



## St. Edmund's Catholic Primary School

*'Together we learn and grow through worship and celebration'*

### PHYSICAL EDUCATION POLICY

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|--|---|
| Committee responsible for policy                                   | Curriculum and Achievement  |
| Co-ordinator   | Tom Rose  |
| Statutory/Non-statutory  | Non STATUTORY   |
| Frequency of Review  | Free to determine – every 3 years or earlier if required                  |
| Date of last review<br>Approved by <b>Staff/ SLT/Committee/FGB</b> | June 2021   |
| Date of next review  | <b>June 2024</b>  |
| Purpose of policy  | To outline the purpose, nature and management of PE at St Edmund's school |
| Consultation   | Staff   |
| Links to other policies  | Health and Safety<br>Medical conditions                                   |

#### Introduction

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Physical Education is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the physical education programme taught in our school.

This policy reflects the consensus views of all staff and has been approved by the Governing Body. The implementation of this policy is the responsibility of all staff for it reflects the entitlement our children have to a soundly planned curriculum.

## **Policy Statement**

The school believes that physical education in a safe 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 pupils with 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 selection 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.

Pupils are encouraged to appreciate the importance of a healthy fit body, and begin to understand those factors that affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that Physical Education is integrated into the whole school's planning for the development of the pupil's communication, numeracy, PSHE and ICT skills.

## **Curricular Aims**

- To develop competence to excel in a broad range of physical activities
- Pupils who are physically active for sustained periods of time
- To engage in competitive sports and activities
- To lead healthy, active lives

## **Staffing**

- PE lessons are delivered by the class teacher and specialist PE coach.
- It is the responsibility of the person delivering PE lessons to follow the curriculum guidelines set out by the National Curriculum, supported by the PE Lead.
- The class teacher is responsible for monitoring the progress of the children in their class and reporting this on an annual basis.

## **Entitlement**

The school provision for physical education is in line with the National Curriculum. Children are taught to:

### **KS1**

- 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

### **KS2**

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics.
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within in a team

- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Swimming and water safety**

Pupils are taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, back stroke and breast stroke
- Perform safe self-rescue in different water-based situations.

Schemes of work will determine the focus of each activity area. At St. Edmund's, the Merton School Sports Partnership scheme of work is followed. The school provides approximately two hours of high quality physical activity for each pupil each week. In addition to this, the school will aim to provide the opportunity for each pupil to take part in physical activity in each key stage through our extra-curricular clubs.

### **Differentiation**

In all classes there are children with a range of differing physical skills. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, for example, in some lessons through differentiated tasks, and in other lessons by providing different sized pieces of equipment.

Activities will be planned to allow success and progression for all learners. Classes are grouped according to the needs of children and activities; sometimes according to ability and sometimes in mixed-ability groups.

Pupils who excel at PE can be given the opportunity to represent the school in competitive matches, tournaments, festivals and galas when feasible. It is the decision of the Class teacher, coach or club leader to select the children to best represent the school. Decisions should be respected, choices are not made lightly.

### **Assessment and Recording**

Teachers report formally to parents/carers in the Annual Report to Parents

### **Continuity and Progression**

- The P.E co-ordinator monitors the curriculum mapping for physical education across the school year, and monitors the effectiveness of the programme on a termly basis.
- The P.E co-ordinator monitors medium-term planning every term.

### **Equal Opportunities**

In Physical Education lessons, staff will not assume that interests and skills in this area of the curriculum are predetermined by ethnic background or by gender and do not permit themselves or their pupils to be influenced by stereotypical behaviour.

Our pupils have equal opportunities to develop qualities and skills in relating to co-operation and sensitivity, fair play and respect, the acceptance of decisions and rules and the handling of success and failure with dignity. All our pupils have equal access to the component parts of the physical education programme.

On the occasions that pupils are taught in single gender groups, this is for preparation for single sex team competition or for health and safety reasons.

### **TEAMS and representing the school**

Teams are selected on best performance, skill and athletic ability, particularly for competition as the standard across the borough is very high.

Poor behaviour may result in children being excluded from representing the school teams.

The coach/teacher in charge has the final decision on teams put forward to represent the school.

Parents are expected to support and comply with both the 'supporters' code of conduct' and the school ethos. Decisions are never taken lightly.

Where possible 'friendlies and B/C team matches are organised. All children are able to attend extra-curricular clubs for training purposes and to develop their skills and stamina. This is not the policy of all schools but we aim to promote health and fitness in as many ways as possible so encourage all children to take part in the clubs, regardless of whether they represent the school team or not.

### **Safe Practice and Risk Assessment**

The school's Health and Safety policy outlines the safe codes of practice for our school and provides the necessary guidance on the response and the reporting of all incidents.

'Safe Practice in Physical Education, School Sport and Physical Activity' published in 2020 states that,

- No jewellery or watches may be worn for PE and long hair must be tied back. All children must change into different clothes for P.E and extra-curricular activities and wear appropriate footwear.
- Staff wear appropriate clothing for PE lessons.
- Any child unable to take part in PE due to medical reasons must bring a note from a parent or guardian to explain why.

Pupils who do not bring their PE kit in will not take part in the PE lesson and shall be required to observe other members of the class participating in the PE lesson. A record will be kept of those pupils who do not bring their PE kit in, and if this occurs on more than two/three occasions, then the class teacher will speak to parents to discuss why their child has not been bringing their PE kit into school. Children are reminded regularly that P.E is a part of the National Curriculum and is not an optional lesson.

### **Staffing and Staff Development**

- Teachers are encouraged to attend CPD courses, which are arranged through the School Sports Partnership. The PE Co-ordinator informs all staff of the courses available and liaises with the Headteacher to ensure that funding is available.
- Where a specific skill or activity is being taught, every effort is made to support a teacher concerned about delivery.

As far as possible, the physical education curriculum will provide opportunities to establish links in with other curriculum areas. In particular we will endeavour to establish links between: Citizenship, PSHE, Numeracy, Literacy, Science, ICT, Music and Geography.

### **Extended Schools**

The school believes it is of great benefit to provide a rich variety of extra activities for the pupils. These activities are led by staff and outside coaches at the end of the school day. Details of the wide range of clubs on offer are sent home to parents including information of extended opportunities available in the community, when such information is available. Clubs and activities are inclusive and open to all pupils irrespective of gender, background or ability.

### **Aims**

- To provide opportunities for pupils to further develop skills and interest in particular activities for enjoyment and for the future.

- To support and enhance the school curriculum, including enabling, extending and extension activities.
- To provide further opportunities for pupils to work together in teams, being mutually supportive.
- To help provide a pathway for pupils into community sports clubs.

### **Adults Other Than Teachers (AOTTs)**

Adults other than teachers (DBS checked) are used within school for one of the following:

- To lead or support a teacher in the delivery of an activity
- To run a taster session or an out of school hours activity or club.

The use of AOTT is arranged by the PE Co-ordinator in liaison with the head teacher.

Parents are encouraged to support their children when they are involved in sporting activities outside of the curriculum, but their behaviour must be in accordance with the Richmond Sport Development Team's Code of Conduct for Spectators. Failure to abide by these rules will result in the individual being requested to leave.

### **Equipment and Resources**

- Equipment for PE is stored in the PE shed on the field, the three PE sheds on the playground, P.E Co-ordinators cupboard and the Hall. The PE co-ordinator is responsible for monitoring the PE shed, although every teacher is responsible for ensuring it is maintained in an efficient and tidy manner.
- The PE co-ordinator is responsible for purchasing and maintaining equipment, which should be budgeted for, out of the annual budget. Teachers make requests for PE equipment to the P.E Co-ordinator.

### **The Learning Environment.**

- The hall is cleaned on a daily basis and after lunch to enable bare footwork in dance and gymnastics.
- A PE notice board is maintained by the PE co-ordinator and informs pupils of coming events, display pupils' work, to support subject knowledge and to celebrate achievement.

### **Monitoring and Evaluation**

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment. The PE co-ordinator monitors planning, children's participation and teaching on a regular basis. The Senior Leadership Team oversees the work of the co-ordinator and may carry out monitoring activities in line with the school's policy for monitoring.

PE is also monitored by the Governing Body through the work of the Curriculum and Achievement Committee, who will review this policy on a regular basis.

The named PE Governor (Louis Harrison) meets with the PE co-ordinator and Head teacher annually to look at the impact of the Sports Premium Grant and to consider priorities for each new academic year.