

Blessed Dominic Catholic Primary School



PE Policy

Date of policy: May 2023

Next Review: May 2024

Mission Statement

At Blessed Dominic Catholic Primary School, we pride ourselves on being a culturally diverse family. We seek to instill, in every child that we nurture, the joy and wonder of learning.

As we journey together with Christ, we develop children's resilience, intellectual curiosity and creativity through our positive learning behaviours. We nurture and cherish the unique talents of all, empowering them to flourish and grow into life-long learners.

Our mission is to show love, promote learning and belief in God our Father.

LOVE – LEARN- BELIEVE

Intent

At Blessed Dominic Catholic Primary School, we believe that PE is an important part of school life and ultimately has an impact on the children's future well-being. We aim to provide a PE curriculum that all pupils enjoy and allows them to experience a range of activities which enable them to develop their health, fitness and wellbeing.

We intend to provide a high-quality physical education curriculum that motivates children to participate, succeed and surpass in competitive sports. It allows pupils to become more confident in their physical capabilities. Through competitive sports, children build character and learn about fairness and respect.

Underpinned by:

- **High Expectations;** *All children are expected to participate in a variety of sports and activities which may be new to them. Children are encouraged to be physically active throughout varying points of the school day. A competitive ethos is promoted through both intra and inter competitions.*
- **Progression of skills;** *Lessons are planned ensuring there is progression of skills. P.E planning is provided by 'Non-Stop Action' and teachers within the school. Lessons are planned across the key stages to ensure that skills are taught and a variety of sports and activities are covered. Assessments are completed using an assessment tracker and the PE lead ensures that children are monitored throughout the units of work.*
- **Vocabulary rich environment;** *Pupils will become familiar with vocabulary linked to the sport throughout the course of the unit. The learning objective and key vocabulary is shared with the children at the beginning of each lesson. A P.E board is displayed in the school hall with key vocabulary.*
- **Developing sense of enquiry and curiosity;** *Pupils have the opportunity to engage in sports which are new to them. Children will have the freedom to investigate outcomes from using new equipment or skills.*
- **Good teacher subject knowledge;** *Teachers will have access to high quality PE planning to follow if necessary. Teachers will be able to attend training to ensure that their P.E teaching skills remain current.*

Rationale:

In line with our Mission Statement Blessed Dominic School believes that P.E. is essential to the physical, emotional, academic and social well- being of all children. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem.

"Physical education (PE) is a subject where pupils can work and play together often without the need for language. It links to the worlds of sport and dance that are commonly important aspects of cultures and races across the whole world. Much of PE provides young people in schools with a basis of common experiences that leads to communication between and a shared understanding of each other."

(QCDA - <http://www.qcda.gov.uk/7311.aspx> -2010)

“Physical education educates young people in and through the use of the body and its movement. It aims to develop physical competence so that pupils are able to move efficiently, effectively and safely and understand what they are doing. It is essentially a way of learning through action, awareness and observation”
(Physical education for ages 5 -16 DES/WO 1991)

Aims and objectives

Physical education develops the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children’s ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children’s enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. 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.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

PE curriculum planning

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work alongside the Primary PE planning resource which has been purchased to support teachers with planning. We have adapted the national scheme to the local circumstances of the school. As required in Key Stage 1, we teach dance, games and gymnastics, plus one other activity: outdoor and adventurous activities. In Key Stage 2 dance, games and gymnastics are taught, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities. Swimming and water safety is taught by qualified swimming instructors at Copthall Swimming Pool and classes are participating in a block swimming unit where they swim every day for 2 weeks. *We work closely with 'Non Stop Action' who have devised their own scheme of work to operate alongside the new National Curriculum.*

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. A curriculum map has been devised alongside Non-Stop action so that teachers are clear about the skills being taught in each term. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Non-Stop action deliver lessons via their detailed lesson plans. In the event that class teachers are required to deliver their own P.E lesson, teachers complete a short term plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis. Short term planning may be annotated on medium term planning.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Contribution of PE to teaching in other curriculum areas

P.E can have a whole school impact on enjoyment, attendance and pupil energy in class.

Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Creative Curriculum

The Creative Curriculum gives opportunity for teachers to offer a range of activities that are linked to the theme being taught. Teachers devise opportunities for children to link their creative learning through PE and dance is often used throughout these lessons and a form of expressive learning.

Motor Skills

Children who are identified by class teachers as having motor skills issues are then accessed by the SENCO. The SENCO then decides if it is necessary to place them in the Motor Skills group. This is taught once a week by a trained Teaching Assistant. Assessments of their progress in this group are made on a regular basis.

Religious Education

Liturgical dance allows children to interpret scripture and the Gospel readings in a creative way. It is an expression of prayer or worship through body movement.

Teaching PE to children with special educational needs and disabilities

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum and the Primary PE scheme allows us to consider each child's attainment and progress against expected levels.

We enable pupils to have access to the full range of activities involved in PE. Where children are to participate in activities outside of school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Allocation of P.E. per week:

Each class has timetabled PE per week which are planned according to the Curriculum Map as well as completing the daily mile. This is taught alongside 'Non Stop Action'. Swimming lessons also act as one of the P.E lessons. Throughout the year, each year group will be provided with additional PE opportunities for a term/ half term. This is usually done alongside sport specific coaches, alongside class teachers. There is a hall timetable that safeguards a time for each class. This means that wet weather will not prevent the class from participating in a P.E. lesson. Children attend school in their PE kits to ensure that lesson time is optimized.

Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. At the end of a unit of work, teachers make a judgment as to whether the class has met, exceeded or are working towards the expectations of each individual unit. Teachers use the assessment tracker within the Primary PE scheme to track the progress of their classes. *Photo evidence should also be stored on the system to support this.* *Non-Stop Action* provide half termly assessment updates for the classes they teach.

Resources

There is a wide range of resources to support the teaching of PE across the school. The Sports Premium funding is used partially to ensure that resources are in good supply and are well maintained. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and Multi Sports Games Arena for games and athletics activities and Copthall swimming pool for swimming lessons. Playground markers have been added to encourage children to be more physically active during their break times. On the KS1 playground investment has been made to add a PE element on the playground. Zones have been allocated to ensure that children can have access to PE equipment in a safe environment under supervision from an adult.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect children to come to school in their PE kits (tracksuits) on their PE days. The introduction of new PE kits ensures that less time is used during their PE lesson for changing. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE including trainers. The policy is that no jewellery is to be worn for any physical activity apart from stud earrings. The Safer Handling manual for PE has been purchased and all teachers have access to this resource.

Risk Assessment:

The following points must be considered to ensure the safety of pupils and staff:

- *The teachers must have sufficient training and knowledge of the equipment.
- *The pupils must wear correctly fitting footwear suitable for the activity.
- *Pupils should have access to water to prevent dehydration.
- *Regular checks and risk assessments are made by all teachers as well as ongoing risk assessments made every day.
- *Annual safety checks and repairs are carried out on gymnastic equipment and staff check apparatus as it is taken out to be used.
- *If a potential hazard is identified it is immediately taken out of use.
- *It is advised that reference to the 'Safer Handling in PE' manual is used before planning or executing a lesson to ensure use of correct protocol.

TEACHERS SHOULD CARRY OUT THEIR OWN INFORMAL RISK ASSESSMENT OF THE AREA BEFORE THEY START A LESSON. TEACHERS SHOULD ENCOURAGE CHILDREN TO LOOK FOR POTENTIAL HAZZARDS.

First Aid Procedures:

All staff who are trained in First Aid are known. Their duty timetables are displayed around the school.

Minor accidents can often be dealt with by the teacher in charge of the lesson.

If the teacher in charge considers that First Aid is required a sensible pupil can be sent to get a member of staff or escort the pupil to the nominated person.

All accidents should be recorded in the accident book held by the first aider who treats the child.

Children who have veruccas can participate in the normal way once the verucca has be covered or treated with the appropriate cream.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the head teacher a termly summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

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| Headteacher: | | Date: | |
| Chair of Governing Body: | | Date: | |