



# St. Mary's RC Primary School

## P.E. Policy

Date policy last reviewed: March 2022

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## **Mission Statement**

We aim to provide a safe, caring, Catholic community where each member is valued and respected and enabled to achieve their potential through a broad and balanced curriculum. This is summed up neatly in our school motto: To learn and grow together in Christ.

## **INTENT**

St. Mary's R. C. Primary School offers a broad and balanced PE curriculum adopting the Lancashire way based on the needs of the children within our school. We aim to provide a curriculum that is inspiring, motivational, and inclusive for all pupils. We are passionate about creating and building a safe, secure and valued environment for our children to grow and flourish within. We believe it is important that every child achieves their own personal best.

### **1. Aims and Objectives**

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children. Opportunities will be planned to ensure and enable that all children will:

- Understand the importance of physical activity.
- Be physically active for sustained periods of time.
- Develop the competence to excel in a broad range of physical activities.
- Engage in competitive sports and activities.
- Lead healthy and active lives.

## **IMPLEMENTATION**

### **2. Statutory Requirements**

2.1 This policy reflects the requirements of the *National Curriculum Programmes of Study*, which all maintained schools in England must teach.

2.2 It also reflects requirements for inclusion and equality as set out in the *Special Educational Needs and Disability Code of Practice 2014* and *Equality Act 2010*, and refers to curriculum-related expectations of governing boards set out in the Department for Education's *Governance Handbook*.

2.3 In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the *Early Years Foundation Stage (EYFS) statutory framework*.

### **3. Subject Organisation**

#### **3.1 Planning**

All lessons will be planned and taught in line with the scheme of work, as developed by the PE Subject Lead, ensuring that potential for pupils' progression is planned into the scheme of work.

Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

Where appropriate, a sports coach will lead the lesson or teach alongside the teacher.

Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities.

Pupils will be encouraged to evaluate their own performance, as well as the performance of others.

Pupils will be given the opportunity to both collaborate and compete with each other during lessons.

The PE Subject Lead will act as the first point of contact for staff members planning PE lessons or sporting events.

A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils.

Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times.

PE resources will be booked in advance and authorised for use by the PE Subject Lead prior to use.

Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

### 3.2 Cross-curricular links

Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

#### English

Pupils are encouraged to describe what they have done and to discuss how they might improve.

#### Mathematics

Pupils further develop their counting skills by keeping score during team games.

Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

#### PSHE

The benefits of exercise and healthy eating are explained to pupils.

Pupils are encouraged to make informed choices about their lifestyle.

The opportunity to act as team leader or part of a team is provided.

Pupils' self-esteem is promoted.

## 4. Equal Opportunities

### 4.1 Protected Characteristics and Inclusion

4.1.1 All children in school have regular access to P.E. appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. We

recognise that our P.E. planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

4.1.2 Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

4.1.3 The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

## **5. Spiritual, Moral, Social and Cultural Development**

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.

## **6. Assessment and Reporting**

The Subject Leader will monitor lessons and teaching and talk to pupils. When appropriate it is also possible that the P.E. Subject Leader will seek the support of a specialist to evaluate particular areas of the curriculum.

- Pupils will be assessed through observations made during lessons.
- Teachers will record the progress of pupils against the learning objectives for the lesson.
- Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- Individuals' assessment information will be recorded to help pupils' future teachers plan appropriate work for them and assist in the assessment of pupils' progress each year.
- Annual assessments of each pupil will be used to inform parents of their child's progress and attainment.

## **7. Role of the Subject Leader**

The P.E. Subject Leader is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.

- Producing a flexible and appropriate scheme of work. -
  - Supporting staff members in all aspects of the curriculum.
  - Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
  - Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of PE at the school, ensuring that high standards are consistently maintained.
  - Undertaking the necessary risk assessments.
  - Maintaining records relating to the teaching of PE.
  - Attending any necessary training, in order to help inform future developments of the subject at the school.
  - Keeping up-to-date with any changes in the subject area.
  - Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
  - Liaising with the SLT and other relevant staff members regarding the use of the PE and sport premium.
  - Providing the headteacher with an annual summary report regarding the teaching of PE at the school.

#### 7.1 Monitoring and Review

- This policy will be reviewed on an annual basis by the headteacher and P.E. Subject Lead, with any changes made to the policy being communicated to all teaching staff and the governing board.
- The curriculum plan will be monitored and evaluated by the P.E. Subject Lead, including the planning, assessment and reporting arrangements in place.
- The spending and impact of the PE and sport premium is monitored by the governing body.

#### 7.2 Resources

All equipment is kept in the PE cupboards, which should only ever be opened and accessed by an adult. Any new equipment required can be ordered through the PE coordinator.

### **8. Role of the Governing Body**

8.1 The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

8.2 The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

## **9. Additional Subject Information**

- Insist on correct and safe PE kit. Use both coach/ teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement.
- Mix abilities where appropriate.
- Encourage honest competition and the idea of doing one's best.
- Choose suitable equipment for the age and ability of the pupils.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas.

### **9.1 PE KIT:**

Children to come to school in PE kit on the day and remain in it. Teachers must insist:

- Black shorts or black/grey leggings or tracksuit bottoms, weather depending
- White T-shirt
- School jumper
- Trainers/ pumps

### **9.2 Health and Safety**

- Teachers should also wear appropriate clothing.
- Watches where worn must be removed. Earrings or any other piercings must be removed prior to P.E.
- If they are unable to participate through illness or injury the class teacher must be informed. Children not going swimming through illness or injury should stay at school with another class. In all other PE lessons children not participating should remain with their class.

### **9.3 Children Without Kit**

A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents would be appropriate.

### **9.4 Accidents**

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid. For serious accidents the teacher should stay with the child and send the teaching assistant or two responsible children to inform other staff. After the incident the teacher must complete an accident report form.

### **9.5 Medical Conditions**

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

### 9.6 Safety

- Swimming sessions have been risk assessed.
- Prior to any PE activity, the teacher checks the working area for hazards and takes any necessary action.
- During the school year, the children should be using a variety of areas including the hall, playground and school field, all of which are fully risk assessed.
- Small equipment is checked on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use.
- Children should be made aware of safe handling of the PE equipment and should be taught the established St. Mary's' method of carrying apparatus.

### 9.7 Links with Other Agencies

These include:

- Participation in local sports leagues (primarily the School Sports Partnership) with other primary schools.
- Visits, and liaison with, outdoor education centres and agencies.
- Involvement with School Sports Partnership.
- Liaison with the local School Sport Co-ordinator.
- All staff will be encouraged to attend courses and review resources alongside the PE Subject Lead.
- Staff INSET time PE training: assessment procedures.

## **10. Linked Policies**

This policy should be read in conjunction with the following policies:

- Special Educational Needs and Disabilities
- Assessment
- Behaviour
- Health and safety

## **11. Policy Review**

This policy will be reviewed annually - March 2024