race For Life annually, giving the children to understand the importance of charity whilst enjoying being active with their classmates.
- We celebrate whole school sporting events such as the Rugby World Cup, giving each child the opportunity to partake in a global event for the week, full of cross curricular links.

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the PE Passport app as a scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the circumstances of the school. As required, we teach dance, games, athletics and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance and gymnastics, a variety of games, team building, swimming and water safety and athletics. Outdoor and Adventurous Activity is covered in a residential trip in Year 6. In addition, maths activity cards are available for each year group to support cross curricular Outdoor Adventure Activities.

3.2 The curriculum planning in PE is carried out on a half termly basis with a whole school overview as a guideline. The PE subject leader works this out in conjunction with our school sports coach, as well as the inter-house competitions offered through the Sports Collective.

3.3 We use PE Passport as a scheme of work as a basis for our planning and these topics are set out in a Long-term Plan for all teachers to follow on the app. 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 keeps and reviews these plans. Assessment also takes place on the app during the sessions. At the end of the unit, KS2 children are encouraged to self-assess through the simple and friendly questions.

3.4 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 planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.



4 The Foundation Stage

4.1 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 encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

5 Contribution of PE to teaching in other curriculum areas

5.1 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.

5.2 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.

5.3 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way 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 co-operate 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.

6 Teaching PE to children with special educational needs

6.1 At our school we teach PE to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

6.3 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons on PE Passport. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.



7.2 Use of PE Passport as a scheme of work ensures continuity and progression across the Key Stages.

7.3 Teachers to refer to PE Passport for learning objectives, aims and assessment. They also have the ability to upload photographic and video evidence to each lesson.

7.4 Extra curricular activities such as clubs and competitions are also logged and monitored on PE Passport. Teachers can access the data through the group or by each child's personal passport on the app.

8 Resources

8.1 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 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 athletics activities and the local swimming pool for swimming lessons.

8.2 There is a designated budget for PE. This varies from year to year. Needs are identified by the subject coordinator in conjunction with the rest of the school and prioritised. Swimming is funded separately with parental contributions towards cost of transport.

8.3 We are lucky enough to have the benefit of rugby coaches from PC & ROO rugby Club who teach a morning club available from year 3-6, delivering ball skills and game scenarios. In addition, a football coach runs football clubs for both boys and girls before, after school and at lunchtimes, matches between other schools are organised to develop teamwork and sportsmanship. Basketball skills are taught weekly as a morning club.

8.4 PE Passport allows for all teachers to have access to planned lessons with video and image guides to help support the teaching of the curriculum across the school.



9 Health and safety

9.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. 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 is to be worn for any physical activity.

9.2 The BAALPE publication "Safe Practice" is available as a point of reference to all staff.(see coordinator for a copy)

9.3 During lessons children are asked to discuss safety implications concerning themselves and others.

9.4 All accidents are recorded in the Accident book which is located in the school office.

9.5 KS2 children should all own a school tracksuit which should be worn for outdoor PE. It is suggested that trainers are also worn to provide the necessary support when playing sports outdoors, especially during the winter.

10 Monitoring and review

10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Headteacher a termly and annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader facilitates opportunities for teachers to extend their subject knowledge, by using the expertise of the sports collective who can either team teach or provide INSETs.



11 Extra-curricular activities

11.1 The school provides a range of PE-related activities for children, including football, dance, basketball, athletics, cross country, tag rugby and netball. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Review

This policy is monitored by the Senior Leadership Team through:

- Observations- Quality and scrutiny of teaching
- Discussion with children
- Quality and scrutiny of planning
- Evaluation and review of assessment data



St Patrick's Catholic Primary School PE Policy 2020-21

This policy is reviewed by staff and governors at least once every two years, and reviewed whenever Government policy changes. The next review is due Jan 2022. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.