

ST. BERNADETTE' S CATHOLIC PRIMARY VOLUNTARY ACADEMY
P.E. POLICY

Policy Updated - September 2022

Policy Approved (SLT/Governors) - **Mark Strong**

Review Date - July 2023

Subject Lead - Molly Hunt

1. Overview

At St Bernadette's, we believe PE and PA (physical activity) is integral to the wellbeing and happiness of our pupils and it is our responsibility to introduce children to the importance of a healthy and active lifestyle. We pride ourselves on our inclusive curriculum where we offer a broad range of activities through high quality teaching in a safe and supportive environment. We encourage healthy competition, resilience and perseverance in our school through a range of inter and intra school events where all children are given the opportunity to challenge themselves and develop their potential.

2. Main Educational Aims and Intent

Our Aims for PE and PA are:

1. To promote the importance and understanding of physical activity and a healthy lifestyle making it an enjoyable and worthwhile activity to be continued throughout life.
2. To encourage children to have a positive attitude towards PE and PA through exploration of different sports, games and activities.
3. To provide equal opportunities for all children to motivate and challenge themselves through the development of new skills in a safe learning environment, regardless of gender or ability.
4. To develop pupils' ability and confidence to work independently, and communicate with and respond positively towards others.
5. To develop skilful use of the body, repeat and refine actions and to perform them with increasing control, coordination and fluency. Also, to develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
6. To improve observational and evaluating skills by giving feedback on their own and the work of others, and to use their observations and judgements to improve performance.
7. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others safety and wellbeing.

8. To explain how rules have been developed to promote safety and fairness in games and how penalties and sanctions are applied to make rules work.

3. Approaches to Teaching

Curriculum Organisation

Across the whole school, pupils engage in lessons of high quality PE each week. Our staff are encouraged to be role models in all subjects, especially in PE to promote positive attitudes and interests - flourishing into life-long passions. Our aim is that children develop and progress with specific skills each year to improve their performance and understanding of different activities.

In EYFS, staff create a safe environment for children to play and develop by focusing activities on their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. In KS1, the curriculum focuses on fundamental movement skills to develop agility, balance and coordination through dance, gymnastics, athletics and games. At KS2, pupils will continue to apply and develop a range of skills and units of work which include a range of dance, gymnastics, athletics, games and swimming and water safety. (In Year 4, children will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and perform safe self-rescue in different water-based situations. We also offer additional sessions for those pupils who do not pass their swimming to go again in Year 5.

A balance of individual, paired and group activities, incorporating co-operative and competitive situations, within a range of varied activities, will promote a broad base of movement knowledge, skills and understanding. Children are expected to respond appropriately and sympathetically to others irrespective of age, gender, cultural or ethnic background, or disability.

All children are encouraged to participate in physical activity outside of their timetabled P.E. slot. This is done in a variety of ways throughout the school day including; active maths, active English, wake up and shake up, extra-curricular activities during lunch/after school and outdoor play time (with activities organised by our sports ambassadors). Children's experiences will also be enriched through opportunities for outdoor and adventurous activities. A range of resources will be used to support progression across the curriculum.

Planning

Our school uses a scheme called 'Get Set 4 PE' which is where our Curriculum Overview is. It contains all the PE lessons which are progressive throughout each Year, building on prior knowledge and extending children's skills and opportunities. All teachers are encouraged to adapt the planning to meet the needs of the children in their class. Our school operates on a two-year cycle for our PE units to enable coverage and progression across each year group.

Inclusion

All PE planning and teaching should take differentiation into account, to ensure appropriate pupil access to learning and to maximise their progress. All PE sessions should take into account the particular requirements for children on the SEND register, as outlined in their IEPs or EHCPs and in accordance with the academy SEND Policy document. Teachers are encouraged to differentiate by using STEP (space, time, equipment and people).

The PE leader should ensure that there are opportunities for ALL children throughout the year to attend sporting events and competitions including children with SEN.

We work closely with The Get Ahead Partnership who support us in a range of areas and provide opportunities for all pupils including: intra-school competitions, class competitions and challenges, whole school events, e.g. colour run and programmes to support specific groups of pupils, e.g. The Wellbeing Programme.

Resources

The PE store cupboard is only to be used by staff. Children are never allowed into the P.E. store cupboard unsupervised.

Safety checks are carried out annually on equipment by an outside contractor organised by the business manager. The PE lead is responsible for ordering new equipment to aid in the delivery of a quality PE curriculum for children. The PE lead checks annually the suitability of resources, audits and opinions of colleagues to inform any purchases. Each class has a set of equipment for their use throughout the year. Teachers maintain and monitor the equipment in this.

Furthermore, teachers should report any defects or unsafe equipment to the PE leader and Business Manager immediately.

A wide range of resources are kept in the PE cupboard in the hall. Large pieces of gymnastics equipment are kept in the hall. Some extra resources are stored in the shed and some teachers have been given their own equipment (such as cones) to be kept in their classrooms.

An audit of resources is regularly carried out so that new equipment can be ordered when required.

Training

Staff are given audits to complete regarding their confidence in different areas of PE and training and CPD is organised to support this. The safety of our pupils and staff is of the highest concern. Teachers have a responsibility to organise and familiarise themselves with equipment for teaching or ask advice or training if they are unsure.

Health and Safety

Pupils are expected to wear the school PE kit as agreed in the Academy Uniform policy. (Indoor and outdoor kit.) Staff should dress appropriately in PE kit suitable to deliver an active P.E. lesson. In the interests of safety, staff and pupils should remove all items of jewellery (excluding fitbits/trackers) and we encourage children to tie back long hair for PE lessons. Children always come to school in their uniform, however, they may leave school in their PE kits if it is the last lesson of the day - this means no time is taken out of the PE curriculum.

4. Roles and Responsibilities

The PE Leader's role will include the following responsibilities:

1. To develop the planning to ensure progression and continuity in P.E. throughout the school.
2. To ensure that there are opportunities for children to take part and compete in competitions.
3. To offer advice and support to colleagues and to act on their training needs.
4. To purchase and keep a list of equipment and resources.
5. To organise the storage of equipment.
6. To oversee and advise on the spending of the PE and School Sports funding money.
7. To provide opportunities for staff (including lunchtime supervisors) to develop their confidence and update their expertise through CPD.

The five key indicators used when assessing the effectiveness of our PE:

1. The engagement of all pupils in regular physical activity – guidelines recommend that all children engage in thirty minutes of physical activity a day, at school.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

5. Assessment and Reporting

The academy uses O-Track (pupil tracking) and Class Track as part of its assessment procedure. Teachers assess children's progress throughout lessons and adjust lessons and teaching points accordingly. Teachers input overall judgements into Class Track at the end of a lesson or block of lessons. (The learning objectives are taken from our PE scheme - Get Set 4 PE)

6. Parental Involvement

We share information and activities with parents through our website. Parents also share local club information which we extend to pupils and other parents, e.g. cricket taster days to engage pupils with the local club. A parental engagement letter regarding our PE and physical activity will be sent to parents throughout the year to gain feedback.

7. Monitoring and Evaluation

Monitoring and evaluation of PE teaching delivery and assessment will be undertaken by the PE Leader. Lesson observations will take place as part of a whole school monitoring cycle. Class track assessments will be monitored by the PE Leader through discussions with teachers about the judgements they make on their children's abilities. The PE Leader will use O-track to check coverage of the PE National Curriculum and the assessment levels in each Year group and class.

Governors are kept updated and informed, with the governor assigned to monitoring PE kept abreast of developments, progress and changes within the subject.

Supporting Documents

The following school policy documents should be consulted to support the PE Policy:

- Assessment, Recording and Reporting Policy
- SEND Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Continuing Professional Development Policy
- ICT Policy