

English Martyrs' Catholic Primary School



Physical Education Policy

Our Mission

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**.

As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others.

Therefore both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children.

Intent

Within our curriculum, we ensure all children are prepared for life, with the skills they need to achieve, aspire and accomplish both academically, physically and spiritually, regardless of their faith, creed or race; meeting every child's potential and their needs. At English Martyrs', this includes meeting the needs of a very mixed community representing a broad range of faiths, ethnicities, creeds and socio-economic circumstances: a significant proportion of children with high needs and are disadvantaged; children living in high social deprivation, asylum seekers, vulnerable children and families who seek security and safety in our school family.

Our intent is for learning without barriers so that all children can succeed and that all children experience a wide variety of physical skills and sports, that will enhance life-long fitness and life choices. Our PE lessons aim to challenge and encourage children to work on their self-esteem through the development of physical confidence and problem solving.

Our Intent is to meet these needs by...

- ...providing a sports curriculum that enables all children to participate
- ...providing sporting opportunities that otherwise they would not be able to participate in
- ...providing children with the life skills they need to pursue and enjoy a healthy life and lifestyle
- ...educating children in healthy living
- ... treating every individual child as a unique and valued member
- ...providing a curriculum that is rich and broad, with high expectations and a culture of challenge for all
- ...giving children opportunities to develop their own sporting skills
- ...giving children the opportunities to participate in a variety of sporting clubs
- ...supporting children's mental and emotional health through active lifestyles
- ...developing healthy competitiveness within sports whilst working collaboratively as a team

Implementation

At English Martyrs' these intentions will be Implemented by:

So that we can ensure children receive appropriate, bespoke, tailored and top quality provision in sport and so that our intentions for all can be fully implemented, English Martyrs' Catholic Primary School employ TQ Sports coaches to Team Teach with our existing staff and deliver a full and appropriate PE curriculum to all children, Nursery to Year 6.

Learning has been mapped out and sequenced through each Key Stage in order to ensure coverage of skills and clear progression. A range of activities will be provided with a broad base of movement knowledge, skills and understanding, which children can refine and expand throughout their primary school years.

Time Allocation

Our school aspires to providing each pupil with a minimum of 90 minutes of physical activity per week. We also provide 30 minutes a term to Healthy Heads for each class, daily mile and Yoga.

The Curriculum

Our PE curriculum is designed to fulfil the requirements of the National Curriculum for Physical Education. We follow the Lancashire Scheme of Work units for PE, using PE passport.

Early Years Foundation Stage

- Physical Development continues to be a prime area on the EYFS Curriculum 2021. Staff will plan activities and experiences throughout the year which allow children to access the statutory education programmes within the Early Years Framework.
- Staff recognise that EYFS progress is not linear and therefore themes will be readdressed many times, in different ways whilst learning in our Early Years Unit at English Martyrs'.
- Teaching staff will complete observations of children against our chosen assessment tool, Birth to Five Matters. These fall into two categories; Moving and Handling and Health and Self-Care.
- Opportunities for Physical Development are planned for and available within enhance provision and the learning environment, indoors and out daily.
- Physical Development is not confined to PE Lessons but instead this session is used to enhance physical learning with different equipment and skilled coaches.
- The Early Learning Goals for Physical Development are set out in the Early Years Statutory Framework and are the aim for all children finishing their Reception year.
- Teaching Staff will be able to refer to information from the Foundation Stage Profiles/End of Year Reports and information passed on by previous teacher, to ascertain where the children are at and plan to build on these experiences accordingly. Assessment is a planned part of all effective teaching and learning.

Key Stage 1

Pupils 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.

Pupils should be taught 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2

Pupils 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.

Pupils should be 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.

The children in our Nursery and Reception classes follow the EYFS guidelines. Staff encourage children's physical development during PE sessions and through activities provided in both their indoor and outdoor classrooms. Enhanced provision is planned and used to support fundamental movement skills as well as specific skills being learnt in PE such as ball skills and obstacle courses.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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 Curriculum planning in PE is carried out in three phases, (long-term, medium-term and short-term). Class teachers' short-term planning builds upon the prior learning of the children, with opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

Health and Safety

Health and safety awareness forms an integral part of children's learning in PE and each member of staff take responsibility in establishing codes of safety with the children.

PE Kit

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Indoor Activities: pump bag, black shorts, white t-shirt and pumps (not laced)

Swimming: Swimming costume/trunks and towel.

Outdoor Games: Pumps or trainers

Staff

- Teachers should also wear appropriate clothing.
- All jewellery must be removed. Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Children Without Kit

At the beginning of each term parents will be informed by letter/class teacher of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an on-going problem an informal conversation with the parents would be appropriate.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes a First Aider should accompany the children to apply first aid, which is then recorded in the Accident Book.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold, dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Other Issues

Teachers accompanying the children to the swimming baths must follow general school procedures for taking children out of school, taking account of numbers at every change of environment. They must be confident that the children are aware of all the rules relating to their safety and know the emergency drill used by the swimming pool staff. Children must be supervised at all times, including changing and taking a shower.

The Learning Environment

As the Hall is used for much of the physical activity it is essential to ensure the area is appropriately cleaned. The teacher should assess the suitability for barefooted work in dance and gymnastics. For activities taking place outside, the area should be free from hazards before activity takes place. We aim for our PE lessons to take place outdoors, unless it is gymnastics or dance.

Equipment and Resources

Resources for PE should be stocked in areas that are easily accessible. Games equipment should be accessible to children only under adult supervision. All teachers should ensure equipment is returned to its correct place after use. We expect children to help set up and put away equipment as part of their work, including a range of gymnastics apparatus. By doing so the children learn how to handle equipment safely and respect resources.

Regular checks should be made on all equipment. The Subject Leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the Subject Leader when any items need repairing or replacing. Any items constituting a danger should be taken out of use immediately.

An independent safety officer inspects all large items of PE equipment annually.

- All children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Children should be aware of safe practice when undertaking any PE activity, (e.g. not jumping or running in front of others, etc)
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Good class control is fundamental to safety.

Out of School Hours Opportunities

The school provides a range of PE-related activities for children out of school hours, taught by TQ Sports. These encourage the children to develop their skills in a range of the activity areas. The school informs parents of the current club activities on a regular basis. Most clubs are available to pupils of all abilities. Some of these activities introduce a competitive element to team games and allows the children to put into practice the skills that they have developed. These opportunities foster a sense of team spirit and co-operation amongst our children.

Equal Opportunities and Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.

- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and Gifted and Talented Subject Leader. They may then be further extended.

Staff Development

- The Holistic Team will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside The Holistic Team.
- The Holistic Team and TQ Sports will have a program of team-teaching set out through the year to support staff. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.

PE and other areas of learning

At English Martyrs' PE has links with other subjects. For example; ICT is used to demonstrate and assess skills and PSHE lessons are extended through the promotion of team work and leadership skills. During our Healthy Heads sessions, Physical Activity is also used for 30 minutes to give children the chance to apply their learning and skills.

Impact

The Holistic Curriculum Team will measure Impact of the implementations of the PE curriculum in collaboration with class teachers and SLT through:

Assessment and Attainment

Teachers use the PE Passport to record children's assessments, they grade children bronze, silver or gold for each skill. A child's passport follows their journey through English Martyrs' therefore, teachers are able to plan using these, focusing on particular areas of weakness for their cohort.

Within the EYFS observations are undertaken on Evidence Me and in floorbooks. This evidence is used for individual assessments and to support future planning.

Teachers are able to refer to the Physical Education progression of skills document (Year 1 to Year 6) and EYFS Learning Goals when making judgments (Birth to 5). This document

breaks down the National Curriculum objective statements and supports teachers when assessing pupil progress.

We monitor and assess children's learning throughout each PE lesson on a weekly basis. Children are actively involved in their target making and progress. Teachers provide 'in-the-moment' feedback and support. All assessment data is used to inform future curriculum planning, outlining how support/ challenge can be provided to meet the needs of our pupils. At the end of each unit, children will be assessed on whether they are working towards, working at or working above age related expectations.

Monitoring and Evaluation of the Subject

All monitoring exists to help improve the teaching and learning within the subject. Plans are monitored by the Holistic Curriculum Team and class observations are carried out in line with the schools monitoring processes.

Curriculum Team responsible: Holistic Team

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