

# *St Bernadette's Catholic Primary School*

## Physical Education Policy

### **VISION:**

Our vision at St Bernadette's Catholic Primary School is to provide an excellent standard of education, within a stimulating Catholic environment, by committed and caring professionals. Inclusion will always remain at the very heart of all our teaching and learning.

### **MISSION STATEMENT:**

Our Mission is to ensure,

*'a happy and secure learning environment where we celebrate the dignity and worth of all in our school community.*

*As a Christian community we recognise that in loving others we love Jesus and so help each other to reach our full potential'.*

### **AIMS:**

We aim to:

- Encourage and instil in our children a curiosity, enjoyment and enthusiasm for learning, which we hope will last for life.
- Achieve high standards of both learning and behaviour to enable all to reach their full potential.
- Provide a stimulating education designed to develop the whole child which enriches them socially, emotionally, physically, intellectually, creatively, morally and spiritually.
- Foster a sense of trust and belonging within the school, parish and wider community.

## Introduction

What is PE?

Physical Education is that aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in games, gymnastics, dance, outdoor activities and swimming. At St Bernadette's we endeavour to achieve this through a continuous process of planning, practice, exploring, performing and evaluating.

## Philosophy and Purposes of PE

Physical Education is important because physical endeavour is a pleasurable and healthy activity, which can provide challenge and fulfilment throughout life. Participation can develop self-confidence through understanding one's own capabilities and limitations as well as those of others. Practical experience leads to knowledge and understanding about all areas of physical activity, which in turn heightens appreciation of such activities and contributes to cultural understanding.

Our subject aims for physical education, complementing our general curricula aims, are to provide high quality instruction in PE and sport, whose outcome will be:

- To experience a **wide range of physical activities** across Foundation, Key Stage One and Key Stage Two
- To encourage a **commitment** to PE and sport and make them a theme of their lives, in and out of school
- An **understanding** of what is trying to be achieved and how to go about doing it
- An understanding that PE and sport are vital as part of a **healthy, active lifestyle**
- To become increasingly aware of how physical activity **positively effects the body and mind**
- To give them **confidence** to get involved in PE and sport
- To give them **skills and control** they need to take part in PE and sport
- To allow them to take part in a **range of competitive and challenge type activities**, both as individuals and as part of a group or team
- To help improve social and interpersonal skills of others as well as their own
- That they **think** about what they are doing and make appropriate **decisions** for themselves
- To show a **desire to improve and achieve** in relation to their own abilities
- To have the **stamina, suppleness and strength** to keep going
- To **enjoy** PE, school and community sports
- To appreciate **fair play and sporting behaviour**
- To have the ability **to cope with success and failure**
- To understand the need for **safe practice** in PE and know how to achieve this

## Content

PE is a foundation subject of the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the Statutory Orders where they are categorised into six areas of activity.

- Games
- Gymnastic activities
- Dance
- Athletics (not at KS1)
- Outdoor and adventurous activities (not at KS1)
- Swimming

### **Foundation Stage**

In the Reception class (EYFS) opportunities are provided for children to be active and to develop their coordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons also provide opportunities for continuous outdoor activities. The Lancashire Scheme of Work for Reception classes has been updated to link with the EYFS Framework 2012. This scheme has a themed approach based on fundamental movement skills to ensure that the children have experience of the skills recommended before Key Stage One physical education.

### **Key Stage One**

In Key Stage One the curriculum focusses on fundamental movement skills to develop agility, balance and coordination. Curriculum content includes ball skills and team games, gymnastic and dance activities in line with the Lancashire Key Stage One PE Scheme of Work 2014.

### **Key Stage Two**

In Key Stage Two pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, fielding and striking games, gymnastics, dance, athletics and swimming. This is in line the Lancashire Key Stage Two PE Scheme of Work 2014.

### **Methodology**

The PE curriculum is organised on a subject basis although dance activity may be related to topic work.

In order to accommodate individual differences in pupil development, a range of teaching and learning strategies are used. These range from precise instruction and monitoring for the acquisition of skill and technique to open-ended activity in search for progression, with minimal teacher involvement. Opportunities for individual, pair and group activity are provided. Pupils are also given the opportunity for regular and sustained practice and development of skills and interests. Where appropriate to do so children are also given the opportunity to develop leadership skills. For example, Key Stage Two children can assist in running clubs with Key Stage One participants or a particular child acting as Team Captain.

PE is firmly timetabled because of the need to use the hall, playground or playing field. PE is taught throughout the year, though not all areas are covered each term.

Within this framework:

- Each class has two weekly PE sessions
- Children in Years 4, 5 and 6 have the opportunity to go swimming during the year
- After school clubs are held in a variety of sports using the expertise of PE / Sports Coordinator, school staff, parents and outside agencies
- Expertise from outside is used e.g. dance by OLCC. The Sports Coordinator represents the school as a member of the Schools' Sports Partnership regarding training, advice and resources
- The school takes part in Lancaster / Morecambe inter-school competitions in netball, rounders, football, cross-country and athletics
- The school takes part in the inter-Catholic Schools competitions
- The school takes part in the small schools' leagues in football and netball
- Friendly matches in football and netball are arranged with neighbouring schools when possible
- The school takes part in the Lancaster Schools swimming gala

### **Inclusion and Equal Opportunities**

No pupils are excluded from any PE programme. Where kit is lost or forgotten teachers should endeavour to find / borrow kit to enable the child to participate (with the exception of swimming where the child will remain in school in another class). There will be a stock of spare kit for Key Stage One and Two located in the PE cupboard in the school hall. If a child repeatedly forgets kit to avoid PE the teacher should address this with the child's parents.

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, ethnicity or social circumstance, have access to the PE curriculum and make the greatest progress possible.

In addition to the PE curriculum and extra-curricular activities, in-house sporting competitions take place throughout the year for all pupils.

If a child is unable to do PE due to a medical condition that child will remain with the class and be given a PE-related activity / worksheet to complete while observing and monitoring the lesson.

### **Special Needs**

PE provides pupils with special educational needs opportunities to develop confidence, express their feelings and to excel.

They include:

- Pupils with learning difficulties, as success does not depend on academic ability

- Pupils with special physical needs requiring close monitoring. A part of each lesson involves, for instance, all the class to do an activity or play a game, so that all are in the position of the child with the physical needs
- Changes to lesson format will take place in consultation with the Sports Coordinator and SENCO with reference to pupil's IEP's

### **Able, Gifted and Talented**

We have a number of pupils who show a particular talent for one or more of the PE / games elements. These pupils are encouraged to express their talents with style in the lessons as an example to their class mates. Discussions are held with the child's parents, who are encouraged to take their child to a local club, where the talent can be assessed and encouraged by specialist coaches.

PE is taught primarily by class teachers with the support of Teaching Assistants, though wherever possible use is made of specialist PE tuition.

### **Assessment**

This is achieved by a continuous process of observation by the teacher, based on the knowledge of the pupils and the content of the work. Clear objectives and criteria have to be established and shared with the children, thus giving a purpose to, and an understanding of, the programme of study thus assisting the child with their next stage of learning.

At the end of the school year each teacher submits end of year group evaluations in PE against National Curriculum year group expectations. This includes the overall evaluation of the standards in each year group and the evaluation of sub groups such as boys, girls and Pupil Premium.

This enables the subject leader to have a full understanding of the standards in PE throughout the school and the information needed to support further subject development.

### **Reporting to Parents**

Summative reporting in the End of Year School Report for each child will focus on:

- Control, coordination and mobility
- Skills and confidence in a range of physical activities
- Awareness of the physical capabilities of the body
- Cooperative skills

### **Resources**

The PE resources are held in the hall and a purpose-built area and are the responsibility of the Sports Coordinator.

They include:

- Gymnastic apparatus and equipment
- Sports, games and athletics equipment
- Indoor and outdoor space

The PE storage area is checked and tidied as required. No pupil is allowed access without adult supervision. Equipment is detailed to be checked annually by the relevant company.

All staff are responsible for keeping the PE cupboard tidy so that it is easy to locate the required items and to avoid unnecessary accidents.

Professional coaches from OLCC regularly attend St Bernadette's to assist teachers with PE lessons.

## **Planning**

St Bernadette's uses the Lancashire Scheme of Work for PE 2014 (and 2012 for Foundation). This is used as a basis for lesson planning, along with TOPS Scheme and successful ideas shared between other schools during PE related courses / conferences.

All teachers / coaches are required to read lesson plans carefully and adapt these to the needs of the children. Time is a particularly valuable resource and to maximise the allocation to PE:

- Pupils are encouraged to change quickly into the correct PE clothing with the minimum of fuss
- Lessons are conducted in a disciplined manner

In planning PE the following must be considered:

- Warm up / Cool down
- Appropriate match between activity and ability
- Depth and breadth of study
- Progression and continuity
- Inclusion of all pupils
- Health and Safety (Risk Assessment)

## **Health and Safety**

Health and Safety issues in PE include:

- The children should be informed of any health and safety information prior to the lesson commencing
- Safe handling and movement of apparatus. The children are taught how to carry the apparatus safely. This is done under supervision of the teacher
- Safe practice in the use of apparatus
- Safe practice with regards to the kinds of activities undertaken

- Dress and appropriate clothing / footwear
- Medical conditions of the pupils (including those children requiring an inhaler for asthma)
- Changing arrangements for pupils. Arrangements are made for Year 6 boys and girls to change separately. All other years change within the classroom. However, there may be other occasions where it is necessary to provide separate changing facilities e.g. on religious grounds. Detailed guidance on changing arrangements has been taken from "Guidelines on Changing Arrangements (LEA)", "Guidelines for PE in a culturally diverse County", "Safe Practice in PE (BAALPE)" and "Guidelines for the provision of swimming"
- If a child misbehaves during the lesson they will be asked to have a "time-out" from the lesson but they will not be excluded for the remainder of the lesson

### **Appropriate Clothing**

Children are expected to wear:

- Plain shirts (blue or black)
- Plain t-shirt or PE top (white)
- For indoor PE – flexible black pumps or clean trainers, otherwise bare feet
- For outdoor PE – pumps or trainers

No school shoes will be allowed to be worn for PE lessons.

Long hair should be tied back (girls and boys) and pupils should remove any jewellery e.g. watches and earrings. Rigid headbands should be removed.

Teaching staff and assistants should set a good example for their pupils. They should ensure that their own footwear is suitable and their clothing is appropriate for a PE lesson. Any jewellery that may pose a risk to health and safety should be removed.

### **Extra-Curricular Activities**

A number of sporting activities are arranged for boys and girls. School teams are selected to represent school at football, netball, rounders, swimming, cross-country, tag rugby, cricket, hockey and athletics.

When selecting pupils for the school teams the following considerations are taken into account:

- Individual skill
- Ability to function as a member of a team
- Development of pupil self-esteem
- Promotion of a positive image for the school with regards to general behaviour and sportsmanship
- Regular attendance at practices
- Attitude of a team member towards the less able members of the team

- Behaviour in the classroom. No child with a poor behaviour record in class will be chosen to represent the school

All children from St Bernadette's (Foundation to Year 6) will have opportunities to attend after school sports clubs organised by St Bernadette's teaching staff throughout each academic year.

### **Review and Development**

It will be necessary to keep the PE curriculum under constant review. This will be the responsibility of the Sports Coordinator but will involve the views of all the teachers to ensure that targets are being met and the necessary changes are made as required.

Signed: ..... (Headteacher)

Signed: ..... (For and on behalf of the Governing Body)

Date: .....