

Physical Education Curriculum Policy

Our Lady Catholic Primary School

Cross reference with the United Nations Conventions
On the Rights of the Child including:

Article 28 – Every child has the right to an education.

Article 29 – Education should develop every child’s personality, talents and abilities to the full.

Article 6 – We should do all we can to ensure that children grow up healthily.

Article 31 – All children have the right to join in a wide range of activities.

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The purpose of this document

This policy reflects the school values and philosophy in relation to the teaching of physical education (P.E.). It sets out the framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the 'Design and Timetable of our Curriculum'; which sets out in detail what pupils in each year group will be taught. This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents, inspection teams, L.E.A. advisors and interested others.

Why we teach P.E. at Our Lady Catholic School

The school believes that P.E. experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well being. A broad and balanced P.E. curriculum is intended to provide for pupil's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

Providing a balanced range of individual, paired and group activities, in addition to, cooperative, collaborative and competitive situations aim to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad P.E. curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They are also intended to develop the pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted, seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and to begin to understand the factors that affect health and fitness. This as a result will help the children become physically literate, and even become sports leaders in the future.

Our aims in teaching P.E.

Within line of the new PE Curriculum of 2014 we aim to:

- Stimulate and maintain pupil interest and enjoyment in P.E. and to promote health and fitness for current and future lifestyles.
- Enable pupils to be familiar with a body of knowledge, principles and vocabulary that relate to P.E.
- Enable pupils to see P.E. as a major feature in our lives, related to employment, leisure, culture and lifelong participation.
- Enable pupils to see P.E. as a wider body of knowledge and skills, e.g. interpersonal and problem solving skills.
- Enable pupils to understand and use safe practice and to appreciate its importance in P.E.
- Enable pupils to understand the short and long term effects of exercise on the body.
- Enable pupils to understand the role of exercise in a fit and healthy lifestyle.
- Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for the P.E.

- Enable pupils to work independently and as part of a group or team in varied activities so as P.E. contributes to the development of core skills such as communication by speech.
- Employ teaching methods and resources that will allow all pupils to have equal access to P.E. and to experience success and enjoyment in their P.E. work.
- Develop awareness in pupils of the implications of sport and physical activity for the individual and local, national and international communities.
- Allow pupils to develop informed opinions and be able to support them in reasonable argument.

Sports Premium

In March 2013 the Government announced that it would provide additional funding to primary schools to support the improvement of provision of PE and sport. The funding, allocated to head teachers in primary schools is ringfenced and can only be spent on PE and sport in primary schools. The head teacher, subject leader and governors are accountable for the spending of the funding.

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport. It is to benefit primary-aged pupils and to encourage the development of healthy, active lifestyles.

For more information see the sports premium action plan on the school website.

Teaching and Learning

The organisation of P.E. in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, applying these skills and the ability to reflect on and improve these skills as well as allowing the children to compete competitively in a variety of sports.

We aim for our P.E. lessons to include challenges for all pupils, which involve developing:

- Develop competence to excel in a broad range of physical activities
- Are physically active for a sustained period of time
- Engage in competitive sports and activities
- Lead healthy and active lives.

We see the above as important to developing and maintaining high standards of P.E. in our school, and through the P.E. lessons, challenges for all pupils will adhere to achieve.

Entitlement

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and takes into account of individual interests and needs. Children should have access to all components of the N.C programmes of study, (athletics, dance, games, gymnastics, outdoor education and swimming) so that a realistic attempt is made to achieve the expected levels of performance as set out in N.C descriptors.

P.E. Curriculum Planning

The P.E. curriculum should be planned to provide a balance of activities within the programmes of study. The scheme of work is based on the National Curriculum 2014, which can be found in the class P.E. files. Teachers will need to plan units of work in detail to include outlines of tasks, risk assessments and assessment

opportunities. Sessions should include warming exercises and stretches before the main tasks and cooling down activities at the end.

Opportunities should be taken where appropriate to make links between aspects of P.E. and other subjects across the curriculum.

Good lessons should contain the following elements.

- Purpose: Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- Progression: Pupils capabilities should be developed with increasing demand made on a physical and mental processes. Building on previous learning is essential and so to is working to achieve successful outcomes through repetition, application and refinement of skills.
- Pace: High levels of activity, avoiding dead spots(pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and there association with health emphasised.
- Coherence: All teachers should reinforce previous understanding and establish links between curricular experiences.
- Challenge: High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks.
- Differentiation: Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

Pupil's responsibility: in lessons pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practice and repeat movements in order to improve efficiency and the quality of their performances.

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.

Key Stage 1

We follow the National Curriculum Objectives in Key Stage 1. We progress on the skills learned in Foundation Stage. Pupils 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.

Pupils should be 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.
- Children are taught a wide variety of skills which will give them an excellent base when starting Key Stage 2.

All children will participate in:

- Games
- Gymnastics
- Dance
- Athletics

A specialist teacher plans and teaches Games, Athletics, Gymnastics and Dance ensuring progression is made within the Key Stage.

Key Stage 2

We follow the National Curriculum Objectives in Key Stage 2 .We build on the skills learned in Key Stage 1. Pupils 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.

Pupils should be 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. Children are given the opportunity to try a wide range of sporting activities which gives them an excellent skills base when moving up to Key Stage 3.

All children will participate in:

- Invasion Games
- Striking and Fielding
- Net and Wall
- Athletics
- Gymnastics
- Dance
- Outdoor and Adventure Activities (OAA)
- Swimming

Swimming and water safety

Our school provides swimming instruction in Key Stage 2.

In particular, 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]
- Perform safe self-rescue in different water-based situations.

Wet Weather Contingencies

If, due to wet weather or dangerous conditions, lessons are unable to be taught outdoors, lessons will be taught indoors. In PE lessons, the decision to teach lessons indoors will remain with the teacher responsible for that lesson. Whenever possible the lesson content should be maintained. If this is not possible then another practical activity should be undertaken suitable to the class/group size and composition.

Time Allocation

Key Stage 1 and 2 are allocated two 1 hour slots for P.E., one for indoor P.E. and outdoor P.E. To increase our P.E. time all classes perform aerobics for 10 minutes every morning, and are encouraged to take movement breaks throughout the day.

Foundation Stage should have physical activity every day. EYFS & all other classes are also encouraged to take part in the Mile Challenge

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. On no account should PE be used as a sanction.

Planning for Differentiation across the Key Stages

Planning for differentiation should incorporate:

- Pupils groupings, e.g. ability or mixed ability groups; or group, paired or individual activities.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.

Differentiation by support may be achieved when children of low ability are given constant reassurance to help improve their confidence.

Inclusion

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability.

PE lessons should aim to provide quality experiences that challenge children.

Special Educational Needs

Wherever practicable, provision will be made for children with special educational needs where it affects their performance in P.E. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioral disorder

It is important to concentrate on children's abilities and needs, not on their disabilities and handicaps. This emphasis aims to improve their movement skills and help to change feelings of disaffection, under-achievement and low self-esteem.

Everything should be done to avoid highlighting the disabilities of any particular child.

In some cases it may not be practicable to provide sufficient physical activities within the school for a child with severe disabilities and the SEN Co-ordinator or P.E. Co-ordinator should contact appropriate agencies to make additional arrangement for these pupils.

Gifted and Talented

When Physical Education is planned the needs of gifted and talented children are taken into account. Children are challenged through their lessons and given opportunities to further develop their skills. Clubs are also run for specific G&T children.

Cross-curricular links

Although cross curricular links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

- Science / PSHE
 1. Health and Fitness.
 2. Drugs and Abuse.
- Numeracy
 1. Speed.
 2. Distance.
 3. Time.
 4. Measuring.
 5. Recording.
 6. Handling Data.
- English
 1. Speaking and Listening.
 2. Subject-specific vocabulary.
- Geography
 1. Map-reading.
- Music
 1. Rhythm.
 2. Tempo.
- Computing
 1. Use of stop watches, digital cameras and digital video.
 2. Use of spreadsheets for recording and interpreting data.
 3. Use of iPads and videos to inform learning and progression.

Assessment and Recording

Teachers assess children's work in P.E. by making assessments as they observe them during lessons. At the end of each unit of work, the specialist teacher and teaching assistant will make an assessment on the class against the learning objectives for the unit. These assessment sheets will stay in the PE assessment folder. Levels according to the Hertfordshire assessment guidelines are given to each child at the end of each unit. Each child's progress is recorded in the child's annual report to parents.

Resources

Large equipment is stored around the hall. All other equipment is stored in the P.E. cupboard. Children are expected to help set up and put away equipment as part of their work. Any equipment that the children set up must be checked by the teacher before children begin to use it.

Health and Safety

'The primary responsibility of staff is the supervision and safety of children and young people.' (Safe Practice in Physical Education and School Sport, afPE, 2012 edition.)

Safety should be paramount when planning PE activities.

The following guidelines should be referred to by all teachers when planning their PE curriculum.

Safety Practice in Swimming (LEA)

Safe Practice in Physical Education (The Association of Physical Education (afPE) 2012 edition)

Safety in Outdoor Education (LEA)

(These documents are located in the staff room.)

Risk assessments are held in the main file in the office. Health and safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.

'There are situations where access to a mobile phone will make a positive contribution to the safety and welfare of the children and young people, particularly when an emergency occurs.' (Safe Practice in Physical Education and School Sport, afPE, 2012 edition.)

When teachers are taking lessons on the field away from the school buildings they should carry a mobile phone as advised by the Hertfordshire County Advisor in P.E. In the event of a serious incident it is vital for the teacher in charge of the lesson to contact the emergency services immediately. Any delays in making this call could escalate the effect of the injury sustained.

All teachers should take out the First Aid Kit which is located in the P.E. cupboard. They should also file any incidents in the First Aid folder. The specialist teacher must ensure that their First Aid training is kept up to date. Inhalers for children suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. The coordinators should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the coordinator when any items need replacing or repairing. Any items constituted a danger should be take out of use immediately.

- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked)
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewelry.
- Good class control is fundamental to safety.

P.E. Kit

All Key Stages will have two P.E. kits, an outdoor P.E. kit and an indoor P.E. kit. P.E. kit should be kept in school during term time. Kits will consist of:

- Indoor P.E. Kit
 1. OLS navy T-shirt with child's house colour
 2. Navy Blue Shorts
- Outdoor P.E. Kit
 1. OLS navy T-shirt with child's house colour
 1. Navy blue tracksuit bottoms (no stripes or logos other than school logo)
 2. Navy blue tracksuit top (no stripes or logos other than school logo)
 3. Football Socks & spare normal socks
 4. Trainers
 5. Additional base layer for cold weather
 6. Additional safety equipment for tag rugby and hockey is advised i.e. shin pads and football boots.

Pupils are expected to wear P.E. kit to every lesson. If a pupil is unfit to participate in a PE lesson they are still expected to bring and change into, PE kit. However a note from their parent/guardian will allow them to participate in an appropriate role, be it as coach, scorer, umpire/referee or peer evaluation. The only occasions on which pupils will be excused participation in lessons are situations such as, a pupil in plaster with a broken limb. There is also a bank of spare kit for children to borrow, If their own kits can't be used.

For safety reasons it is imperative that the indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear tracksuit trousers, tights or socked feet on apparatus as this can be dangerous.

Long hair must be tied back at all times. All jewelry should be removed before the lesson.

Teachers are expected to set a good example by wearing appropriate clothing and footwear when teaching P.E.

Children who persistently forget their PE kit will be reminded of the importance of PE, a letter will be sent to their parents asking for their cooperation and a P.E. kit reminder will be sent home. If needed, a consultation will be held with the school and the parents of the child concerned.

Monitoring and Review

The monitoring of the standards of children's work and the quality of P.E. is the responsibility of the P.E. subject leader. The work of the subject leader also involves supporting colleagues in the teaching of P.E., being informed about current developments in the subject, and providing a strategic lead and direction for the subject in school.

The Sports Partnership is being used to improve standards of P.E. teaching for the children as well as to give teachers a better subject knowledge.

Staff Development

Opportunities should be taken for the coordinator of P.E. to attend courses in order to keep up to date with the P.E. curriculum. They should then give summaries of information to the rest of the staff and draw their attention to any new safety guidelines published by the LEA or national agencies.

Extra Curricular

Our Lady's School is starting to build a good reputation and record in P.E. and sport. As such we provide a wide range of extra curricular activities after school for all year groups. These encourage children to further develop their skills and their enjoyment in sport. The school sends details of the current club activities to parents at the beginning of each term. We organise many competitive fixtures with other schools and attend local tournaments whenever possible and have a good knowledge of out of school competitions and events.

Each year we host inter-house sports month. All children take part in a wide range of different sports during lessons, lunchtimes and after school. It all ends in a big sports day for all year groups and parents to enjoy. We also have an inter-house swimming gala for years 4 -6. These opportunities give us a chance to foster the School games values in everything we do.

Competition

As well as sporting competition within school, Our Lady School enters and competes in a wide range of competitions and events. Children are picked for teams through P.E. lessons and clubs, pupils are expected to have good behavior, show good sportsmanship and teamwork to represent the school. This is also a great chance for children with a talent for sport to shine. The aim is for every child to have the opportunity to represent the school every year.