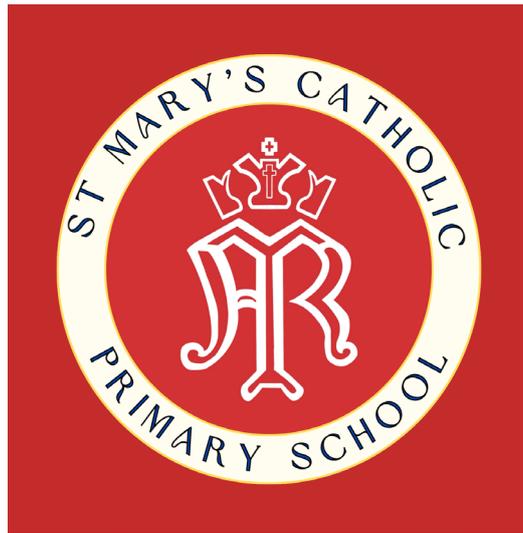


*St. Mary's Catholic Primary
School*



**PHYSICAL EDUCATION
POLICY**

September 2024

St Mary's Catholic Primary School Physical Education Policy 2024

Contents

- 1. Rationale*
- 2. Aims*
- 3. School Curriculum*
- 4. Entitlement*
- 5. Teaching and Learning*
- 6. Inclusion and equal opportunities*
- 7. Out of school hours learning*
- 8. Resources*
- 9. Assessment*
- 10. Safe practice*
- 11. Monitoring and evaluation*
- 12. Appendices*
- 13. Whole School P.E. coverage document*

1. Rationale

At St Mary's we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil at St Mary's. Such activities, experienced within a range of areas, aim to promote a broad base of movement knowledge, skills and understanding. They also support the development of a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of living a healthy and active lifestyle and begin to understand those factors that affect health and fitness.

2. Aims

“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding

activities.” [Children should be offered] opportunities to compete in sport and other activities.” National Curriculum, 2014.

Our children will be offered the opportunity to:

- Acquire and develop skills, performing with increasing physical competence.
- Understand what it takes to persevere, succeed and acknowledge the success of others.
- Develop a positive attitude to participation in physical activity.
- Develop an understanding of the effects of exercise on the body.
- Develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- Promote an understanding and appreciation of the value of safe exercise.
- Develop a sense of responsibility towards their own and others' safety and well-being.
- To respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.
- Set targets and compete against others, both individually and as a team.
- Further develop skills by joining sports clubs which have links with the cluster schools.

3. School curriculum

Physical Education at St Mary's Catholic Primary School is based on the lesson plans, activities and resources from Primary P.E. Planning LTD, which is subscribed to on an annual basis by the school. The philosophies behind the schemes are as follows:

- Every child matters – quality learning opportunities for all abilities.

- Exciting learning journeys – clear, measurable learning journeys for all abilities.
- Assessment without levels – measuring every child's progress.
- Free flowing lessons – responsibility towards the learner, development of leadership skills.

The Primary P.E. Planning resources are Afpe accredited and link together to ensure physical literacy is being developed over a variety of areas of Physical Education. They take each pupil on a progressive, exciting learning journey from Early Years through to KS1 and KS2.

In all year groups, lessons are delivered by an external PE specialist, who works with staff to provide high quality experiences and sessions for the children. The specialist follows the school long term P.E. plan for each year group and uses the Primary P.E. Planning resources and lesson plans to deliver the P.E. sessions.

At Key Stage 2, swimming is taught by a swimming instructor with support from the staff. Only those children who are unable to swim 25 metres attend swimming lessons, which one for one session per week for a whole term. Information on progress, assessment of attainment is provided by the swimming instructor in consultation with the class teacher.

4. Entitlement:

The school provides all pupils with the full entitlement of two hours of Physical Education a week. This is delivered through lessons totalling one and a half hours in Key Stages 1 and 2, with half an hour being provided by 'Love Ballet' for each class on a Friday afternoon. It is our aim that the units of work are blocked so that for a set period of time all the lessons are on the same area of activity (e.g. 6 weeks on netball).

Each class is timetabled so that they can access the hall for sessions. When units do not require the hall, the lessons take place outside on the field or playground.

5. Teaching and Learning

A variety of teaching and learning styles are used in PE lessons, including problem solving. A wide variety of resources are available to staff to assist the delivery of different sports and skills and ensure that units are progressive and challenging to children of all abilities. The majority of P.E. lessons are taught using Primary P.E. Planning resources, but some, such as fencing and archery, are taught using schemes from the sport's organising bodies. Within lessons, each child is given the opportunity both to collaborate and compete. All classes have children of differing physical ability, therefore teaching strategies cover a range of skills appropriate to their age and experience, including:

- Setting common tasks which are open-ended, differentiating the outcome.
- Setting tasks of increasing difficulty to build skills and challenge physically.
- Providing challenge through differing resources, targeted to individual or group needs.

Every child is praised for their achievements and encouraged to fulfil their potential through continued support and positive feedback.

6. Inclusion and equal opportunities

Planning and teaching are differentiated to ensure all children, regardless of physical ability, are engaged and included in all lessons. Through the support of their peers and staff, they are a valued member of any group or team. They are offered opportunities to take part in intra-school competitions and interschool activities and competitions where appropriate. A wide range of competitive games, both inter-school and intra-school, are offered to all children.

7. Out of School Hours Learning

The aims of the out of school hours learning programme are to *extend* and *enrich* the work being done during curriculum PE, and to provide pupils with opportunities to compete and to develop the skills they need in a larger and more competitive environment. Currently, the school purchases into the SCo (School Sports Coordinator) programme at Blessed George Napier Secondary School and attends events at cluster, county and district level (when qualifying). External providers also deliver extra-curricular football and dance clubs after school.

The aims of the school's out of hours learning for PE are as follows:

- To provide a balance of competitive and non-competitive activities through intra and inter school events.
- To provide pupils with the opportunity to practise and develop their skills through competition at higher levels.
- To ensure that the school regularly participates in events which promote physical activity and support links to community clubs.

8. Resources

The PE coordinator will develop, maintain and renew resources to support schemes of work. These should be suitable for the activity, age and ability of the children. They should provide opportunities to fulfil all National Curriculum requirements through challenging and engaging activities. All resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

Resources are kept in the container on the school field and should be counted, and counted in, returned in good condition and working order.

Pupils should be encouraged to:

- look after resources
- use different resources to promote learning
- return all resources tidily and to the correct place (overseen by staff)

- follow any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported as soon as possible. Any damaged apparatus (which could cause subsequent injury) must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

9. Assessment

To assist in assessment, teachers use the following:

- Observations of the children's individual and group work, talking to them about what they are doing and listening to them describe their work.
- Peer and self-assessment to help the children analyse their own progression and set their own targets.
- 'Symphony' targets and tracking programme is used to monitor progress across all year groups.

10. Safe Practice:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others. All staff teaching or participating in PE lessons should wear appropriate clothing and footwear.

For every PE lesson all children should:

- tie long hair up
- wear appropriate footwear for the lesson (or bare feet where appropriate)
- have an appropriate kit for the PE lesson
- remove all jewellery (or cover with tape if cannot be removed)
- respond to the teacher's commands

- recognise health and safety considerations within the area they are working

11. Monitoring and evaluation

- The school has a Physical Education Coordinator who will be responsible for document reviews and updates.
- The PE policy will be reviewed annually or when any significant changes occur with regard to the curriculum or resources available in school.
- All amendments to the school PE policy will be discussed with all members of teaching staff.
- The PE policy has been written by the school PE Coordinator and is current and appropriate for its intended audience and purpose.
- Coordinator will provide CPD opportunities (as required) to support teachers and ensure all staff feel confident and competent in their teaching of Physical Education.

John Causebrook

July 2024

Review Date

July 2025