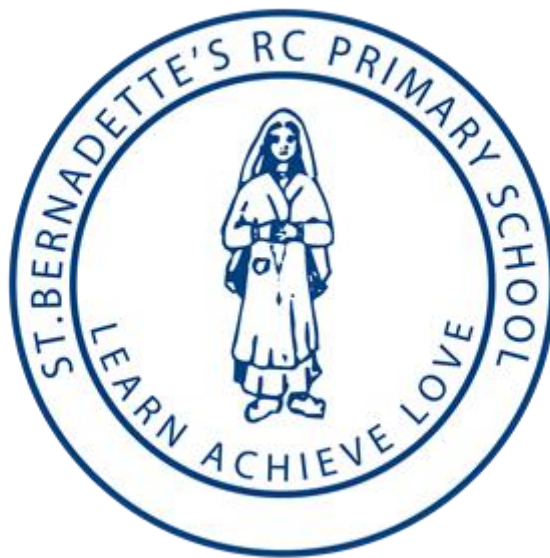


# St. Bernadette's RC Primary School



## PE Policy

*Together we Learn.*

*Together we Achieve.*

*Together we grow in God's Love.*

Written: April 2023

Next Review: April 2025

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## **1. Subject Statement**

### **Intent**

At St Bernadette's we believe Physical Education (PE) is an essential and valuable part of our foundation curriculum. Curriculum PE is accessible, inclusive and covers a wide breadth of activities and sports.

Our curriculum at St Bernadette's has been developed to ensure there is a full coverage of The National Curriculum and our key curriculum vehicle is Get Set PE, a new and exciting scheme which covers the areas of; Fundamental movement, Games, Gymnastics, Dance, Athletics, Swimming, Health & Fitness and Outdoor and Adventurous Activity.

PE is taught through aspects of specialist teaching, with a subject specialist teacher playing a role in promoting this subject, via delivery or coaching of others. From here class teachers and higher-level teaching assistants (HLTAs) are empowered and confident to further delivery of the PE curriculum from EYFS up to Year 6.

Taught PE is only seen as one element of our wider offer which includes, supporting health and mental well-being, clubs and activities, sports events, inclusion, enrichment and community health.

In delivering this wide and expansive offer our aim is to:

- To ensure that children are physically active and that they develop positive and enjoyable attitudes to physical activity and healthy life styles
- To enable each child to experience a sense of achievement through physical activity and to develop positive attitudes towards them
- To ensure that children develop a knowledge of safety and appreciation of the principles of safe practice
- To develop in all children a sense of self-worth and an appreciation of the differing abilities of others
- To promote a sense of fair play based on rules and the conventions of activities, thus developing positive sporting behaviour
- To improve observational skills and the ability to assess the effectiveness of performance
- To ensure that all children have equal access to all areas of Physical Education and that all space, facilities and equipment in the school be available to both boys and girls
- To identify children with special needs and to provide the support necessary to meet these needs in Physical Education
- To know how to conduct themselves in sporting competitions and accept authority

### **Implementation**

The P.E curriculum at St. Bernadette's is diverse and we have developed long-term plans, produced by the PE leader, to ensure that the national curriculum is covered. The long-term plan follows the Getset4PE Scheme of work which ensures coverage of all NCPE objectives. The curriculum for PE is delivered throughout the whole school and repetition of sports is part of our coverage to allow children to refine and further their skills that they have already learnt previously. This allows the children to transfer

skills learnt in one activity/sport and relate it to another. P.E is sequenced precisely to ensure progression of knowledge and skills throughout all year groups. PE lessons at St. Bernadette's are enjoyable, challenging and progressive through a range of sporting activities such as striking and fielding games, gymnastics, dance, invasion games, net and wall games, health and wellbeing, swimming and outdoor learning activities.

Physical education is necessary for developing healthy, active lifestyles. At St. Bernadette's we are passionate about providing children with a range of opportunities to partake in physical activity. We provide a range of before and after school activities (provided by teachers and external coaches) for all children at our school. Children at St. Bernadette's have the chance to compete outside of school and showcase their abilities while enjoying sports in a competitive atmosphere. The competitions we participate in support the lessons taught in physical education, and we make sure to be inclusive and consider every student in the school when it comes to selections and tournaments held outside the classroom.

### **Impact**

The impact of the PE curriculum is that the children will meet their age-appropriate skills in Physical Education and be able to transfer these skills into other sports and everyday activities. It is hoped that physical education will light a love of sport and physical activity, so that our children will engage in extra-curricular sporting opportunities provided by the school and local clubs. Through our Physical Education curriculum, we believe we can equip children with skills in team building, promote physical and mental health and boost confidence and resilience. PE lessons are fun, enjoyable and challenging and all children can achieve, to the best of their ability, in a supportive, safe and stimulating environment. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise and activity for their physical and mental wellbeing.

## **2. Teaching and Learning**

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

### **Typical Lesson Structure:**

- Lessons begin with a clear focus on the learning intention of the session.
- Success Criteria is shared with pupils in order for them to know how they can achieve the learning intention.
- Lessons commence with a warm up/introduction to prepare children for physical activity.
- After the warm up, children will move onto the main activity. They will focus on a specific skill and will to develop this throughout the lesson.
- The main activity provides an opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).

- Finally, lessons end with a discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

### **Extracurricular Activities**

The school provides a range of PE-related activities for children at the beginning, during and end of the school day. These encourage children to further develop their skills in a range of activities. The school also plays regular fixtures against other local schools and competes in local tournaments. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed within their lessons. The School encourages the use of outside agencies, staff and parents to help develop different aspects of the P.E. curriculum.

There are extra- curricular opportunities and professional coaching available to interested pupils, these include:

- Gymnastics
- Girls' and boys' football
- Netball
- Running club

### **Bad weather**

From September 2023, in the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made so as to ensure regular PE instruction, which may include class based activities, around the objectives. If an indoor location is available, the activity could be taught inside while still achieving the learning objectives through modification or adaptation.

## **3. Assessment**

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.

## **4. Planning and Resources**

### **Planning**

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. The PE subject leader works this out in conjunction with teaching colleagues. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term

lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

The curriculum is organised so that students engage in a variety of activities and assess their own performance. Through planning, with year group partners, ensures time is effectively managed to ensure that lessons and activities are well organised and resourced. Over time, students have a variety of opportunities to work independently in pairs, or in groups.

### **Resources**

P.E equipment is stored safely in the P.E cupboard to which only members of staff have access. The PE Coordinator regularly checks the cabinet to ensure its organisation and tidiness. The PE Coordinator is in charge of ensuring PE equipment is resourced and readily available. The P.E coordinator is also required to manage the purchasing of the PE equipment with the approval of the head teacher.

### **Primary Sports Funding**

Investment of the Primary Sports Funding is planned to ensure sustainability of PE and sports provision across our school. At St Bernadette's we believe that active participation in PE and other sports creates happy, healthy children with a readiness to learn. It also equips children with the skills and enthusiasm for lifelong participation in physical activity and sport. Children's early experience of sport is crucial to the development of high levels of expertise. At St Bernadette's, this is promoted and developed through a combination of school-based physical education as well as other structured activity programs run out of school hours.

#### **2021/2022 PE and Sports Premium Plan**

##### **We intend to spend the money in these areas:**

- ✓ Sub-contract a Specialist PE leader (LLE) to provide high quality PE provision across school. Class teachers acquire quality CPD learning from the PE Teacher
- ✓ Specialist PE leader to deliver 2 sports/games based clubs per week
- ✓ A 2-week intensive swimming programme for children in Year 5 and Year 6. Both year groups are attending this year due to the pandemic.
- ✓ Specialist PE leader to deliver training for all staff on Orienteering and to deliver this in the PE curriculum to all children from Nursery to Year 6.
- ✓ To attend the Etihad stadium sports facility for Sports Day
- ✓ Providing CPD and training for a Teaching Assistant who delivers aspects of the PE curriculum during PPA.
- ✓ Provide a range of sports clubs including: Netball, Football, Running, Gymnastics, Athletics, Rounders and Cricket
- ✓ Indoor PE Equipment
- ✓ Outdoor PE equipment

## **5. Organisation**

Under the 2014 PE Curriculum, PE is a statutory subject to be taught. However, there is no statutory requirement for the amount of time spent participating in PE sessions. At St. Bernadette's we acknowledge the guidance set by the DFE recommendation. Therefore, pupils have access to a minimum of one P.E. lesson a week, which is often complemented by additional activities from external providers.

## 6. EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning.

Within the Early Learning Goals (ELGs) there are two strands under Physical Development:

1. Moving and Handling: *Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.*

2. Health and Self-Care: *Children learn the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.*

Particular areas of focus for EYFS children will include movement, balance and the use of PE equipment, such as balancing apparatus, floor mats and sporting equipment, such as bats and balls.

EYFS classes will have one “formal” PE lesson per week. They will also have access to daily outdoor and indoor provision that will help to develop:

- Strength, balance and coordination when playing.
- Ability to negotiate space and obstacles safely, with consideration for themselves and others.
- Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Participating in physical activities that enhance fine motor skills.

## 7. KS1 and KS2

### Key Stage One:

Children 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.

Children are 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.

### Key Stage Two:

Children 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.

Children are 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.

### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2. At St. Bernadette's, children in Year 5 attend swimming lessons over a 2-week block period. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

## **8. Equal Opportunities (e.g. gender, race)**

At St Bernadette's we are committed to providing all children with an equal entitlement to physical activities and opportunities regardless of race, gender, culture or class. All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language.

Teaching staff will work closely with the PE coordinator to ensure that planned activities for lessons are accessible to all pupils, including pupils with SEND. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners.

## **9. Inclusion (e.g. EAL/SEN/PPG/Provision for HA)**

At our School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have and carefully considering their social, economic, and cultural backgrounds. We ensure that the learning opportunities provided in P.E are accessible, purposeful and inspiring.

## **10. Role of the Subject Leader**

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's work and observes PE lessons.
- Oversee, with support from the curriculum lead, the teaching and learning in PE in line with the Curriculum Map.
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.



- Organise Sports Day(s) annually.  
The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by the curriculum leader.

## 11. Parents

Parents are responsible for:

- Providing their child with the necessary PE kit
- Providing their child with appropriate footwear for PE classes
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.
- ***Please note Reception children do not need a PE kit until the summer term. Further details are sent to parents in the Spring term***

Parents are invited to attend our yearly Sports Days as well as extra-curricular competitions.

### P.E Uniform

- From Year 1 children are required to wear the following clothing for PE and the again the co-operation of parents is sought in this.
- The PE uniform consists of:
  - Navy blue t-shirt with the school crest on
  - Navy blue plain shorts
  - White socks
  - Plimsolls or trainers may be worn for outdoor games.
  - Please note – Football kits should not be worn.

### PE Tracksuit

We do have a School Tracksuit that some children choose to wear as well as their PE kit. This is optional and can be bought from JSA Print in Haslingden. They will deliver to school or you can order to your home for a small delivery fee. <https://stbernadettesprimary.secure-decoration.com/>

## 12. Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

- Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma;
- Staff know about the safe practices involved in moving and using apparatus.
- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics.
- Correct use of equipment is taught along with any potential hazards.
- Equipment and apparatus is stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.
- School shoes are not permitted to be worn for PE.

- Pupils wear appropriate clothing, remove jewellery and tie back long hair. Earrings should **not** be worn for school on days when your child has PE. This is for health and safety reasons.
- Teaching staff should be appropriately dressed to teach PE