St Mary's Catholic Primary School PE Policy

We grow and learn in the footsteps of Jesus

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PE Governor: Nicola Petitt

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PE Policy

Aims of the Physical Education curriculum at St Mary's School

Intent

At St Mary's school our key aim is to inspire **EVERY** child to be passionate about Physical Education and Sport. At St Mary's we believe that Physical Education and sport is for everyone! PE is the heart of our school and we aim to give them a love for PE, Sport, physical activity and a healthy lifestyle that continues throughout their lives.

Implementation

Our PE lessons at St Mary's school are devised from the Primary PE Planning online Platform. They allow for a consistent delivery and structure across the school. The planning has been developed so that **progression** is built into the scheme (an exciting learning journey from Early Years through to KS2). This ensures our children are increasingly **challenged**, **inspired** and **motivated** in **ALL** PE lessons. We believe that mastery is paramount allowing ALL children to feel **confident and motor competent** when learning key skills**.** The curriculum provides a foundation from Early Years to Key 2 for an ongoing development of Physical Literacy. Our children receive an **inclusive**, broad and balanced programme of PE. The curriculum is mapped to ensure that children participate in a wide range of activities.

Our planning is structured through the **short**, **medium** and **long** terms:

Short term lesson plans provide children with the opportunity to develop their skills, develop/build on knowledge & understanding while challenging all abilities. We strongly believe motor competence is key. Children are given clear learning goals and expectations. The lessons allow for feedback, self/peer assessment through our progress-ometers. The children are also able to develop cognitive skills such as decision making and analysis of performance. Many lessons also have accompanying videos which model powerful demonstrations and through these the children develop a picture of what success looks like and can focus towards it.

Medium term planning provides an overview of each unit - it incorporates PE assessment criteria, physical, thinking, social and emotional key skills, cross curricular links and aspects of health and safety. With every unit of work, we have the PPP progression of key skills documents and knowledge organisers. The knowledge organisers provide an overview of prior learning and highlight key terminology, rules and skills. Incorporated within each unit is the second pillar of progression: Rules strategies and tactics that can be through competition, personal bests and teamwork.

Long term planning is created through a curriculum map, this is devised through collaboration with colleagues and children. We also ensure pupil voice- (through questionnaires and individual feedback) is valued and we allow for time on the curriculum for the children to have an input as to lesson delivery options at the end of the summer term. We also link with topic areas, creating strong cross curricular links. Connective planning also incorporates seasonal, local, national and global events including, for example, SSP competitions, Wimbledon, World Cups, amongst many others.

Impact

PE is an essential part of the curriculum and through our PE lessons children develop their physical literacy and key skills giving them the tools to become physically confident and motor competent. Our High-Quality PE curriculum focuses on the whole child, developing their **physical, social** and **thinking** skills. Our PE is provided in a safe and supportive environment and is vital and unique in its contribution to a child's **physical** and **emotional** development and **health and wellbeing.**

We provide opportunities for the children to compete against themselves and others during PE lessons, building character and developing key values including fair play, respect, communication, collaboration, commitment, leadership and teamwork.

Our school aims are linked to those in line with the PE national curriculum, which are to ensure that all children:

- Develop competence in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Understand how to improve in different physical activities and sports and know how to evaluate and recognise their own success.
- Lead healthy, active lives

The 'Three pillars of progression' are embedded throughout our curriculum at St Mary's:

These include:

1. Motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific
2. Rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities
3. Healthy participation – knowledge of safe and effective participation

Teaching and Learning-Curriculum Implementation

Early years Provision:

The planning provided for Nursery and Reception is tailored towards the National Curriculum Early years and foundation stage EYFS set standards. Our planning is focused on the development stage for 3-5 year olds.

Progression is carefully planned and developed from Early Year through to KS2. We aim to develop **fundamental movements skills (FMS)** through **gross** and **fine** motor skills (first pillar of Progression: Motor Competence). In turn, these develop both confidence and control in activities such as running, jumping dancing, hopping, skipping and climbing. These fundamental movement skills form the building blocks for more complex movement skills.

The lessons are challenging, engaging, fun, imaginative and well resourced. They also allow the children to transfer their learning skills from their PE lessons back into their classroom/outdoor play environment.

Key Stage 1

Children 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.

Children are taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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

Children 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.

Children are 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.

Enrichment and Provision in PE

We also offer and provide the following in order to enrich and enhance the provision of PE at St Mary's School:

- **After School Clubs:** Sports club twice a week (the topic changes termly)
- **Competitions:** We attend regular competitions with other local Primary school's at least every half term, this includes netball, dance, gymnastics, cross country and obstacle events.
- **Community links:** Swimming, bowls at local bowling club, harbour youth project, Hawse End residential.
- **Events:** Sports Day, inter school football event, wheelchair basketball.

Assessment and Recording

Our assessment is embedded into every lesson, this is facilitated by our Progress-o-meters, which allow for pupils to assess their own and others' progress in the lesson. These assessments help the pupils focus on what they can do and how they can improve.

The Progress-o-meters also enable teachers to assess the pupils' progress in each lesson. Pupils can be recorded as the following:

- Working towards
- At expected
- Above expected
- Most able

The above are also linked to the 'steps to success' developed for a Teaching and Learning scaffold, incorporated within every lesson framework.

They also incorporate the National Curriculum attainment targets for each year. In short, the Progress-o-meter creates an individual pupil profile of attainment.

Monitoring and Evaluation

The PE Lead Teacher or a member of SLT with responsibility for Monitoring is responsible for the overall monitoring of the quality of PE and Physical Activity provision at St Mary's school.
We monitor PE in the curriculum through subject reviews and self-evaluation in order to provide an accurate perspective on how it is being delivered and suggestions on how it may possibly be further improved further.

Physical Education at St Mary's is monitored and evaluated through:

• Lesson observations/Learning walks
• Monitoring of lesson planning/Unit plans
• Monitoring of equipment
• Pupils Assessment data
• Feedback from staff
• Children questionnaires/Pupil voice
• Pupil records of participation, focusing on different groups
• Feedback from pupils/school council about PE and general physical activity
• Pupil attendance and achievement in sporting competitions
• Attendance at after school sports clubs

When external providers are used to deliver physical activity, the PE Lead observes to ensure that high quality lessons are delivered and assessed consistently and where appropriate that schemes of learning/on-line platform resources are being used in order to ensure consistency of approach and delivery. Teachers observe and team teach alongside external PE coaches for continuous professional development.

Equal Opportunities

At St Mary's we are committed to promoting equal opportunities irrespective of socio- economic background, gender, disability and ethnicity in all areas of the curriculum. We believe that our pupils should have equal access to and participation in all that is offered within Physical Education lessons and beyond. Teaching staff plan their lessons and make necessary adaptations and/or differentiation to ensure appropriate challenge and accessibility for all learners**.**

Inclusion

At St Mary's we are committed to ensuring that all pupils participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that pupils should have equal access to and participation in a range of physical education activities in order to reach their own potential. We also use the SEND resources provided by Primary PE planning in order to support our PE provision. We believe that Physical Education and sport is for everyone!

EAL

Children who have English as an additional language, are supported in our PE lesson. Due to the nature of PE, where access cannot be gained through verbal understanding, children will be encouraged to observe or copy and repeat either their peers or the Class Teacher. Fortunately, through our on-line platform (Primary PE Planning) many lessons are complemented with video tutorials, visual aids and resource cards and these act as a learning stimulus for **ALL** including EAL pupils. They are provided with the tools that will allow them to gain an insight as to what is required to succeed in the lesson.

Health and Safety

Physical Education and participation within it can carry some risk. It is the responsibility of the staff delivering PE to ensure that the risk is minimised with the correct implementation of safe practice protocol.

As a school we undertake detailed risk assessments on every aspect connected with the delivery of PE. These can range from an outside agency risk assessing PE apparatus and equipment, our day to day provision for PE within the curriculum, extra-curricular activities and any possible sporting ventures or trips which will take place off site

All staff working alongside our pupils in PE are made aware of any disabilities or health problems and are knowledgeable as to individual needs and provision. They are informed of the procedure for reporting or dealing with any issues pertaining to incidents which may arise during PE sessions. Parents and pupils are also frequently reminded and actively encouraged to ensure that all personal medical necessities required for participation are at hand during activity, for example asthma inhalers.

Experienced staff will demonstrate to all new staff members how to lift, carry and place apparatus safely and how the pupils should move apparatus.
Pupils are made fully aware of safety issues during set up and participation in PE sessions.

Correct clothing and footwear must be worn. All teaching staff and pupils should wear clothing suitable for delivering or participating in PE. Pupils are to have trainers on for indoor activities, and where possible; barefoot for activities such as dance, gymnastics, mini-muay thai and yoga. Pupils are not permitted to wear watches and jewellery and earrings should be removed for PE lessons.

Pupils should also have an available water bottle from which they can hydrate themselves during physical activity. The importance of hydration should be encouraged by all as an important aspect of a healthy balanced diet and active lifestyle.

If a pupil forgets a kit, or part of their kit, we keep a supply of spare PE kit within the school.

If a pupil is excused from PE for medical reasons the pupil will still be fully involved in PE, participating as a 'mini-coach' within the lesson, helping with assessment, perhaps getting out light equipment and giving peer feedback where necessary.