**Saints Peter and Paul Catholic Primary School PE Policy**

**September 2020 – 2021**

***Jesus said, “I chose you, and appointed you to go and bear much fruit.” (John 15:16)***

**Physical Education Policy – September 2019 - 2020**

**Introduction**

At Saints Peter and Paul Catholic Primary School we are committed to providing all children with learning opportunities to engage in Physical Education.

This policy reflects Saints Peter and Paul School’s values and philosophy in relation to the teaching and learning of PE.

It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

It has been developed through a process of consultation with school staff and governors.

**Aims**

* To develop the critical fundamental movement skills that act as the foundations and building blocks for future activity.
* To equip children with the key essential abilities to maximise potential and longer term participation.
* To give all children the physical literacy, emotional and thinking skills to achieve in PE, Sport and life.
* To make children feel valued, included, challenged and supported in their learning.
* To develop the skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
* To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
* To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
* To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
* To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others’ safety and well-being.

**In order to do this we aim to:**

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.

2. Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.

**Equal Opportunity**

We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

**Curriculum Planning and Organisation**

Each class is timetabled so that they can access the hall at least once a week regularly.

* The playground areas and field are used to facilitate activities such as outdoor activities and games.
* Swimming lessons are provided by qualified teachers from Kirkby Leisure Centre, in addition to Saints Peter and Paul staff members. Pupils are 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.
* Children are all given regular opportunities to participate in competitive sporting activities both during school time and after school, such as: football, basketball, cricket and dodgeball. School staff accompany the teams to these events.

**Early Years Foundation Stage**

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

* Expected

Moving and handling - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Health and self-care - children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

* Exceeding

Moving and handling - Children can confidently hop and skip in time to music.

Health and self-care - Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have unlimited access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

**Key Stage 1 & 2**

The school follows a long term plan set out by the PE coordinator in order to provide the children the opportunity to learn a variety of new skills and take part in a variety of team games. The planning is in line with the National Curriculum guidelines.

Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.

Currently, swimming lessons take place during a two week block for Key Stage 2 children. Transport time to the local pool is not included as part of the PE time allocation – children have eight, one hour swimming lessons – **may change due to COVID-19**

**Contribution of PE to teaching in other curriculum areas**

**English**

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

**Maths**

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

**ICT**

Children use capturing and recording equipment (iPads) for evaluation/development of skills.

**PSHE**

PSHE and PE links include the following **Multi-ability assessment foci:** Personal skills, Social skills, Cognitive skills, Creative skills and a Knowledge and understanding of Health and Fitness.

**SMSC**

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

**Inclusion**

* Class teachers will place the pupil at the heart of their learning with the ultimate goal of ensuring they feel valued, included challenged and supported in their learning.
* Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
* No pupils will be excluded from any physical education programme unless advised by a medical professional.
* Lessons will provide good quality experiences that are suitably challenging for all pupils.
* Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
* For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
* For the purposes of competitions, all children will be given the opportunity to participate in the experience – **If competitions are taken place due to COVID-19**

**Assessment & Recording**

The current PE programme is built around key objectives taken from the National Curriculum. Children are assessed on specific skills within each topic, which are recorded by the class teacher as to whether each child is below, working towards, expected or exceeding in that particular skill. The teacher will then use a best fit approach to distinguish whether the child is meet expectations for the whole unit.

This framework aligns to national Curriculum Levels.

* Assessment is carried out by teachers in the course of a normal class activity.
* This is done mainly through observations and through discussion with children.
* At the end of each unit, teachers will fill out an assessment sheet based on the learning objectives and key skills taught within that unit.
* A photographic/video record is sometimes used to document some of their work.
* Key Stage 2 children self and peer assess throughout PE lessons.
* Physical development levels and progress are recorded by the EYFS teachers for each child.
* Physical Education/physical development is included as part of the end of year reports to parents.

**Health & Safety**

All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:

* Pupils are taught how to improve their own abilities to assess risks.
* **First aid** equipment is available, and all the staff is trained in what action to take, including calling for assistance in the event of an accident.
* **Inhalers** for pupils suffering from asthma are made readily accessible.
* **Children with diabetes** are monitored closely throughout and after PE lessons by staff.
* **Regular checks** are made on **all equipment**.
* All staff are responsible for reporting to the subject leader if any items show wear and tear.
* Any items constituting a danger are taken out of use immediately.
* Pupils are **taught how to move and use apparatus safely** under the supervision of a teacher or responsible adult.
* Pupils are **made aware of safe practice** and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc ).
* Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
* **Teachers ensure that no jewellery is worn in lessons** and long hair should be tied back.
* Pupils wear suitable footwear when travelling to and from the hall.
* If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

**Extra health and safety guidelines due to COVID-19:**

* Equipment will be cleaned after each lesson with disinfectant spray.
* Children will practice social distancing when possible
* If any child shows symptoms of COVID-19 they will be taken to a room to isolate and parents will be informed.

**Resources**

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.

* Large equipment/mats other PE resources are stored in the hall store. These will be cleaned after each use.

**Administration Arrangements for Extra Curricula Sporting Events**

The PE coordinator liaises with teachers / support staff and sports coaches to arrange after school clubs / Holiday Sports clubs / attendance of teams at External Sporting competitions.

Where necessary the PE coordinator liaises with the Educational Deputy Head to ensure that the appropriate paperwork is completed.

**Monitoring & Review**

* The subject leader will oversee the continuity and progression within annual and medium term plans.
* They will also monitor the quality of teaching and learning through observations.
* The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

The policy will be reviewed every year.

Signed