**Ss. Peter & Paul Catholic Primary School**

Physical Education Policy

Written by**: N. Cullen**

**P.E. Coordinator**

To be reviewed: **Every two years**

Next review: **July 2024**

**Physical Education Curriculum**

At Ss. Peter and Paul Catholic Primary School, we aim to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. We aim to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We aim to provide opportunities to compete in sport and other activities which build character and help to embed values such as fairness and respect.

The National Curriculum 2014 states:

Purpose of study

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.

### Aims:  The national curriculum for physical education aims to ensure that all pupils:

1. Develop competence to excel in a broad range of physical activities

2. Are physically active for sustained periods of time

3. Engage in competitive sports and activities

4. Lead healthy, active lives.

**Vision**

Ss. Peter and Paul’s believe that physical education is a unique and vital contribution not only to children's health and physical wellbeing; but it also promotes children's Spiritual, Moral, Social and Cultural development.  Therefore, we have high expectations in PE and encourage enjoyment.

During PE we aim to enhance children’s physical, literacy. This involves working on their motor skills, healthy lifestyles, building self-confidence and co-operation. We enable children to become leaders and to continue to develop each other as well as themselves.

We provide a broad and engaging P.E curriculum from foundation stage to year 6.  We also provide many opportunities for children to engage in competitive sports and other activities.  It is our goal to inspire the children to lead healthy and active lifestyles.

**Implementation**

**Teaching & Learning:**

**Our aims in PE are:**

**Physical competence**

* To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
* To be aware of the different shapes and movements that can be made with the body.
* To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
* To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility

**Social and emotional development:**

* To develop a love of physical exercise.
* To develop the ability to work independently and communicate and respond appropriately towards others using verbal and non-verbal communication.
* To develop confidence in their own skills and abilities.
* To promote an understanding of safe practice and develop a sense of responsibility towards the safety of themselves and others.
* To create and plan games and teach them to one another.
* To develop a sense of fair play.

**Thinking Skills:**

* To develop decision making and problem-solving skills.
* To develop reasoning skills and the ability to make judgements.
* To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
* To develop the ability to communicate non-verbally.
* To improve observational skills, the ability to describe and make simple judgements on their own and others’ work, and to use this knowledge and understanding to improve their own performance.
* To understand that using the correct technique will improve accuracy and individual performance.
* To be able to evaluate performance and act upon constructive criticism.

**Healthy Active lifestyles:**

* To understand the benefits of being active and the risks of inactivity
* To develop a long-lasting love of activity and continue this out of school
* To understand how the body responds to different types of exercise
* To use subject knowledge to improve physical fitness including speed, stamina, strength and flexibility

**Curriculum Entitlement and Organisation**

Ss. Peter and Paul’s offer a broad and balanced physical education curriculum that is designed to continually increase every child’s confidence in managing themselves mentally and physically within a variety of activities. Each lesson is planned to target their physical, thinking, social and emotional and healthy active lifestyles.

**EYFS and KS1**

Children in EYFS and KS1 have two hours of PE timetabled each week. EYFS also have meet their early learning goals through additional play sessions.

In EYFS we develop their physical skills are enhanced through teaching fundamental skills, dance and gymnastics.

In KS1 we build on their prior learning and enhance their physical skills through teaching fundamental skills, athletics, dance, games and gymnastics. As a result, the children become increasingly competent and confident. They access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Children will start to engage in competition (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

KS1 children are taught to:

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:**

P.E is taught twice a week, with both sessions lasting 1 hour. Children in year 5 attend swimming sessions and complete water safety lessons. Children in KS2 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. Children communicate, collaborate and compete with each other, developing an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

**KS2 pupils are taught to:**

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

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.

To become leaders

**Children are taught these skills through six areas of the PE Curriculum:**

Games – Linking actions, keeping possession, sending and receiving, creating and closing space and tactics and strategies

Gymnastics

Dance

Health and fitness

Athletics

Swimming

Outdoor and adventurous activities

**Accessible PE**

It is important that all our children are able access the benefits of our PE curriculum. In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by following the STTEP principle. Teachers are able to use their professional judgement to differentiate learning through one of the five areas.



**Planning, Teaching and Assessment**

Working with Edsential, we have redesigned our PE curriculum to ensure that it meets the needs of our children. We then use Edsential’s PE planning to teach each unit of work. Our principal aim is to develop the children’s knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities.

Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

Teachers assess children’s learning in PE as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child’s annual report to parents. This assessment information is then passed on to the next teacher at the end of each year.

We use both formative and summative assessment from F2 and to Y6. Teachers use a range of AFL in their learning to give immediate feedback and progress learning. As the children move through the school, they self-assess more and assess the learning of other constructively giving feedback. Instantaneous assessment, in the form of verbal feedback during lessons, is an essential and integral part of P.E.

We also use ICT in our PE lessons to teach and assess the children. We may use video clips of athletes to help demonstrated a particular move or action. We will also record performances/ games/ warm ups on the iPad and play it back to the children. This enables the children to become deeper, critical, solution focused thinkers in their learning. They can self-assess and peer-assess their performances and offer constructive ways to improve.

At the end of each school, we report children’s attainment, progress and effort to their parent/ guardians. Assessment in Physical Education should be done through observations and target questioning. All children should be taught to evaluate and improve their own work and that of others. Appropriate photographic evidence and video recording is valuable. This evidence will be stored securely and disposed of correctly when evidence is no longer needed. Parental consent is requested at the beginning of each school year.

**PE Routine and Procedure**

**Start of lesson**

**All** children are to wear a school PE kit.

**Question:** *Can you tell me something that you learnt in our last lesson? How do you think that can build on your learning this week?*

Highlight the Learning Objectives at the start of the lesson to increase understanding of what is required during the lesson.

**Concluding the lesson**

Allow time for a plenary at the end of the lesson. Review the aim of the lessons.

At the end of the lesson all children should be able to answer the question

***“What have I learnt in PE today?”***

This will give a greater understanding of what the children know and have understood.

**Health and safety**

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

Children should dress in shorts and t-shirts. Children will work in bare feet for all indoor and apparatus work. Pumps or trainers are worn for outdoor games, together with tracksuits if it is cold. Jewellery is not to be worn. Long hair should be tied back and rigid headbands should be removed. All staff are aware of where to find AFPE’s Safe Practice book and the PE Subject Leader has been trained on Health and Safety in PE. Staff are suitably qualified and competent to deliver the activity they are leading. If necessary, the Subject Leader will arrange support and or training in identified areas. All external staff will have suitable qualifications and experience for the activity they are delivering. A period of observation will take place when a new provider starts working in the school.

**Accidents**: In the event of an accident the member of staff should remain with injured pupil. Another pupil should be sent to the office for help. All incidents should be reported.

Faulty equipment should be reported as soon as possible

Pupils must be under direct supervision at all times.

**Gymnastics**

All equipment is to be checked yearly and replaced where necessary or clearly marked unsafe.

Equipment should always be returned and stored in correct place

Benches are to be no more than two high.

Each class should have a specific safety lesson on how the gymnastic equipment should be put out and away during the module.

Each group should have a safety monitor to ensure the equipment is being set out correctly and that the entire group is safe.

All equipment is to be checked by staff before children use it each lesson.

Pupils are taught to carry apparatus in a safe way throughout the school.

Children are not allowed to wear earrings or watches.

**Swimming**

*(This is a Wirral swimming regulation)*

St Peter and Paul’s Catholic Primary School is located on the Wirral peninsular, swimming and water safety is an aspect of the curriculum we consider to be vital in ensuring that the children are adequately prepared to operate safely in their local area.

Children with long hair must tie their hair back or wear a swimming cap to enable them to see while in the water.

Children must be accompanied at all times and escorted to and from the swimming pool

It is the discretion of the pool if swimming goggles can be worn.

Swimming teacher must be aware of any absences.

Teachers can follow TOPS swimming cards and are overseen by the specialist swimming teacher present on the day.

**Reporting**

Reports are done during the summer term, previous and on-going assessment help to make an all-round judgement of the child’s progress with special mentions to good performances in a specific activity.

Assessment is ongoing and undertaken by both teachers and children and it provides information for reporting to parents

Recording and reporting is in accordance with the school’s policy which meets statutory requirements.

All children should be taught to evaluate and improve their own work and that of others. Appropriate photographic evidence and video recording could be valuable. This evidence will be stored securely and disposed of correctly when evidence is no longer needed. Parental consent is requested at the beginning of each school year.

**Monitoring and Evaluating**

Lessons may be observed at any point throughout the year. Staff are asked to place video clips of evidence of their class into the google drive folder. The PE policies, practices and documentation related to physical education are reviewed annually and inform the subject’s development plan which is linked to our school’s improvement plan.

**Resources**

Planning resources are available online via the Edsential website.

Google drive is used as a whole school

Class planning is updated half termly on Google drive

Equipment is stored in the cupboard in the hall and in the outside container.

All staff are responsible for keeping the cupboard tidy and responsible for returning equipment to the correct place. The PE co-ordinator is responsible for maintaining and purchasing equipment.

**Facilities**

We have one indoor hall and the junior playground. All children have access to the facilities required to develop a quality, balanced curriculum. The junior playground has a marked netball court.

The PE displays are used to enhance learning throughout the key stages and increase knowledge and understanding.

The indoor hall is cleaned daily and is suitable for work in bare feet. The playground area is swept regularly and is kept safe and free from hazards.

**Professional Development**

The co-ordinator for physical education is responsible, in conjunction with the head teacher, for identifying priorities for staff development.

Staff and ECT’s are encouraged to attend the PE courses to increase confidence and high-quality teaching in PE.

**Inclusion**

Every child matters within the PE curriculum and every child should have the opportunity to experience success, enjoyment and satisfaction at their own level.

Through teaching PE, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs.

We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

* Have different educational and behavioural needs and aspirations
* Require different strategies for learning
* Acquire, assimilate and communicate information at different rates
* Need a range of different teaching approaches and experience

**PE and ICT**

Information and communication technology is used to enhance the delivery of PE lessons.

Videos are also used of elite performers to show quality performances to inspire children to aim higher.

Ipads are used in Fitness to enhance motivation.

Music is accessed using a range of sites, such as YouTube

**Staffing/Staff Development**

Staff development needs are identified by the PE co-ordinator through staff meetings and informal discussions. The PE co-ordinator then seeks out appropriate support or training courses to assist the teacher.

**Primary Liaison and School Sports Co-ordinator**

Ss. Peter and Paul have links with St Marys Catholic College.

St Mary’s provide opportunities in a variety of activities with multi-skills events.

Sports Leaders run and support in the delivery of sports activities and sports challenges during the year.

Ss. Peter and Paul are part of the Wallasey cluster for PE. We arrange a range of inter-school festivals and competitions.

**Extra-Curricular Activities**

Ss. Peter and Paul offer an extensive range of enrichment activities at lunchtime and at the end of the school day.

We offer a variety of extra-curricular throughout the year to increase participation and enjoyment

After school clubs offer the opportunity to build on curriculum learning.

We encourage a competitive element to team games and play regular fixtures throughout the year against other local schools. This is to enhance the achievement of children throughout the school and to offer greater opportunities to the greater depth children and encourage the less active.

We have high expectations of fair play and team spirit in all activities.

All out of hour clubs require permission from a parent guardian. Details of the current club activities are sent to parents at the beginning of each term.

**Sports Coaches**

Parents and adults other than teachers are encouraged to assist teachers in some curricular activities and out of school hours. Coaches may be used to support and supplement the curriculum within the ethos and standards promoted by the school.

Permission slips are to be received before a child attends a club.

Sports Coaches are to report to office and sign in at the beginning of their session and wear a visitor’s badge.

Sports Coaches are to present their certificates and CRB clearance at the office on their first session to be photocopied.

All visiting coaches must adhere to the school’s safeguarding health and safety and fire regulations. These are made clear during the induction of a new coach (induction is carried out by Headteacher).

Children must be supervised at all times.