



# St. Patrick's Catholic Primary School

## PE Policy

Written by	Updated
Senior leadership team and Curriculum leader for PE	April 2022



### **The National Curriculum states that:**

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

### **Aims**

In order to promote active and healthy lifestyles all children should:

- \*be physically active
- \* adopt the best possible posture and appropriate use of the body
- \* engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance
- \* understand the need for personal hygiene in relation to vigorous physical activity

In order to develop positive attitudes all children should:

- \* follow the conventions of fair play and honest competition
- \* cope with success and limitations in their performance
- \* persevere with and consolidate their performances
- \* be mindful of others in their environment



## INTENT

### Planning and Assessment

#### Year Group PE entitlement

Nursery and Reception have outdoor opportunities on a daily basis. In addition to this Reception have a taught PE lesson once per week. All other classes have two taught PE lesson of an hour per week (children bring their PE kits to school and get changed).

The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the Foundation Stage Curriculum and National Curriculum 2014. The PE curriculum at St Patrick's is based on these requirements and is detailed on the long term year planner. St Patrick's have adopted PE Resources from 'Get set for PE'. Each year group will learn PE in accordance with the long term planning. This will ensure continuity and progression through school in order to continue to improve standards in PE.

#### Areas of activity

Early Years Pupils should be taught:

Games • Spatial awareness • Basic motor skills • Co-ordination and control • Aiming, predicting and estimating  
Dance • Using their imagination in art, design, music, dance, imaginative role-play and stories  
Gymnastics • Travel around, under, over and through balancing and climbing apparatus

Games (KS1 and KS2) Pupils should be taught:

- Simple competitive games
- A variety of ways to send, receive, strike and travel with/without a ball
- Games which include running, chasing, dodging, avoiding and awareness of space and other players
- To develop core skills in attacking, defending, invasion, striking and fielding
- To play small-sided and simplified versions of net/wall and target games

Gymnastics (KS1 and KS2) Pupils should be taught:

- To use technical vocabulary
- To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing)
- To link movements on the floor and apparatus
- To repeat movements / develop sequences • To develop complex movements



Dance (KS1 and KS2) Pupils should be taught:

- To compose and control movements by varying shape, size, direction, level, speed, tension and continuity
- Investigate different genres of dance
- To express feelings moods and ideas
- To respond to various stimuli including music

Athletics (KS1 and KS2) Pupils should be taught:

- To develop and refine basic running, jumping and throwing techniques using a variety of equipment
- To measure, compare and improve their own performance

Swimming (KS2) Pupils should be taught:

- To swim unaided, competently and safely for at least 25m
- To develop confidence in water and
- To develop floating skills and support positions
- To develop an effective and efficient swimming strokes on the front and back
- To understand and follow basic water safety and survival skills

Pupils in Y4 and Y5 will attend swimming lessons for a block in the Lent and Pentecost term. In addition, those pupils in Y6 who have not achieved the above objectives within Y4 and Y5 will be given a further opportunity to attend swimming lessons.

Outdoor Activities (KS2) Pupils should be taught:

- To perform outdoor and adventurous activities in a variety of environments
- To face physical and problem solving challenges individually and collaboratively

In Y4, 5 and 6 pupils are given the opportunity to attend an outdoor and adventurous residential. During the residential pupils will spend time developing the above skills.



Summative and formative assessment in PE is carried out by class teachers:

- Informally during the course of teaching through observation
- Children to complete a self-assessment at the start and end of each unit of work. This self-assessment tool to be used to support children in being reflective in their lessons and with their achievements
- At the end of each unit of work teachers to complete pupil assessments in order to update the children's attainment and progress in that area of PE.
- These are used to assist in reporting to the parents and passed on to the following class teacher
- To inform future planning

## **Implementation**

### **Quality of Teaching and Learning**

Planning for PE is initially shown in long term plans, which incorporates themes and objectives. Medium term plans show more detailed learning sequences and differentiated activities.

High-quality lessons should include: - A statement of the learning objective - A whole class risk assessment - Teaching the children to warm up safely - The teaching of skills and techniques - The application and adaptation of learnt skills in games activities - Modelling of correct technique - Use of correct and specific technical vocabulary - Performance and evaluation of each other's work - Work which reflects the learning objective

### **Health and Safety**

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety. Reference should be made to the school's Risk Assessments. All staff have a copy of the Health and Safety Policy in school documentation file.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher



- Children should be given health and safety guidance through the lesson
- All jewellery should be removed and stored safely before each lesson
- If children wear stud earrings they must be taken out by the child.
- All long hair should be tied back
- Suitable clothing should be worn for each lesson (see school prospectus for correct clothing) Children should not engage in physical activity without correct kit
- For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)

## **Impact**

### Monitoring and Evaluation

The children are able to know more and remember more

Lessons are observed by the Headteacher and Coordinator

Work analysis is carried out by the Coordinator throughout the year

Teachers' planning is monitored termly

Books are scrutinised termly

## **Leadership and Management**

### **The Role of Governors**

The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the Coordinator. This Governor receives a copy of the subject Policy, subject action plan and analysis of SATs results. The Governors are also involved in the setting of targets for the end of key Stage 2 and in carrying out a work scrutiny of books throughout the school.

### **The Role of the Headteacher**

The Headteacher, in collaboration with the Coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by



the coordinator and provides the necessary support and resources in order to achieve it.

The Head teacher is kept informed about the quality of teaching and learning through regular discussions with the coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity

### **The role of the Coordinator**

The Coordinator develops an overview of the strengths and weaknesses of their subject in the school and uses this to inform contributions to the subject Action Plan and carries out the tasks identified.

A supportive role is given to teachers for planning, teaching lessons and making assessments. Advice is also given on the use of resources.

The coordinator identifies INSET needed and where appropriate and able, provides in-school inset and keeps abreast of subject developments.

Together with the Headteacher, the coordinator monitors the progress of their subject by analysing test data, observing lessons and evaluating children's work.

### **The SENCO and Support Staff**

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson. They have attended insets and are familiar with the National Curriculum

The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement in the daily lessons. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.

### **Partnership with Parents**

Depending on the time of the year, St Patrick's provides opportunities for children in wide variety of areas. These after school clubs are updated and change according to the interests of the children. After school clubs are available for children to attend from Reception to Year 6 and if required there is a subsidiary available where finance may be an issue. All sports clubs are open to both girls and boys and are delivered by teachers who deliver high quality lessons. The provision of Out of School Hours sports



clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.

### **Mansfield sports partnership and outside agencies**

St Patrick's works closely with Mansfield sports partnership to provide pupils with many opportunities outside of the curriculum. Throughout each year pupils in all year groups are given the opportunity to attend a sports activity run by Mansfield sports partnership. In addition, opportunities are provided from other outside agencies such as Beth Tweedle Gymnastics and Mansfield Town football in the community. St Patrick's endeavours to provide as many opportunities for pupils as possible.

### **Sports Mark**

Each year St Patrick's school endeavour to apply for the Sports Mark based on the outcomes of the sporting achievements of the year.