

We are a Catholic school and we have a Mission to educate our children in the spirit of the Gospel of Christ.

As our Mission Statement says: Living, Loving and Learning through Christ'

Living – *We provide a safe environment where children are inspired to achieve their true potential.*

Loving – *We learn how to love Jesus and each other. We follow His example by showing kindness and respect to everyone. We see potential in all.*

Learning - *We educate and nurture all to meet the demands of the changing world with Love, Peace and Respect.*

This policy is also closely linked to other policies e.g. Learning and Teaching, Inclusion, PHSE, SRE and Drug Education.

At St. Scholasticas Catholic Primary School we believe that physical education, school sport and physical activity (PESSPA) experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.

Our PE policy establishes common codes of practice for staff and pupils and common administrative procedures. It also ensures that statutory and local requirements are followed and other national guidelines, such as codes of practice are considered.

Rationale

Our aim of establishing and applying safe-practice standards in PESSPA are to:

- enable pupils to participate in PESSPA that provides appropriate challenge with acceptable risk
- promote pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life
- fulfil the provision of a broad, balanced and relevant curriculum for physical education through:
 - an environment that is safe for activity
 - adequately supervised activities
 - the use of regular and approved practice
 - progressive stages of learning and challenge
 - building a system of advice and the practice of warning
 - the use of equipment for the purpose for which it was intended
 - providing basic care in the event of an accident
 - the use of forethought and sound preparation
 - involving pupils in the process of risk management
- ensure clear management responsibilities and organisation provide for safe systems of work
- identify and provide for any professional learning needs the staff are likely to encounter in their work.

Curricular Aims

1. To develop physical competence to excel in a wide range of physical activities, including competitive sports.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
4. For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body.
5. To develop the ability to work independently and respond appropriately and sympathetically to others.
6. To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

Content

At St Scholasticas Catholic primary school, our PE curriculum provides a broad base of movement knowledge, skills placing pupils in co-operative, collaborative and competitive situations which aim to cater for the preferences, strengths and needs of every pupil. We will develop their creative and expressive abilities and provide situations where pupils work independently, in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

The curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance. It is inclusive and every pupil has equal access irrespective of their age, gender, cultural or ethnic background. Whilst retaining its unique contribution to a pupil's movement education, PE has considerable potential to contribute to wider areas of learning and it is considered important that it is integrated into whole school planning to develop pupils' literacy, numeracy, science, PSHE and ICT skills, knowledge and understanding.

All classes have at least two hours of PE per week. In KS1 this is divided into shorter lessons to strive towards every child having quality, structured physical experiences every day. At KS2 the PE lessons are longer and planned to enable more complex skills, knowledge and understanding to be developed. We are endeavouring to ensure we implement the Department of Health guidelines for daily physical activity which are as follows:

Early Years/Under 5s: Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day. All children should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

5 to 18 years: All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.

PE is rarely cancelled. We understand the importance of the subject contributing to all aspects of health. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements are made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks)

learning) or rescheduling the activity for another day. If the indoor space is available, the activity is taught inside with modification or adaptation still allowing the learning intentions to be achieved.

On no account is PE used as a sanction.

In the **EYFS** practitioners should:

- Plan activities that offer appropriate physical challenges and provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment and whenever possible teach half the class in each session
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

During **Key Stage 1**, pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities.

Key Stage 2 pupils should have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming).

Sheets to be appended

1. Whole School Programme.
2. Overview Programme (monitoring).
3. Risk Assessment Form.
4. Lists of large apparatus.
5. Lists of small apparatus.
6. Units of Work for each Year Group.
7. Healthy Schools Action Plan.
8. School Travel Plan.

P.E. Guidelines

1. Schemes of Work

The time allocation allows for two hours of 'quality provision per week (the scheme has been structured to take account of traditionally prevailing weather conditions). The units are rotated throughout the year in 'roughly' half termly blocks so that the children receive as broad and balanced a programme as the time allows.

Pupils are taught in their class groups. For simple monitoring purposes the yearly overview programme shows the specific units used each half term.

2. Learning Environment

Pupils should be involved in their own learning as appropriate to their age, ability and the activity being taught. They should learn through practice and consolidation.

The physical environment should be assessed and managed effectively to enable fulfilment of stated learning objectives within each lesson and each unit of work.

3. Health Related Fitness

Across all activities the focus will initially be on an active recognition of the major components of fitness (i.e. the importance of warm-up/cool down; healthy heart and lungs, muscles which don't tire easily, joints which move freely) and an understanding of the immediate and short-term effects of exercise including the holistic benefits of physical activity for physical and mental health and for helping to prevent obesity.

Health Related Fitness is taught in PE/PSHE/Science see curriculum maps.

Health messages to parents/carers are given by newsletters, displays on the parent notice boards and parents' evenings/health days.

The school encourages all staff to undertake physical activity.

4. Health and safety

The advice contained in the BAALPE publication 'Safe practice in Physical Education will be followed. To ensure their safety, pupils will be enabled to follow instructions and demonstrate an awareness of potential dangers relating to:

a) Clothing and Footwear - Pupils will wear or change into suitable and safe clothing and footwear for all P.E. lessons. A plain red t-shirt with the schools logo on, a plain black pair of shorts with no logos and a pair of black or white trainers. A plain black/grey tracksuit which can only be worn for outside activities.

b) Jewellery - Jewellery is removed for all lessons - this includes all sleepers and studs. If the removal of studs is not possible they should be securely taped and the teacher be confident this strategy is effective.

Pupils with newly pierced ears are unable to participate in the practical aspects of the lesson but may be involved in the planning and evaluative aspects of tasks. Religious and cultural artefacts should be removed and negotiation with parents takes place if there is a problem relating to this.

N.B. It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any activity.

c) Hair - Long hair should be tied back and made safe. Negotiations may be necessary with parents where hair is beaded.

d) Working Area and Surface - Pupils are encouraged to recognise the potential hazards within a multi-purpose working environment and to use the available space safely showing awareness for their own safety and that of others. When using the playground children need to understand and recognise the potential hazard of the undulating, uneven surface and plan their activities accordingly.

e) Equipment - Pupils will be made aware of the correct handling, lifting and siting of small and larger items of equipment and apparatus, and encouraged to gradually become more responsible for this.

All gymnastic apparatus is inspected annually by a specialist company.

f) Risk Assessment - To be carried out annually or as appropriate with records kept centrally.

g) Health and Safety - Refer to whole school policy re. Location of First Aid Equipment.

Accident procedure

Only trained first aid Staff have the responsibility for administration of First Aid Treatment. If using the indoor, outdoor areas or an outside venue, a first aid bag should be immediately available or taken.

5. Personal and Social Competencies

Across all activities, and as appropriate to the age and development of the pupils, particular attention will be given to the development of communication, coping and conduct skills.

6. Resources

Working Environments; It is the responsibility of each individual coach/teacher to make a risk assessment of the area they are using prior to use.

- i) indoor areas.
- ii) playground.
- iii) grassed area.
- iv) off-site provision

Staff should endeavour to make full use of both indoor and outdoor facilities to provide appropriate experiences for pupils within the activity being taught.

Indoor Resources

Storage of large apparatus is situated Hall.

Staff should ensure that there is always safe access to the equipment and that the pupils are able to handle it safely to and from the storage positions. Pupils should be supervised at all times whilst moving equipment.

N.B. Benches and small boxes should only be stored two high. Chairs should not be positioned in front of the climbing frame.

Small Apparatus

All small apparatus is stored Hall cupboard pupils collecting the apparatus should be supervised. All apparatus should be returned to the cupboard in a tidy manner. Any damaged or lost apparatus should be reported to the Curriculum Leader. Lists of apparatus are appended.

7. Equal Opportunities

Please refer to whole school policy re. Equal Opportunities. P.E. experiences will reflect the school policy on promoting equal opportunities for all pupils in terms of organisation, programme and access to resources. All pupils will have equal opportunities in all P.E. activities.

8. S.E.N.

Please refer to whole school policy re S.E.N. Where necessary activities and equipment will be modified to enable maximum participation by any S.E.N. pupils where deemed necessary. The individual teacher will consult with the parent/carer with regard to the specific needs, which will be supported where possible with due regard to health and safety.

9. Differentiation

Differentiation should enable each pupil to regularly work at tasks, which are just difficult enough to make them, as individuals or within groups to try hard and achieve the intended outcome and to be successful.

10. Non-Participants

Non-participants whenever possible should be involved in the non-performance aspects of the activity. Unless, it impinges on health and safety. They can work with individuals or groups helping with the planning and evaluating aspects of the tasks. Non-participants should change into suitable footwear.

Parental notes should be received if a child is excluded for any short- or long-term health reason.

The school consults pupils in identifying barriers to participation.

11. Behaviour/Awards

Refer to whole school behaviour policy. Pupils are encouraged to participate in, and share 'special' aspects of their learning in P.E. such as the receiving of awards and certificates. If a child's behaviour is consistently deemed to be inappropriate and may lead to a health and safety incident, they will be excluded from the lesson.

12. Extra-Curricular Activities

Provision is made for a broad range of extra-curricular opportunities, which include participatory as well as representative activities. The school and through its links to Cluster school extended schools' activities provides a wide range of extra-curricular opportunities in physical activities.

Children of significant merit are placed for selection by Hackney and county teams.

Consideration is given to the possibility of agencies/individuals from outside the school being invited to enhance the level of extra-curricular provision. Due regard however is shown to legislation relating to 'Duty of Care'.

Duty of Care from: Safe Practice in Physical Education baalpe 1995. (see also 2004 edition 1.2 and 2008 edition)

There are long established and important common law requirements for those acting in loco parentis. Teachers and others with this legal responsibility must exercise the same duty of care as would a reasonable parent. In the case of pupils on outdoor and adventurous activities, or at recreational and sports centres, this legal responsibility falls to the accompanying teachers and cannot be delegated to instructors or coaches. In loco parentis forms the basis for duty of care, which all teachers must operate when they have children in their care. This applies to all activities within the school curriculum, to extra-curricular activities during or outside normal school hours and whether undertaken on or away from school premises.

All activities taken by non-teaching staff eg: visiting coaches/parents must be supervised by a member of the teaching staff.

13. Teaching Approaches

Progression in learning for all pupils should develop from teacher directed work to that of independent learning.

Teachers need to know what they are hoping to achieve and be able to use appropriate teaching styles to match the objectives.

14. Assessment

Assessment of pupil's attainments is a continuous process to all teaching and learning. It will inform teachers, pupils and other interested parties and help to identify learners' strengths, weaknesses and needs. Formative assessment via observation and feedback to aid progression is essential in any lesson.

Assessment will cover pupil's abilities in planning, performing and evaluating in relation to physical competence, health and related fitness, safe practice and personal and social competencies.

Pupil's progress should be recorded on Target Tracker at intervals throughout a Key Stage. These records will be used to help the planning of future work and form the basis for reports made at the end of each year, Key Stage and inform future schools. At present informal records are kept by individual teachers and used as a basis for future planning.

Participation levels are monitored as part of the SSP annual survey and planning is duly informed.

15. Cross Curricular Opportunities

The child's entitlement to a balanced curriculum requires the recognition of P.E. as a valuable contributor to cross-curricular work in:

- a) language development.
- b) reinforcement of mathematical concepts and skills.
- c) awareness of growth, development and maintenance of good health.
- d) development of personal and inter personal skills.
- e) PSHE, Healthy Schools programme and School Travel Plan

16. Swimming

Year 4 & 5 pupils go Swimming on a Thursday afternoon, this is done on a rota basis termly. Girls must wear a one piece swimming costume and a swimming hat and boys must wear suitable swimming shorts. The class

teacher is responsible for carrying out a risk assessment at the beginning of each term. The same jewellery rules apply for swimming and all PE lessons.

By order of the Governing Body of St Scholastica's Catholic Primary School.

Summer 2022

Review: Summer 2024

(Signed) _____ Date: _____
(Headteacher)

(Signed) _____ Date: _____
(Chair of Teaching & Learning Committee)