

## **St. Monica's RC Primary School PE Policy**

*Here at St. Monica's, we recognise that we are all cherished members of God's family.*

*We love and care for one another, and trust God to guide us in all we do and say.*

*By learning together, we aim to achieve and working together, we will succeed.*

### **Introduction**

St Monica's school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's health as well as their physical, social and emotional development. The physical education curriculum aims to provide pupils with opportunities to manage themselves successfully in a variety of situations in a way, which nurtures their self-confidence and embeds values such as fairness and respect.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work uses progressive learning objectives, which, combined with varied, and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning for all pupils. The scheme (PE passport) aims to promote an understanding of the many benefits of exercise to help children lead healthy, active lifestyles.

St. Monica's RC Primary School is an active member of the Trafford Schools Sports Partnership. Within this, we have the opportunity each year to apply for the School Games Mark. We have achieved a gold award as part of the School Games partnership.

### **Intent**

- That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum.
- A commitment from staff to develop children across different domains - physically, cognitively, socially, and emotionally.
- To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity both inside and outside of school.
- To raise awareness of issues regarding health related fitness.
- To develop a sense of fair play and sportsmanship.
- To help raise children's self-esteem and confidence.
- To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and other's safety and wellbeing.
- To encourage an enjoyment and positive attitude to the subject in school.
- To facilitate children's development of skills and knowledge and apply it in a range of traditional and 'new' sports.
- Careful monitoring of the progress of individuals, groups, classes and year groups

### **Implementation**

- We follow a broad and balanced PE curriculum, which is delivered using a range of teaching styles and strategies that fulfil the demands of the National Curriculum.
- All children from years 1 -6 will receive up to 2 hours of high quality Physical Education each week.
- Children in EYFS will receive a 1-hour lesson in addition to access to high quality continuous provision (see examples below).

- The skills and knowledge taught in PE Passport are organised into a progressive curriculum map, which is tracked from EYFS to UKS2. If catching is a key skill in EYFS it will not be mentioned in subsequent phases unless the type of catching skills changes i.e. High catching.
- Key questions and assessment outcomes are highlighted for each unit
- Where children cannot access unit because the level of challenge is too high staff will use material from the previous year groups ensuring that they assess children's prior knowledge before adapting the planning.
- The units in PE Passport do not have to last 6/7 weeks, staff may extend units to secure deep learning or run shorter periods where children are already skilled in that area.
- We develop and adapt programmes that meet the needs of all children, providing equal opportunities – inclusion of SEND pupils and extending pupils who excel at sport.
- We aim to ensure every child moving onto secondary school can swim 25m and has basic water skills.
- Swimming lessons are planned and taught by trained instructors at Urmston Leisure Centre.
- Where possible, promote opportunities to represent St. Monica's in competitive sports fixtures.
- Integrate, where possible, into other curriculum areas, such as computing (athletics data), maths and topic work.
- Involve the outside community where possible - e.g. Sports Day, clubs, inter-school fixtures (St. Monica's School Games).
- Ensure children wear the St. Monica's PE kit in all lessons (black shorts/track bottoms, a red t-shirt and black pumps or trainers.); giving access to spare kit where necessary.
- A commitment that all children are active for at least 30 minutes a day within the school day.
- Those children unable to take part are included by involving them in activities related to the lesson e.g. umpiring.
- Provide enjoyable experiences, where positive attitudes of self-belief, honesty, passion respect, determination and teamwork can develop.
- Provide for maximum involvement – do not play full-sided games (e.g. 11-a-side games) where the weaker players will have little contact with the ball.
- Mixed abilities where appropriate. This will develop the skills of the weaker players and ensure fair competition. It will also encourage less confident children to be more involved in a group activity.
- Count equipment in and out, using children where possible to help.
- Question children and encourage the class to develop an awareness and understanding of how to use the skills they have developed appropriately – e.g. when to use a bounce pass in netball rather than an overhead pass.
- Use both teacher and child demonstrations rather than verbal explanations wherever possible.
- Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome and reflect on their own performance against the 'School Games' values.
- All year groups use Primary PE Passport for long, medium and short term planning. The class teacher follows the unit of work indicated on the long-term plan with their class, and adapts the lessons accordingly so that they meet the needs of their particular children.
- Long term overview – see curriculum map.
- Use pupil voice to inform the next steps for pupil provision.

## **The PE Curriculum**

### PE in EYFS

The children in the Foundation Stage are exposed to elements of PE on a daily basis through their on-going provision. Examples are:

- Developing gross motor skills: Climbing frame, low balance items, scooters and balance bikes.
- Bean bags, hoops, balls, parachute etc.
- Planks, crates, etc.
- Everyday objects for transporting, e.g. tyres, crates, blocks, bricks, large boxes, balls and beanbags.
- Opportunities for self-expression through physical activity, music, dance, small world and role-play.

- Developing fine motor skills: e.g. construction sets, threading, puzzles, wooden blocks, small world toys, tweezers, threading, stacking, loose parts play, nuts and bolts, peg boards, clay, play-dough, food technology activities, drawing, painting, collage, model making and simple cutting and shaping tools.

### PE in Key Stage 1 and 2

The National Curriculum is followed.

### **Basic Lesson Structure**

1. Warm up – 3 to 5 minutes gentle exercise or stretching in the style of the sport/activity is taught.
2. Main Session - Teacher models and helps children to develop new skills.
3. Development – more challenging tasks in small groups with opportunities for AFL.
4. Application/ Games Session – Children apply the skill/s learnt towards a final activity e.g. playing small sided games or performing a sequence in Gymnastics.
5. Conclusion – An opportunity for children to reflect on their own and others' progress.

### **Leadership**

We want our pupils to develop leadership skills both within curriculum and extra- curricular time. We provide the opportunity for four of our year 5 children to train as 'Sports Leaders' each year through the 'Trafford Leadership Programme'. We also commit to training our Playground Leaders. At playtimes and lunchtimes we try to facilitate physical activity by providing a range of equipment, cross-country training twice per week, encouraging team games such as football or skipping.

### **Health and Safety**

All areas of the PE curriculum are risk assessed annually and shared with all staff. If any training needs arise, e.g. manual handling, this will be arranged.

If any defect is found in any of the equipment or PE areas this must be reported immediately to the site manager and removed from use.

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

### **Jewellery**

All items of jewellery should be removed during P.E lessons. Children who have had their ears recently pierced should bring tape from home to tape over the earring. Teachers must not remove earrings or take responsibility for the safekeeping of valuables.

### **Resources**

- The site manager will inspect the outdoor area each morning for hazards.
- The teacher is responsible for ensuring apparatus is correctly erected and safe. Children should not move equipment without supervision.
- The teacher should ensure that there are no hazards in the hall during PE.
- It is the responsibility of all members of staff and the 'Sports Leaders' to keep the PE cupboard tidy, putting back equipment where the labels are.
- Equipment must be put back into the cupboard at the first available opportunity.
- Gymnastics equipment must be returned to the areas indicated in the hall.
- The subject coordinator will audit PE resources each summer term.
- Teachers should let the PE subject leader know of any equipment or resources needed to teach PE skills that are not already available.
- We aim to make best use of our own facilities and those nearby. We make use of our nearby Local Authority Swimming Pool at Urmston swimming baths. We have access to Wellacre High schools field. We have installed a MUGA, outdoor table tennis tables, an outdoor gym as well as climbing equipment and trim trails, for children to access during playtimes. We are an active member of the

Trafford School Sports Partnership, which provides frequent, rich and diverse opportunities for competitive sport.

### **Classroom Management**

Children should be encouraged to work sensibly and take appropriate care to ensure total concentration and control during apparatus and physical activities.

### **Accident reporting**

Any accidents should be reported to the first aid co-ordinator in school and to the Head teacher and it must be recorded using Medical Tracker.

### **PE Kit**

At St. Monica's RC Primary School, we want our PE kit to be something that the pupils are happy and proud to wear. The children come to school wearing their PE kits on their allocated PE days. Individual classes have access to spare kit should it be required. Children not participating in the lesson will be given a task to complete based on the lesson delivered and / or used to collate multimedia evidence. For all PE lessons, the children are expected to participate wearing full school PE kit.

### **Inclusion**

Inclusion in PE means that all children have access to and are given confidence in all activities regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so that all are fully involved. For example, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For example, allowing time at the end of a gymnastics or dance lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the need to extend more-able pupils and taking steps to provide enrichment tasks to further their skills.

### **Links to other subjects**

The content and positioning of physical education units is designed to develop a coherent and progressive physical education curriculum, which supports quality teaching and learning. Links are only made with other subjects where they can meaningfully and significantly contribute to the teaching of those areas. Possible opportunities include:

English: Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work.

Maths: Elements of problem solving are approached through orienteering, problem solving, and creating new games. Dance and gymnastics also extend opportunities for shape and pattern.

Number work/counting can be incorporated into practical games and warm up tasks.

Personal, Social and Health Education (P.S.H.E.): Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations. PE, in particular, sport has much to teach children about fair play, teamwork, responsibility and good sportsmanship. PE can also be an important part of helping to raise children's confidence and self-esteem. The structure of our Physical Education curriculum and out-of-hours clubs expects children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others

### **Safeguarding**

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. The responsibility for this lies with the Headteacher.

Insurance documentation and any certificates should also be checked and filed by the person coordinating the activity

Induction procedures are carried out before any activities to include sharing Fire procedures, behaviour management policy etc.

### **Impact**

- Children make good progress in different domains of learning – physical, social, emotional and communication.
- Parents are informed of the levels of attainment and achievement of their children annually.
- Children can self-evaluate their performance and identify the next steps in their learning.
- Children have developed a positive attitude towards sport and display positive sporting values.
- Children have developed key life skills (e.g. confidence, determination and resilience) which they can apply in a range of contexts.
- Teachers use assessment for learning on an ongoing basis to adapt activities where necessary to meet the needs of all learners.
- Children understand the importance of maintaining an active, healthy lifestyle and ways in which this can be achieved.
- All children's achievements are valued and celebrated.

### **Assessment**

We use formative (ongoing) assessment each lesson and focus in on the key outcomes of that session. Staff can keep some video/photo evidence from lessons in order to enable children to discuss what went well and how they can improve their work even further.

Staff assess the children against the relevant KPI's (on O track) using the PE Passport assessment criteria and skills progression documents for the taught unit to inform their judgements.

### **Monitoring and Evaluation**

The subject leader has a monitoring and evaluation schedule, which includes tracking pupil assessment data. Included in the schedule is monitoring the work of external providers.