

# St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



## Policy for the Teaching and Learning of Physical Education

St Joseph's is committed to Safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment

<b>Approved by FGB:</b>	24 <sup>th</sup> March 2021
<b>Review Cycle:</b>	Every 3 years
<b>Next review due:</b>	23 <sup>rd</sup> March 2024

## Physical Education (PE) Policy.

At St Joseph's Catholic Primary School, we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community. We look to promote children's interest in physical wellbeing, healthy and active lifestyles in order to establish long lasting lifestyle messages. Furthermore, at St Joseph's we look to promote our REACH curriculum through sports and positively encourage children to be resilient, empathetic, aspirational, confident and have high expectations of themselves and their team.

### Aims

- To develop skilful use of the body, the ability to remember and repeat actions
- To perform actions with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.
- To promote active and healthy lifestyles.
- To develop positive attitudes towards physical exercise.
- To engage in competitive sports and activities.

In order to promote active and healthy lifestyles all children should:

- be physically active
- adopt the best possible posture and appropriate use of the body
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance
- understand the need for personal hygiene in relation to vigorous physical activity

In order to develop positive attitudes all children should:

- follow the conventions of fair play and honest competition
- have the confidence to cope with success and limitations in their performance
- show resilience and consolidate their performances
- be mindful of others in their environment

## Curriculum

### Curriculum Planning and Organisation

- PE will be planned, taught and delivered by an external agency of PE coaches to Year 2 and above.
- Reception and Year 1 class teachers will plan, teach and deliver their PE.
- Each class is timetabled to PE for one session every Friday.
- Each class is timetabled so that they can have regular weekly access to the hall
- The playground areas and field are used to facilitate activities such as outdoor activities, games and PE in the Autumn, Spring and Summer.
- Teaching staff deliver high quality PE activities/lessons for 1 hour per week.
- Swimming lessons are provided by qualified teachers
- After school sessions include Cheerleading, Dance and Forest School run weekly by external providers. We also offer a variety of sports clubs which are run once a week, mainly for KS2. The clubs offered are in line with the sports seasons and include hockey, rugby, athletics, tennis, etc.

At St Joseph's Catholic Primary PE will be taught through;

- Exposition (demonstration, explanation and instruction) by the teacher to the class, groups or individuals
- Practical activity and related discussion
- Co-operative group work
- Consolidation and practice of fundamental skills
- Use of professional/qualified coaching to enhance current provision within school
- Extended high-quality provision through after school activities making use of professional / qualified coaches
- Use of community facilities - local swimming baths

The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the Early Years Foundation Stage and The National Curriculum 2014. The PE curriculum at St Joseph's Catholic Primary School is based on these requirements.

### Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

- Expected

Moving and handling - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Health and self-care - children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

- Exceeding

Moving and handling - Children can confidently hop and skip in time to music.

Health and self-care - Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

Areas of activity Early Years pupils should be taught:

Games

- Spatial awareness
- Fine and gross motor skills
- Co-ordination and control
- Aiming, predicting and estimating
- Adjusting speed and changing directions

Dance

- Using their imagination in art, design, music, dance, imaginative role-play and stories to experiment with different ways of moving

Gymnastics

- Travel around, under, over and through balancing and climbing apparatus

### **Key Stage 1 and Key Stage 2**

The National Curriculum states that pupils should develop fundamental movement skills, becoming increasingly competent and confident and able to 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.

Games (KS1 and KS2)

Pupils should be taught:

- Simple competitive and team games
- A variety of ways to send, receive, strike and travel with/without a ball

- Games which include running, chasing, dodging, avoiding and awareness of space and other players
- To develop core skills in attacking, defending, invasion, striking and fielding
- To play small-sided and simplified versions of net/wall and target games

#### Gymnastics (KS1 and KS2)

Pupils should be taught:

- To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing)
- To link movements on the floor and apparatus
- To repeat movements / develop sequences
- To develop complex movements
- To develop flexibility, strength and balance.

#### Dance (KS1 and KS2)

Pupils should be taught:

- To compose and control movements by varying shape, size, direction, level, speed, tension and continuity
- Perform dances using a range of movement patterns
- Investigate different genres of dance
- To express feelings moods and ideas
- To respond to various stimuli including music

#### Athletics (KS1 and KS2)

- To develop and refine basic running, jumping and throwing techniques using a variety of equipment
- To measure, compare and improve their own performance
- To develop technique and control

#### Swimming (KS2)

Pupils should be taught:

- To swim unaided, competently and safely for at least 25m
- To develop confidence in water
- To develop floating skills and support positions
- To develop an effective and efficient swimming strokes on the front and back
- To understand and follow basic water safety and survival skills

#### Outdoor Activities (KS1 and KS2)

Pupils should be taught:

- To perform outdoor and adventurous activities in a variety of environments
- To face physical and problem solving challenges individually and collaboratively.

### **COVID-19 Provision**

In respect of government guidance and to ensure children can return to school safely we will adapt the teaching of PE.

Staff should:

- Plan lessons that are distanced and non-contact sport
- Focus on lessons that encourage dance, outdoor activities, tennis rather than team games
- Teach outside wherever possible. Due to weather this is not always possible so staff will teach children in own classrooms.
- Wipe down all PE equipment after use.
- Reduce and where possible, avoid sharing equipment
- Encourage children to wash hands
- Promote good hygiene

### **Inclusion**

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil.

- Reception Class teacher will ensure that spare PE kit is available for any occasional circumstances where a child does not come to school in their own.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

More-Able, talented pupils and children with Special Educational Needs and Disability will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

### **Equality**

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

## Resources

All teachers have access to centrally stored PE resources. Resources are kept in two locations; indoor (the hall) and outdoor stores (PE shed and cupboard). All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually.

## Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's Risk Assessments and the British Association of Advisers and Lecturers in Physical Education (Baalpe) safe practice document which outlines specific PE guidance. All staff have a copy of the Health and Safety Policy in school documentation file. The Baalpe safe practice document and risk assessments can be accessed in the Headteachers office.

- Pupils are taught how to improve their own abilities to assess risks.
- Staff should carry out risk assessments with the children at the start of all PE lessons.
- First aid equipment is available, and all TA's and some teachers are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible in the first aid bag.
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc ).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.

- Teachers ensure that no jewellery is worn in lessons. If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)
- If a child has no trainers/pumps for outdoor PE they use their shoes (this should be seen as an action in emergency, one off situation).
- All long hair should be tied back.
- Suitable clothing should be worn for each lesson (see school website for correct clothing). Children should not engage in physical activity without correct kit.
- Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. Parents will be informed after two consecutive occasions of no PE kit.
- All children with verrucas should wear pumps
- Every child must come to school on a Friday dressed in their PE kit.
- It is important that staff should consider their own safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity. *Staff to wear staff PE kit when teaching PE.*

When travelling to sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

- All children wear seat belts
- All supervising adults to be aware of risk implications
- All supervising adults that attend swimming to hold a current DBS
- All transporting adults to be fully insured
- Parent permission for taking children out of school obtained
- Parent permission for children to be transported by other parents
- After school competitions children to be transported by their parents or a responsible adult who the child's parents have given permission. School to be informed.

Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school.

### **PHSCE**

As documented in the schools' PHSCE Policy, Early Years Foundation Stage Curriculum and National Curriculum 2014, children need to develop the skills required to lead confident, independent lives and to become informed, active and responsible citizens.



### **After School Clubs**

Depending on the time of the year, St Joseph's Catholic Primary provides opportunities for children in wide variety of areas. These after school clubs are updated and changing according to the interests of the children and the competitions that we have coming up.

After school clubs are available for children to attend from Reception to Year 6, although they are normally kept to Key Stage 1 or Key Stage 2 children.

All sports clubs are open to both girls and boys and are delivered by qualified coaches or teachers who deliver high quality lessons. The provision of after school sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.

At St Joseph's we take part in local sporting competitions, football, hockey, netball, rugby, cricket, rounders, athletics and cross country. When we take part, we like to win, however equally as important is good sportsmanship, the way in which the team play and the ability to congratulate stronger competitors. We teach our children how to be part of a team and the support of each other required to be successful. Our curriculum and clubs are not only aimed at giving opportunities for developing competitive skills but giving gifted and talented children opportunities to enter district and regional competition.

Children and parents are expected to show a commitment to a club that they have joined. If a child needs to miss a session it is expected that the child/parent apologises and informs the member of staff leading the club the reason for absence. Only valid reasons are accepted (eg, away from school as the child is ill, the child is injured). Any child/parents showing a lack of commitment to the club will be removed from the register.

Equally, parents are expected to respect the time that the club finishes. If a child is not collected from a club on time on three separate occasions, the parent will be advised the club is no longer open to their child.

### **Parents**

At St Joseph's parents are encouraged to inform class teachers or PE subject leader if they have a certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons/clubs or events. Parents are encouraged to attend Sports day to celebrate and promote physical activity, as well as support groups to travel to sporting events as support.

## The Role of Curriculum Subject Leader

- To monitor and evaluate the PE curriculum throughout the school.
- To encourage other members of staff in their teaching of PE and to give support where appropriate.
- To encourage staff to work within the guidelines laid down in the PE policy.
- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the Policy and Scheme and resources on a regular basis.
- To assist the Headteacher and Governors in the development of the School Development Plan.
- To manage a budget to purchase in line with the school's needs.
- To support members of staff in the use of effective planning, assessment and recording systems.
- To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.