

# St Joseph's Catholic Primary School

**Mater Christi Multi Academy Trust**  
Loving, Living, Learning Together



At St. Joseph's Catholic Primary School, we believe that every child is a unique creation of God.

We promote respect and care for one another following in the footsteps of the family Jesus wants us to be.

Caring for one another is at the centre of our school life.

We promise to provide educational opportunities and experiences to enrich the learning and well-being of the children by following the teaching of Jesus Christ.

Our school values its partnership with the Parish community, together enabling our children to become rounded, confident individuals, with an understanding of Gospel values as preparation for the world of work and life.

## **PE Policy**

### **September 2021**

**St Joseph's Catholic Primary School**  
**Physical Education Policy 2021-22**

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## 1. Our intent

At St Joseph's Catholic Primary School, we have a responsibility to help pupils and staff establish and maintain a healthy lifestyle. Regular physical activity is one of the most important ways people can maintain and improve their physical health, mental health and overall well-being. It is important that pupils are given opportunities to participate in a range of enjoyable physical activities at an early age so they are more likely to continue being physically active throughout the rest of their lives. In many cases Physical Education brings success where other areas of the curriculum may fail to engage the individual child. Physical Education therefore is given a high priority as it widens and enhances social opportunities for all our children and their family. Through Physical Education children can develop good self-confidence and self-esteem and a lifelong positive attitude to a healthy and active life.

## 2. Aims

Our aim is for all children and adults in the school community to experience learning and enjoyment through PE and Sport, leading to healthy, happy and active lifestyle choices. At St Joseph's Catholic Primary School we aim to

- To promote the benefits of physical activity to the whole school community
- To improve the self-esteem and confidence of the pupils through participation in physical activity
- To ensure the pupils are aware of the link between physical activity healthy lifestyles.
- To promote the celebration of sporting events
- To promote inclusion
- To develop skilful use of our bodies, the actions we perform, the control, coordination and fluency.
- To develop the ability to work independently and communicate with and respond positively towards others whilst making a positive contribution to their own and others physical activity.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

## 3. Curriculum Requirements

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and the Early Years Foundation Stage which takes account of individual interests and needs. Children should have access to all components of the Revised Early Years Foundation Stage and National Curriculum programmes of study (Athletics, Dance, Games, Gymnastics, Outdoor Education and Swimming) so that a realistic attempt is made to achieve the expected levels of performance as set out in the NC and EYFS level descriptors.

3a. EYFS The EYFS Statutory Framework specifies that Physical development shall involve opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

3b. KS1 The National Curriculum specifies that in KS1 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 cooperative physical activities, in a range of increasingly challenging situations.

3c. KS2 The National Curriculum specifies that in KS2 pupils should continue to apply and develop a broad 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. 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.

#### 4. Curriculum Planning

At St Joseph's Catholic Primary School we encourage the physical development of our children in the Reception class as an integral part of their work. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. The school follows the progressive schemes of work provided by Lancashire Scheme of Work in Gymnastics, Dance and Games and Athletics at Key Stages 1 and 2 (Including Outdoor Adventurous Activities in KS2). Relevant units are available to all staff who teach them, and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning. At Key Stage 2, swimming is taught by a Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher. By national standards, children should be able to swim 25 metres by the end of Key Stage 2. If children do not achieve this by Year 4, we endeavour to maintain swimming lessons in Years 5 & 6 for children that still require it. Individual lessons should be evaluated to inform planning and ensure differentiation and teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

## 5. Assessment and Recording

Pupils work will be assessed throughout each unit of work using formative assessment methods as well as through core tasks similar to those outlined at each unit of the scheme. These contextual core tasks will allow teachers to compare pupils against the attainment target and expected outcomes.

The School uses the PE Passport, including Planning Sheets and Self-Assessment. Pupils progress will be monitored and recorded by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses and in line with national guidance and expectations. At the end of each unit an indication of the level that they are working at will be recorded – this is reflected as having achieved the expectation, gone beyond it or working towards it and is across all four core strands of learning. This will allow all the unit grades to be looked at by the end of the year so that the overall attainment level given can reflect the progress made over that academic year. This will allow a comparison to be made with national expectations.

## 6. School Sports Premium

Details of the School Sports Premium Budget for each academic year can be found on the school website. The aim of the money is to benefit and up skill both staff and pupils in Sport and Physical Education. The aim of this money is to achieve the following: – Achievement in PE. – Greater participation throughout school. – Impact on personal health and well being. – Improved attitude and behaviour.

## 7. Resources

Resources for PE should be stocked in areas that are easily accessible. Games equipment should be accessible to children only under adult supervision. The PE coordinator will be responsible for resources, and 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.

## 8. Safe Practise

Health and safety awareness should form an integral part of children's learning in PE and each member of staff should take responsibility in establishing codes of safety with the children. The 'Safe Practice in Physical Education (2004)- BAALPE' guidelines should be referred to by all teachers when planning their PE lessons. Risk assessment should be considered when delivering lessons and children should develop their own abilities to assess risks. All teachers should follow the agreed school procedures for correct kit, jewellery, long hair and footwear in lessons. First aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. The co-ordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the co-ordinator when any items need repairing or replacing. Any items constituting a danger should be taken out of use immediately. 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. 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. All coaches from other organisations must hold suitable qualifications and will be CRB checked- including parent helpers.

## 9. Differentiation

Physical activity provision within our school is developmentally appropriate and a variety of teaching and learning approaches are adopted to ensure that:

- Tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success
- Pupils at different starting points all make progress
- The achievement of all pupils are maximised by providing variations in tasks, resources, support and group structure.

## 10. Equal opportunities

The school is committed to allow all pupils their entitlement to participate in the physical education programme, in which there are no barriers based on race, gender, culture or ability. The school acknowledges its responsibility to both children experiencing difficulty and displaying considerable talent. Children are encouraged to participate at their own level, with special needs provision provided through differentiation and support. Each teacher is responsible for enforcing the equal opportunities policy of the school and not merely offering equal access. It is important that boys and girls are given the same praise, time, expectations and access to experiences during the development of skills and attitudes whilst participating in physical activities.

## 11. Staff Development (CPD)

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or subject specialist. All staff who attend any CPD course must provide feedback/disseminate the information.

## 12. Out of School Activities

Pupils have a diverse choice of activities in which they can participate. Activities allow children to be both competitive or non-competitive. All activities shall be supervised by members of staff or qualified coaches or instructors. A member of school staff will be available in case support is required-eg an accident. The school also participates in regular fixtures, festivals and events alongside other schools. These opportunities foster a sense of team spirit and co-operation amongst our children. We actively encourage pupils to go to local clubs and promote our gifted and talented through outside clubs.

## 13. Lunchtime Physical activities

Our school has playgrounds and play equipment for free play. Mid-day supervisors engage and encourage pupils in physical activity at lunchtime