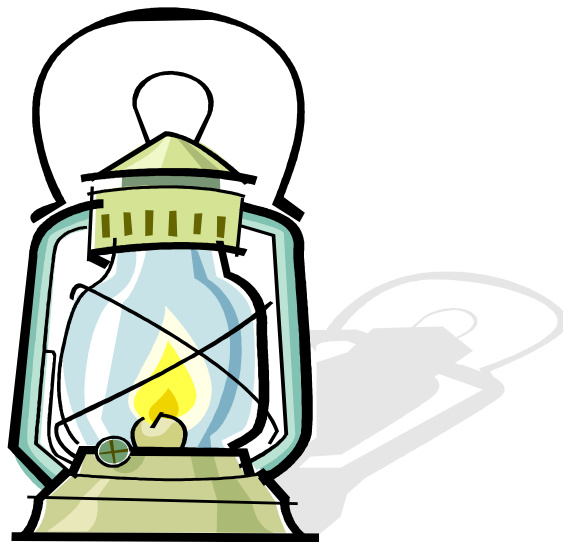




# ***PHYSICAL EDUCATION POLICY***



Autumn 2023



*“Shine like a lantern in the presence of the Lord.”*

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### Appendix 1 – Curriculum Map of Topics

## Introduction

At St Bedes Catholic Primary School & Nursery we aim to inspire and engage children's interest in a range of sporting activities in their physical education lessons. Our aim is foster children's interest in their physical well-being as well as promote a healthy lifestyle in order to establish physically and mentally healthy members of society.

Physical Education (PE) is not only a legal requirement, but it enables children to develop control, co-ordination and a mastery of their own bodies. The physical development of children is usually well advanced by the time they start school. The PE curriculum should extend this ability and it can also make a significant contribution to a child's emotional, intellectual and personal development; particularly their self-esteem and independence. Children's feelings about their physical ability will often carry over into adolescence and adult life, and may affect their overall self-confidence. It is, therefore, imperative that we help children to reach their full potential and to feel positive about their health, exercise and their well-being.

## The National Curriculum

Pupils in Key Stage 1, 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. Pupils should be 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.

Pupils in Key stage 2, 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. Pupils should be 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.

## **Aims**

The aims of the Physical Education programme are directly related to the overall aims of the school.

We aim to:

- Enable all children regardless of gender, race or physical ability to develop their full potential through a variety of activities and also ensure that children with special education needs are involved in activities at an appropriate level, and wherever possible, with the support of extra adults to aid achievement on an individual basis;
- Develop, adapt, modify, perform, practice and improve a range of physical tasks and actions using a range of apparatus and equipment;
- Provide opportunities that allow the development of artistic and aesthetic awareness within and through movement;
- Develop social skills, particularly co-operation between children, a fair sense of play, good sporting behaviour and to encourage a competitive spirit;
- Promote positive attitudes towards health, hygiene and physical fitness and an understanding of the biological aspects of the body in relation to fitness and well-being in school and throughout life;
- Offer a range of extra-curricular activities which further develop skills.

## **Content and Organisation**

Physical Education is essentially a practical activity where pupils learn through first-hand experience about their physical abilities and push themselves to try new challenges to improve their health and wellbeing. In view of this pupils should be physically active for a substantial majority of all their PE lessons. The Cambridgeshire Scheme of work that we follow at St Bedes allows progression through topics at gradually developing depth and difficulty as the school years also progress. This is in line with the current National Curriculum.

Although we use The Cambridgeshire Scheme of work, teaching staff also adapt the planning and input of the lesson plans to suit the needs and skills of the children in their class. This allows them to challenge children who show more depth and understanding and provide extra support to children who may need it. Teachers are also encouraged to use a variety of teaching styles in order to provide a broad range of skills for the children to use not only in PE but other subject areas such as

- Grouped, paired and independent working
- Competitive and non-competitive activities
- Contact and non-contact sports
- The development of skills and tactical understanding

The PE programme has been established by the National Curriculum.

- Key Stage One – a balanced programme of Games, Gymnastics and Dance.
- Key Stage Two – Games, Gymnastics, Dance, Athletics, Swimming and Outdoor Pursuits.

## **Foundation Stage**

Physical education for the Early Years Foundation Stage has been established and outlined by the revised Early Years Framework, Development Matters. These new guidelines are set out into age ranges and known as “Early Adopters”.

In Nursery children will learn to:

- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.

- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Develop manipulation and control.
- Explore different materials and tools.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Learn to use the toilet with help, and then independently.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

In Reception children will learn to:

- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.

As you can see, Physical Development in the Early Years Foundation Stage is not solely restricted to their PE lessons. This is incorporated into their everyday learning through play and designated activities.

### **Allocation of time for PE per week**

**Nursery** – have daily access to outdoor physical activities through the outdoor play areas. They also have two half hour slots during the week to take part in a PE lesson directed by their class teacher. This is split into two half hour sessions so that the part time morning and part time afternoon attending children all have the same opportunity for this learning.

**Reception** – have daily access to their outdoor play area to take part in physical activities. They also have a 1 hour allocated PE session to take part in a PE lesson directed by their class teacher.

**Key Stage 1 & 2** – have a weekly allocation of a one hour PE session directed by their class teacher.

Across the school – all children have the opportunity to access an additional fifteen minutes of PE time through “Wiggle Wednesday”. The lead teacher delivers a short session before school which encourages the children to be active.

### **Outdoor PE**

Outdoor PE activities such as Games and Outdoor Adventurous Activities (OAA) tend to follow a timetable which reflects the changing seasons, therefore outdoor PE is usually a part of our Spring and Summer topics. However if the weather permits, teachers are encouraged to teach their PE lessons outside during the Autumn term.

However children are encouraged to take regular water breaks, wear sun cream and sun hats during warmer, climates.

### **Indoor PE**

Indoor PE activities such as Dance and Gymnastics have been timetabled for the Autumn term so that the children are not outside in bad weather conditions unnecessarily. However, if the weather permits and the lesson plan is able to be carried out safely on the playground or field, the teaching staff are encouraged to be outside as much as possible.

Children are directed to take regular water breaks throughout their indoor PE activities also.

## Seven Key Skills

We aim for PE to be viewed as important as any other subject at St Bede's, helping the children to identify areas of excellence and the confidence to view physical activity as an enjoyable past time in whatever form it may take.

Along the line of other subjects, we want to prepare the children for a sporting world that may not exist or be open to them at this moment in time. We aim to not only prepare the children for the specific disciplines and sports available at present, we aim to equip them with the skills and knowledge so they can participate, enjoy and excel at any sporting activity they may wish to in the future. We intend to introduce seven key skills across the school, with various age-appropriate markers which will track the children's progress in these key areas.

The seven key skills are: jumping, catching, running agility, throwing, balance and co-ordination.

Six of the key skills will be given a focus half term where the teacher, as part of the starter to the lesson, will carry out a brief activity in order for the children to develop this skill. Whether a child is able to pass the skill specific test will be tracked on recorded on the assessment spreadsheet alongside the other key data regarding the unit of work taught.

We aim to make sporting opportunity open and available to all. Our aim is to ensure that every child will have access to an extracurricular sporting activity, whether it be at home or at school.

## Progression

The Cambridgeshire Scheme of work that we follow alongside our professional teaching judgement at St Bedes is flexible so it clearly outlines the development topics throughout each year group. For example, during Autumn 1 all year groups take part in a dance topic, but the challenges and depth of the content is suited to the ages of the children it is being taught to in each year group. As a result as the children progress through their PE lessons at school their abilities in this topic, and others within the scheme of work, are developing at a comfortable yet challenging pace.

Progression is monitored by class teachers and the PE lead at the end of every half term. Each topic has been allocated a 3 tier success criteria, which allows teachers to make a professional decision where each child is at this stage of the year. This also allows teachers to adapt their planning for the following topics in order to support those children who made need it and challenges others beyond what they have been demonstrating already.

Although Physical Education involves the development of co-ordination, knowledge, skills and understanding through an inter-related process covering: planning, performing and evaluating. It is extremely important to consider two other elements when monitoring progression; the independence of the children and their interaction with their peers. This directly relates to pupils' personal, social and emotional development and well-being.

## Recording Progress

Alongside the traditional spreadsheet to track progress, PE uses technology to help track and show the progress of the children. Class teachers use an IPAD to take weekly pictures to show the children working towards and meeting the learning objective. These pictures are used by the lead teacher to "observe" the lessons and see the participation within the class as the lesson progresses. For indoor PE, using the full features of the "g-drive" storage systems, the photo's taken can also be used as a teaching tool to model best practise from among the class and as a way of making suggestions about how individuals technique can be improved.

## Adaptation

The Cambridgeshire Scheme of work does outline ways in which we can adapt PE lessons, but only the class teacher knows how this will work with the children in their class therefore teachers themselves

are encouraged to use their own professional initiative alongside the scheme of work when differentiating the task so that every child is being challenged appropriately.

This could involve:

- Pupils groupings, e.g. ability or mixed groups, paired or individual activities
- Resources, e.g. different equipment for different levels of ability
- Pupil activity, e.g. different group tasks, different roles and responsibilities and variations of pace within the lesson to meet the needs of different levels of ability

## **Assessment**

**The PE scheme of work will be monitored and reviewed when necessary by the PE co-ordinator in consultation with staff across the school.**

This will take place through direct observation of lessons being taught, discussions with teachers and children, assessment data collected every half term and children's assessment of their own and others performances.

This is a continuous process which requires a set of criteria that can be followed:

- Accuracy
- Efficiency
- Adaptability
- Agility
- Balance
- Co-ordination
- Teamwork
- Stamina to participate
- Imagination (Dance & Gymnastics)

Children should be made aware of the success criteria at the beginning of their lessons so they can do their best to achieve their goals.

## **Extra-Curricular Activities**

St Bede's Catholic Primary School and Nursery offer extra-curricular sports clubs both before and after the school day, delivered by members of the school community, staff and parents, overseen by the PE Co-Ordinator. These change, in terms of pupils and activities, every half term to ensure as many children as possible can benefit from these clubs. Timetabling clubs before and after the school day also increases the opportunities for more children to benefit from these clubs.

For following clubs are currently available at St.Bede's are dance, multi-skills and fitness as well as girls and boys football clubs.

## **Role of the PE Co-Ordinator**

- The PE co-ordinator is responsible for the development, maintenance and encouragement of PE throughout the school. Teaching and non-teaching staff should feel comfortable to approach the PE co-ordinator for support or advice regarding the teaching and input of this subject.
- It is also their responsibility to produce a PE policy and scheme of work based upon the programme of study and ensure it is implemented throughout the school.
- Create an action plan for the forthcoming year, to ensure the best plan of action is being carried out to support and develop the teaching and learning of PE throughout the school.
- Responsible for the organisation and storage of all resources related to PE, taking note of appropriate safety procedures. The PE Co-ordinator must order resources accordingly and familiarise staff with these items, their uses and their location.



- To undertake a periodic inspection of all PE equipment and resources to ensure that it is fit for the purpose.
- To take note of the planning of PE throughout the school by discussing lessons with teaching staff and throughout observations, and promoting understanding in any areas that may need development.
- To encourage staff to form links between PE and other areas of the curriculum, it does not have to be a stand-alone subject.
- To attend courses and workshops in order to promote PE effectively keeping the Head and rest of the staff informed of the latest developments and opportunities.
- Where necessary, liaise with other agencies in the promotion of the subject.
- To discuss with staff their own particular needs within PE and therefore guide, support and encourage their teaching techniques.
- To work alongside teachers, where necessary, giving advice and practical help where possible and when required.
- To lead staff meetings which concern PE in the curriculum, taking an active role both in discussion and the decision making process.
- To organise and run INSET days if necessary.
- To maintain and organise how the sports premium budget will be allocated to best suit the needs and requirements of the school and the children's learning.
- To keep an up to date inventory of all PE equipment.
- To take charge of all extra-curricular clubs/activities and to be able to provide parents with relevant information and to establish clear links with them. Also ensuring a record of children is kept so that everyone gets an equal opportunity to attend at some point throughout the year, this will be done through a waiting list if needed.
- To ensure children, regardless of gender, background or intellectual ability, have equal opportunity in any PE activity.
- To monitor the impact of the additional clubs/activities across the school and ensure high quality teaching is being delivered during these sessions.
- Monitor the allocation of resources from the Sports Premium effectively, ensuring all children can gain specific benefits from all monies being spent.
- Report how the school sports premium is being spent to stakeholders through publishing a report on the school website each summer.

### **Special Educational Needs**

At St Bede's we encourage every child to participate in all activities of the PE programme as far as physically possible according to the child's individual needs. It is the role of the teacher to adapt the lesson plan in order to suit the children in their class to ensure they all have equal opportunities for the same learning experience. At times it may be appropriate to have the support of a Learning Support

Assistant to help with the management of a particular children during the PE lesson. However, it is important to concentrate on pupil's abilities and needs, not on their disabilities. We ask that parents make the teachers aware of medical conditions, e.g. asthma so their teacher can remain alert to this whilst teaching PE

## **Health and Safety**

All teachers are responsible for safety in their own lessons and should be familiar with the procedures associated with the teaching of particular activities.

It is important that good discipline is maintained throughout a PE lesson and that pupils are aware of what is expected of them. The noise level in the Hall should be such that pupils can hear the teacher's instructions and signals. Class teachers should always position themselves in the Hall so they are able to observe the whole class. They must be constantly watching pupils' actions and never become engrossed in one group of pupils and neglect the rest.

Floor surfaces should be checked for hazardous obstructions before use. Pupils should be taught a safe code of practice in lifting, carrying and setting up equipment. This only applies to children in Key Stage 2, as children in EYFS Key Stage 1 will not be helping with the set-up of equipment, this will be complete prior to the lesson starting by the adults.

If an accident occurs during a PE lesson the following procedure should be followed:

- Activity stopped immediately for all pupils.
- Send the children to the office with another children if it is a minor injury (KS2)
- Send the child inside the building or to a safe place with a LSA to receive treatment if a minor injury (KS1)
- If it is a serious injury send two responsible children to the office to obtain assistance (KS2)
- If it is a serious injury send the LSA to the office for further assistance (KS1)
- All accidents are recorded in the Accident Log Books.
- Some or all asthmatic pupils may need to administer their inhaler before an activity or at the end of a session. In some cases, they may need to take the pump with them to the PE lesson.

If any staff member notices damage to the PE equipment or apparatus during their lessons it should be reported to the PE Co-ordinator immediately. It is then the responsibility of the PE Co-ordinator to carry out check of the equipment before informing the rest of the staff before any further lessons take place and the items must be fixed or replaced. It is the responsibility of the Headteacher to ensure that the large apparatus in the Hall is checked for safety and repair once a year by a specialist.

## **Asthma**

All teachers should be aware of those children who suffer from asthmas. Children are encouraged to be responsible for administering their own medicine (KS2) but support is provided where necessary (KS1). Teachers must be aware of the effects of weather condition and exercise on asthma sufferers.

## **Dress**

Pupils should arrive to school in their PE clothes at the start of their school day. They will remain in this for the school day and parents are expected to wash this between each lesson. Children are encouraged to wear their trainers whilst travelling to and from school.

For the pupils at St Bede's the following dress code is applicable:

- Royal blue shorts – only from Easter to end of summer term
- White T-shirt
- Trainers for outdoor activities (only laces if the child knows how to do them independently, otherwise Velcro)
- Royal blue tracksuit bottoms – only from start of school year until Easter
- Grey socks for boys
- White socks for girls

No exception can be made.

For safety reasons children cannot wear socks alone during indoor PE. Trainers should be worn for outdoor PE and children must have plimsolls for indoor PE to allow them to have grip and control during their lessons.

All PE uniform should be clearly labelled the same way the school uniform is. All long hair should be tied back in accordance with School Rules. No jewellery or any other personal effects should be worn during any PE lessons or extra-curricular clubs also in accordance with the School Rules.

### **Equal Opportunities**

During curriculum time all the children are taught within mixed groups with every child having access to all areas of the PE program. Although some games and activities have traditionally been preferred by one gender, St. Bede's does not wish to assume such stereotyping and wants to encourage children to explore every sport they are offered.

### **Inclusion**

At St. Bede's we believe it is important for all children to experience a range of activities, irrespective of difference in physical ability, gender, race or cultural background. Appropriate attention is given to both boys and girls in all topic areas of the PE curriculum.

Our planning and teaching actively reflects awareness of age, gender, ethnicity and ability across all year groups. We offer equal access for every children to all subject areas within the National Curriculum. It is our commitment as a school to ensure these equal opportunities are reflected in the aims of our school.

As a collective staff, we strive to provide positive role models for the children in our care.

### **Non Participation**

A child may be excused from PE upon receipt of a letter of explanation from home. In the event of non-participation, constructive involvement is expected, e.g. observing the lesson to keep up with the progress of the class, and assisting pupils or the teacher if it is appropriate to do so. If a child is temporarily exempt from their PE lesson for medical reasons they are not allowed out on the playground during playtime or lunchtime as similar accidents could occur, the class teacher must provide the child with a reading book and bring them to the office during this time period.

### **Charging Policy**

The cost of all additional activities are paid for by the Sports Premium Grant.

### **Sports Premium**

The PE Co-ordinator is responsible for the allocation of resources from the Sports Premium Grant. As well as ensuring value for money and equal/additional opportunities for all children across the school.

The PE Co-ordinator will attempt to offer the children opportunities which are not possible outside of a school setting, such as outside sporting specialists visiting and teaching at the school.

### **Future Improvements**

- Attend competitive sporting events outside of the school environment.
- House competitive sporting events against other schools in the area, for both boys and girls.
- Pupil Premium children will be offered a guaranteed place in any club that we offer at school.
- Introduce the daily mile across the school, where the school timetable will permit.

## St Bede's Physical Education Curriculum Map (2022-2023)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	Dance (Action Words)	Games/ Dance	Games (Fundamentals)	Dance (Weather)	Gymnastics (Rock n Roll)	Trails, Trust & Teamwork
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 2</b>	Dance (Great Fire of London)	Gymnastics & Games	Games (Fundamentals)	Dance (Magical Friendships)	Gymnastics	Games
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	Dance (Solar System)	Gymnastics (Movements & Patterns)	Striking & Fielding	Gymnastics (Hand Apparatus)	Athletics	OAA – Cooperation, Communication & Consideration
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 4</b>	Dance (Cold Places)	Gymnastics (Principles of Balance) Invasion Games	Net Games	Athletics (Pentathlon)	Gymnastics (Rotation)	OAA – Cooperation, Communication & Consideration
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 5</b>	Dance (On the Beach)	Gymnastics Invasion Games	Games (Netball)	Athletics	Gymnastics	OAA – Cooperation, Communication & Consideration
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 6</b>	Dance (Football)	Gymnastics Games (Hockey)	Invasion Games (Tag Rugby)	Decathlon	Gymnastics	OAA – Cooperation, Communication & Consideration

