

# Physical Education - PE Policy

St Patrick's Catholic Voluntary Academy



<b>Approved by:</b>	Headteacher	<b>Date:</b> September 2024
---------------------	-------------	-----------------------------

<b>Last reviewed on:</b>	September 2024
--------------------------	----------------

<b>Next review due by:</b>	September 2025 (Annually)
----------------------------	---------------------------

## Our Vision of Discipleship

We are a distinctive Catholic community, which lays strong foundations and values of lifelong learning. We believe we are made in the image of God and are special in his eyes. We will endeavor to ensure that school, parish and home, work as one. Saint Patrick's is a unique place of learning where all are motivated to be the best they can be. We embrace the inspirational challenge to nurture a Christ-centred curriculum.

Our approach is to take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. By focusing on what unites societies rather than our differences, we strive to create a culture of tolerance, equality and friendship not just among pupils but all members of society.

We will provide a place where everyone can flourish, feel safe and are valued. We aim to provide innovative learning opportunities in a forward-thinking environment, where all are prepared to embark on future challenges with excitement and confidence. The world of learning will embed qualities such as integrity, honesty, faith and truth.

All children are challenged to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and rich curriculum. Our students are given time to explore subjects and develop deep understanding.

Our commitment is to enable our children to be confident, autonomous learners by developing a range of key learning skills including resilience, independence, patience, perseverance and teamwork. We want our children to be prepared for life in modern Britain and the global society and we understand the challenges our children will face in the next phase of life's journey.

## Contents

1. Rational and Objectives.....	3
2. Aims.....	3
3. Health and Safety .....	4
4. Progression.....	6
5. Content, delivery and curriculum organisation: .....	7
6. Curriculum Enrichment .....	10
7. Classroom Organisation and Teaching Style.....	10
8. Inclusion .....	11
9. Gifted and Talented .....	12
10. Records and Assessment .....	12
11. Roles and responsibilities.....	13
12. Monitoring arrangements:.....	14
13. Policy Monitoring and Review: .....	14
14. Links with other policies.....	14

## 1. Rational and Objectives

At St. Patrick's Catholic Voluntary Academy, we believe that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health, where they lead healthy and active lives. Our key aim is to inspire EVERY child to be passionate about Physical Education and Sport. At St. Patrick's we believe that Physical Education and sport is for everyone! PE is the heart of our school and we aim to give children a love for PE, Sport, physical activity and a healthy lifestyle that continues throughout their lives.

This policy should be read in conjunction with the PE Subject Content Organiser and End Points which states the intended learning and End Points. This is used to create detailed medium-term plans and individual sessions.

Audience:

This document is intended for:

- All teaching staff and staff with classroom responsibilities.
- School governors.
- Parents
- LA Advisor/ Inspectors
- Inspection Teams.

Copies are provided for staff and governors, as well as published on the School Website.

Paper copies of all documents are available upon request from the School Office or from the Curriculum Lead.

## 2. Aims

Our school aims are linked to those in line with the PE National Curriculum, which are to ensure that all children:

- are physically literate and competent in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- understand how to improve in different physical activities and sports and know how to evaluate and recognise their own success.
- lead healthy, active lives.
- swim competently, confidently and proficiently over a distance of at least 25 meters.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

The 'Three pillars of progression' are embedded throughout our curriculum:

These include:

1. **Motor competence** – knowledge of the range of movements that become increasingly sport- and physical activity-specific
2. **Rules, strategies and tactics** – knowledge of the conventions of participation in different sports and physical activities
3. **Healthy participation** – knowledge of safe and effective participation

Through our Physical Education, we aim to develop the children's knowledge, skills and understanding, so that they can develop and perform with increasing confidence and competence in a range of physical activities efficiently and safely, understanding what they are doing. We will support our children's health and well-being by promoting active participation, creating opportunities for the children to compete in sport competitions and other activities. Encouraging our children to build their characters and develop values such as cooperation, collaboration, as well as working as part of an effective team, understanding fairness and respect to embed an enthusiasm for fitness understanding the importance of good diet and exercise.

Our intention, in Physical Education, by providing a range of sporting activities, including; invasion games, net and wall games, strike and field games, gymnastics, dance, swimming, fitness and outdoor adventure, is to support our children to fulfil their potential through the delivery of high-quality teaching and learning opportunities.

We aim to ensure that children experience Physical Education in a positive and motivating manner, which inspires all children to try their best and to recognise success in their physical abilities, becoming physically confident in a way which supports their health and fitness. We aim to help our children to keep healthy through promoting healthy life long habits, as well as safe by teaching them the essential skill of swimming.

### **3. Health and Safety:**

See Whole School Policy on Health and Safety.

Physical Education and participation within it can carry some risk. It is the responsibility of the staff delivering PE to ensure that the risk is minimised with the correct implementation of safe practice protocol. Safety should be paramount when planning PE activities. All staff working alongside our pupils in PE are made aware of any disabilities or health problems and are knowledgeable as to individual needs and provision. They are informed of the procedure for reporting or dealing with any issues pertaining to incidents which may arise during PE sessions. Including knowing what to do and who to call for assistance in the event of an accident.

Inhalers for children suffering from asthma must be readily accessible and brought to lessons. Regular checks should be made on all equipment. The curriculum manager should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the curriculum manager when any items need replacing or repairing. Any items constituted a danger should be taken out of use

immediately. In order to minimize these risks all staff and children in PE lessons are required to take note of the following:

- All lessons are planned following a clear progression of developing skills and consider the age, abilities and special needs of the class.
- Children should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
- Both children and staff should wear appropriate clothing and footwear. Children are to have bare feet (where possible) for indoor activities including dance, gymnastics, mini-Muay Thai and yoga.
- Pupils are not permitted to wear watches and jewellery; Earrings should be removed for the PE lesson; long hair must also be tied back or up.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children. Any faulty equipment should be reported to the curriculum manager who will then repair or replace the faulty equipment.
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked).
- Children should also have available a water bottle from which they can hydrate themselves during physical activity. The importance of hydration should be encouraged by all as an important aspect of a healthy balanced diet and active lifestyle.
- Teaching staff should ensure and expect high standards of behaviour, performance and participation in all lessons.
- Teaching staff should follow the school's relationship and behaviour policy at all times.
- Children should be made aware of the importance of stretching in physical activity and how to use the correct technique.
- Teachers should conduct a visual risk assessment of the learning environment and PE equipment as well as the children's clothing; particularly footwear, before proceeding with any PE lesson.
- Pupils should be responsible for their own inhalers and always have them with them. For younger children, a member of staff will ensure inhalers are on hand immediately during PE lessons.
- Pupils should warm-up and cool-down at the start/end of each session.
- New staff have an induction by more experienced staff on how to use, lift, carry and place the school PE equipment safely.
- Less experienced staff are able to request to team teach at any point with a more experienced member of staff.

## **4. Progression:**

### **Early Years**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

Our Nursery and Reception plans are tailored towards the National Curriculum Early years and foundation stage EYFS set standards, focused on the development stage for 3-5-year olds.

Pupils should be taught to:

#### **Gross Motor Skills**

- 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.

#### **Fine Motor Skills**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Progression is carefully planned and developed from Early Years through to KS2. Where the **fundamental movements skills (FMS)** are developed through **gross** and **fine** motor skills (first pillar of Progression: Motor Competence). In turn, these develop both confidence and control in activities such as running, jumping dancing, hopping, skipping and climbing. These FMS form the building blocks for more complex movement skills.

The lessons are challenging, engaging, fun, imaginative and well resourced. They also allow the children to transfer their learning skills from their PE lessons back into their classroom/outdoor play environment.

### **Key Stage 1**

Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

### Children are taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

## Key stage 2

Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### Children are taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## 5. Content, delivery and curriculum organisation:

### Planning and delivering the curriculum

#### Implementation:

Physical Education at St. Patrick's Catholic Voluntary Academy is taught by Class Teachers or Specialist Coaches using the Primary PE Planning scheme which we have adapted to create our own bespoke version for our children and their learning needs devised from the Primary PE Planning online Platform. They allow for a consistent delivery and structure across the school with clear progression. This ensures our children are increasingly **challenged, inspired and motivated** in **ALL** PE lessons. We believe that mastery is paramount allowing all children to feel **confident and motor competent** when learning key skills. The curriculum provides a foundation from Early Years to Key 2 for an ongoing development of Physical Literacy. Our

children receive an **inclusive**, broad and balanced programme of PE. The curriculum is mapped to ensure that children participate in a wide range of activities. We are confident that our Physical Education Curriculum meets and exceeds the National Curriculum requirements.

The intended Physical Education Curriculum is outlined on our Long-Term yearly overviews and shared with parents. As well as breaking down these learning intentions further on the Physical Education Content Subject Organiser which identifies the intended learning and end points for each year group and unit of work. This is also shared with and available for our parents to view.

All our children, regardless of need have at least a 1-hour weekly dedicated PE lesson, taught by their teacher or a specialist coach.

Our parents support maximising our learning time by sending their children to school wearing their PE kit on PE days, as this avoids the children taking learning time to change.

We teach lessons so that children:

- Have fun and experience success in sport.
- Have the opportunity to participate in PE, being physically active for sustained periods of time at their own level of development.
- Secure and build on a broad range of physical activities and skills.
- Develop good sporting abilities.
- Understand basic rules.
- Experience positive competition in sports and activities.
- Learn in a safe environment.

Our children also take part in the Daily Mile, Early Bird (before school), Break time and Lunch time games and activities, as well as taking part in 'active brain breaks,' for example Go Noodle in class daily.

Children in Key Stage 2 attend weekly swimming lessons, usually in Year 3, where they are taught to swim competently, confidently and proficiently over a distance of 25m using a range of strokes.

In all PE lessons, we utilise the children's language development, allowing and ensuring further opportunities to develop language skills across the whole curriculum. With clear progression documents in Vocabulary and Skills identified from the Early Years to Year 6, ensuring our children are ready for the Key Stage 3 Physical Education curriculum.

We celebrate effort, progress and achievement in Physical Education through celebration assemblies, Key Stage assemblies and on the weekly School Newsletter.



## Impact:

By the time our children leave St. Patrick's Catholic Voluntary Academy, they will have experienced an enjoyable Physical Education curriculum, in which they have met and exceeded the National Curriculum Aims.

Through our bespoke Physical Education Curriculum, every child will have accessed all of the key areas of the subject, with careful consideration to any potential barriers to learning. They will have received a carefully sequenced, coherent, broad and balanced Physical Education, with a clear progression of skills and knowledge that ensures all children can access learning at an appropriate level.

In EYFS, children will have improved their fundamental movement skills and developed their agility, balance and coordination.

In Key Stage 1, children will have continued to develop their fundamental movement skills and extend their agility, balance and coordination. They will have engaged in competitive and cooperative physical activities through games, dance and gymnastics.

In Key Stage 2, children will continue to apply and develop a broader range of skills such as running, jumping, throwing and catching. These skills are further incorporated into competitive games, performances using movement patterns and evaluations of their own and others' work. Children will have communicated and collaborated with each other, developing an understanding of how to improve in physical activities.

Through careful teacher assessment, dialogue with parents and our bespoke, adaptive curriculum our children will be challenged on individual levels to fulfil their potential, challenging themselves and enjoying take responsibility for their own development within Physical Education.

Teachers will use ongoing assessment to assess the children's knowledge, understanding and skills to inform future lessons and to ensure that children are supported and challenged appropriately.

The impact of learning will be assessed by the subject lead with the curriculum leader through a triangulation of activities, which include: lesson observations, pupil voice, staff voice and expected subject content and progression. Findings from the monitoring cycle will be used to identify next steps in the further development and refinement of our Physical Education curriculum.

## **6. Curriculum Enrichment:**

Our PE Curriculum is enriched in a variety of ways. We provide our children across key stage 1 and 2 the opportunity to attend a variety of afterschool clubs throughout the year. Our children in both key stage 1 and 2 are also given the opportunity to represent our school outside of the school setting, often competing against other schools. Many of these opportunities are provided through our package with Links School Sport Partnership. We also engage with the School Games and aim to achieve the sports mark each year.

**We also offer and provide the following in order to enrich and enhance the provision of PE at St Patrick's Catholic Voluntary Academy:**

- **1:1 support in lessons/TA support** to enable all children to participate and achieve.
- **Most able/G&T provision** through observation and parent/carer feedback, extending their learning and refining their skills as they act as mini coaches, role models and young leaders providing **powerful demonstrations** to peers within lessons
- **SEND support:** We use primary planning SEND PE support resources; *SENsory skills, PE social stories, SEND Task management, Sensory circuits as shared and developed by The Autism Team.*
- **Clubs:** *Dance, Cross Country, Karate, Football, Cricket and so on.*
- **Competitions attended** as appropriate.
- **Leadership** e.g. the Pastoral Team who are acting as Play Leaders and developing this with Play Leader children during break times and lunches. We also have Y5 and Y6 sports leaders.
- **Community links:** Links and the *Caribbean Cricket Club.*
- **Events:** Sports Day in the Summer Term from FS1 to Year 6.
- **Active Daily Minutes:** Active breaks, the Daily mile, GoNoodle and so on.

## **7. Classroom Organisation and Teaching Style:**

Class Teachers are responsible for their own class organization and teaching style in relation to Physical Education, whilst at the same time ensuring these, complement and reflect the overall aims and philosophy of the school.

Children are taught in a variety of ways, with an emphasis on adaptive teaching. This may be:

- Individually
- In groups to support one another, to encourage co-operation and effective learning together.
- As a class, where introductions, modelling and discussions are appropriate.

## **8. Inclusion:**

We are a fully inclusive school and PE activities are carefully planned and adapted according to the needs of all our children. This is in line with the school's curriculum policy of providing a broad and balanced education to all children, who are given equal opportunities in PE, regardless of their gender, academic ability, Special Educational Need, social, cultural and linguistic background. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive 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. We believe that the curriculum should be accessible to all children. This is made possible through the use of scaffolded support such as adult support and small group work, as well as adaptive teaching which is used to provide support and scaffold for children who may need this, as well as to stretch and challenge children. Wherever possible, suitable tools are provided after consultation with and Outside Agency e.g. Occupational Therapists and or Fusion advisors. To enable tasks to be adapted so that all children can participate with barriers to learning removed.

For gifted and talented pupils, teachers provide additional opportunities to take responsibility, develop leadership skills, think creatively, use and apply their Artistic talents for the good of the class or the wider community.

## **EAL learners:**

Children who may have English as an additional language, are supported in our PE lesson. Due to the nature of PE, where access cannot be gained through verbal understanding, children will be encouraged to observe or copy and repeat either their peers or the Class Teacher. Our lessons are complemented with video tutorials, visual aids and resource cards and these act as a learning stimulus for **ALL** including EAL pupils. They are provided with the tools that will allow them to gain an insight as to what is required to succeed in the lesson. The Class Teacher may also have personalised strategies to enable EAL children to access lesson content, including language specialised ICT programmes and translation apps.

## **9. Gifted and Talented:**

The words “gifted” and “talented” can be used in many different ways. The Department for Education and Skills uses the following definitions:

**Gifted:** the top 5%-10% of pupils per school measured by actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, RE, ICT or Design and Technology.

**Talented:** the top 5%-10% of pupils per school measured by actual or potential achievement in the subjects of Art, Music, PE or the Performing Arts. However, one element of this description should be emphasized: it is the top 5%-10% of pupils, *per school, regardless of the overall ability profile of the pupils.*

## How to identify the More Able in Physical Education:

**Parent and Pupil Feedback:** a student might have interests outside of school that teachers are unaware of. Parents should be invited to communicate this information to teachers. Equally pupils should be encouraged to identify their own individual strengths and weaknesses.

**Teacher identification:** teachers are often best placed to identify which students are gifted or talented. They may also be aware of when students with gifted and talented potential are underachieving.

### What support should More Able children be given?

Once the More Able children have been identified, our school will begin a coherent and consistent provision strategy. This will usually involve a combination of the following methods of support.

**Enrichment:** when children are encouraged to go beyond the usual limits of a subject or topic. Enrichment activities might involve extra classroom exercises or more open-ended project work.

**Extension:** when children are given activities that develop higher order thinking skills and work practices. Extension activities help children to work with greater autonomy and self-discipline.

## 10. Records and Assessment

At St Patrick's Catholic Voluntary Academy, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's knowledge and skills within PE is on-going to ensure that understanding is being achieved and that progress is being made. Teachers use methods such as quizzes and knowledge organisers to regularly check on pupils' understanding. Children are encouraged to recall facts during every lesson. Verbal, in the moment feedback is given to the children as soon as possible.

Evidence of the children's practical Physical Education is recorded in photographs used and uploaded to Seesaw to show what has been done or short videos to capture end pieces. Children evaluate their own work and are encouraged to consider their work objectively. For this to happen it is important to have an open, supportive environment. We assess the children's work in Physical Education by making informal judgements as we observe the children during lessons. Work is adapted as appropriate and children are provided with feedback which allows them to focus on the next steps in their learning. Children are also given the opportunity to reflect on their own experiences in Physical Education.

## Resources

Physical education resources are used by children and staff in a number of ways to enhance learning and engagement. PE resources are stored in the PE cupboard. Resources should not be collected from the PE cupboards by unaccompanied children, but only by teachers, teaching assistants or by supervised children. Outdoor play equipment is kept in the outdoor storage sheds or boxes. The PE Sports Leaders and lunchtime supervisors have the responsibility for keeping the playground equipment tidy.

All staff are encouraged and expected to: treat the resources with respect; keep them in the appropriate areas; ensure all resource storage areas are kept tidy and report any faulty or unsafe equipment to the curriculum manager, who is then responsible for having it repaired or disposed of.

## 11. Roles and responsibilities

### 11.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Mrs. S. McKeown, the headteacher.

### 11.2 The headteacher

The headteacher is responsible for ensuring that Physical Education is taught consistently across the school.

### 11.3 Staff

Staff are responsible for:

- Delivering Physical Education in a creative and inspiring way
- Monitoring progress
- Responding to the needs of individual pupils

## The Role of the Physical Education Subject Leader

- Supports colleagues in their teaching by keeping them informed about current developments in the subject.
- Provide a summary of the children's work and observe Physical Education lessons across the school.
- Plan CPD for staff.
- Monitor provision of the curriculum and resources across the whole school.
- Monitor the progress pupils have made pre and post teaching through assessment activities.
- Provide adequate resources for all classes which are catalogued, stored and replenished as required.

## 11.4 Pupils

Pupils are expected to engage fully in Physical Education, through lessons which are safe, interesting and inspiring.

## **12. Monitoring arrangements:**

The impact of Physical Education learning will be monitored by the PE Subject lead through a triangulation of activities, which include:

- lesson observations/ learning walks
- pupil voice (including from the School Council)
- staff voice
- monitoring of lesson planning/Unit plans in line with the expected subject content organisers and progression documents
- monitoring of equipment
- pupil records of participation, focusing on different groups
- pupil attendance and achievement in sporting competitions
- attendance at after school sports clubs

When external providers are used to deliver physical activity, the PE Lead will liaise with them to ensure that high quality lessons and activities are delivered.

## **13. Policy Monitoring and Review:**

This policy is monitored by the PE Leader. It is evaluated and reviewed by the whole staff and Governors annually to ensure that it continues to meet the needs of the children, staff and parents, and that it is in line with current DfE advice and guidance.

At St Patrick's Catholic Voluntary Academy we monitor PE in the curriculum through subject reviews and self-evaluation in order to provide an accurate perspective on how it is being delivered and suggestions on how it may possibly be further improved further

## **14. Links with other policies**

This policy links particularly to the following policies and procedures:

- SEND Policy.
- PE Content Subject Organiser.
- Health and Safety Policy