**ST MARY’S CATHOLIC PRIMARY SCHOOL**

**PE and Sport Policy**

**Issued November 2019**

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**Mission Statement**

St Mary’s school community follows the teachings of Jesus Christ, working together to develop the whole chid in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

**Introduction**

This document is a statement of the aims, principles and strategies for teaching, learning and enjoying PE at St Mary’s Catholic Primary School. The policy has been reviewed every three years and forms part of the whole school Development Plan. It incorporates the appropriate aspects of the ‘Every Child Matters’ agenda.

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil’s physical development and wellbeing. A broad and balanced physical education curriculum is intended to provide for pupils’ increasing self-confidence in their ability to manage themselves and their bodies with a variety of movement situations.

**What is Physical Education?**

Physical education combines dance, gymnastics, games, athletics, swimming and outdoor adventurous activities to provide a broad and balanced range of experiences to enable children to face challenges and attain goals. It is intended to help pupils’ development of individual, paired and group work, in co-operative, collaborative and competitive situations to cater for the strengths, preferences and needs of every pupil, regardless of their age, gender, cultural or ethnic background.

**AIMS**

Our aims in teaching PE are:

* To promote physical activity and healthy lifestyles, so pupils know the effects of exercise on the body, and the appreciation of safe exercising.
* To develop social co-operation and positive attitudes towards physical education and to compete with a sense of fair play.
* To provide an opportunity for children to develop skills as an individual, in pairs and in small groups, by repeating and refining actions and to perform with increasing control, co-ordination and fluency.
* To provide children with an opportunity to achieve personal goals, including the ability to communicate and respond positively towards others.
* To promote an understanding of safe practice, and develop a sense of responsibility toward their own and others safety and well-being.

**STAFFING AND DEVELOPMENT**

Class teachers are responsible for one session of PE and the second session is provided by sport specialists Non Stop Action. The class teacher is to aid the coach in this second session. This is monitored by the PE Leader through planning and assessment of topics and by observing lessons. There will also be other opportunities whereby specialist training can be offered and coaches from outside agencies can teach pupils a specific sport. These coaches always have training for teaching key stage pupils. Where staff have specialised PE skills, they may be used where suitable in the education of pupils throughout the school.

There are opportunities for staff to develop their PE knowledge during each year. Opportunities include INSET and courses on PE topics. There are also times when lesson observations can be made as a way of assessing and educating teaching.

**THE TEACHING AND LEARNING OF PHYSICAL EDUCATION**

Physical education is a foundation subject in the National Curriculum. It is split up into six main areas:

* Games (including Invasion Games, Net and Wall Games and Striking and Fielding Games)
* Gymnastic activities
* Dance
* Athletic activities
* Outdoor adventurous activities
* Swimming

These areas are split up into half-termly topics. Every year group will complete two games topics, one or two gymnastics topics, one or two dance topics and one athletics topic. Year 4 and 5 spend a total of 15 weeks participating in weekly swimming lessons. Years 6 participate in off-site Outdoor and Adventurous Activities. Throughout all these areas health related fitness will be promoted.

During playtime and lunchtime, pupils are encouraged to be active. There are football areas and zoned areas for different levels of physical activity. There is equipment designated for playground use and game cards for pupils to use to enhance learning of games. Pupils are encouraged to behave responsibly with equipment and, with the use of buddies, to give out and collect in the equipment themselves.

**GAMES**

Pupils are taught from a range of invasion games (football, netball, volleyball, tag rugby, and hockey), striking and fielding (cricket and rounders) and net/wall games (tennis), using small-sided games and simplified versions of recognised team and individual games. This is to include the development and refinement of the skills needed to play these games.

**GYMNASTIC ACTIVITIES**

Pupils are taught through topic-based themes and will have experience of adapting, practising and refining actions using both the floor and apparatus. They will also learn to use the apparatus effectively and safely.

**DANCE**

Pupils will have experience of expressing feelings, moods and ideas by composing and controlling movements using different stimuli in their topic-based curriculum. They will use music from different eras and cultures to create routines of varied lengths.

**ATHLETIC ACTIVITIES**

Pupils will develop and refine basic techniques in running, throwing and jumping and will measure, compare and improve their own performances. They will have the opportunity to use different methods of throwing and jumping and to run over different distances and discuss the varied techniques needed for each.

**OUTDOOR ADVENTUROUS ACTIVITIES**

Pupils will use both familiar and unfamiliar environments for orienteering exercises. They will also have the opportunity to participate in problem solving activities both individually and collaboratively. Pupils will have the opportunities to visit specific Outdoor Adventurous sites designed to develop these skills.

Swimming - See separate guidelines and borough scheme.

There will be two hours of Physical Education per week for KS1 and KS2. This may vary slightly during the year depending on what activities are being taught. KS1 are timetabled for two indoor lessons and one outdoor lesson per week. This gives them the opportunity to choose indoor or outdoor activities. KS2 have one indoor and one outdoor lesson each week, one hour for each lesson. One of these sessions will be taken by Non Stop Action. An additional 30 minutes a week for the Daily Mile – ten minutes of exercise 3 times a week.

Timetables filed on the Q-Drive and displayed in staff room and hall.

However there are more opportunities to include PE through cross-curricular teaching (e.g. Science work with forces) PE is topic based and each half term has a designated topic to be completed. Year 6 pupils’ topics provide link units with year 7 topics to ensure a smoother transition from Key Stage 2 to Key Stage 3.

**OUT OF SCHOOL HOURS LEARNING AND AOTTS (ADULTS OTHER THAN TEACHERS)**

The school provides clubs both during and after school whereby pupils can take part and improve in a specific sport. AOTTs that have been trained to teach specific sport(s) to Key Stage 2 pupils also have opportunities to provide coaching lessons.

**SAFETY- EQUIPMENT AND CLOTHING**

*“Clothing is an important aspect of physical activity. It serves to insulate the body during the warm up phase and may be reduced to maintain an equitable working state during the main part of a lesson. It should be well suited to its function, neither too loose to flop around, not too tight to restrict movement.”*

*(BAALPE, 1996)*

Pupils are required to change for PE partly for reasons of hygiene but also to ensure that the clothing is suited to physical activity. This is linked to the school’s Health and Safety Policy.

**INDOOR PE**

Pupils are required to wear navy shorts and a white T-shirtChildren participate in gymnastic activities in bare feet. Plimsolls and trainers are not to be worn as the soles are inflexible and give very poor grip. However, soft-soled gym shoes, which have been specifically designed for gymnastics, may be worn.

**OUTDOOR PE**

As above but good fitting plimsolls must be worn. During cold spells and in winter, jogging bottoms or tracksuits should be worn.

All jewellery and watches and small stud earrings must be removed before any physical activity (although it is recommended that all types of earrings are removed). Long hair should also be tied back with a soft hair band but hard hair bands (Alice bands) must be removed. Children with no PE kits will be unable to participate in the physical side to the lesson. However, pupils may provide evaluative, coaching information to aid and improve other pupils’ performances.

Members of staff should also be appropriately dressed for the activity. This sets a good example for pupils and also allows freedom of movement for staff.

**RESOURCES**

All resources for outdoor games lessons are kept centrally in a shed in the playground. The Key is kept in the school office. All staff are expected to remove and replace equipment from the store tidily. The school uses the playground for outdoor physical education and has a marked netball court and, in the winter season, a marked football pitch.

Quality PE lessons should include challenges for all pupils which involve developing:

* A feeling of improvement.
* A sense of accomplishment/achievement.
* Learning something new and wanting to learn more.
* Physical well being.
* A feeling of independence.
* Wanting to perform well and with imagination and flair

**USE OF ICT IN PE AND GAMES**

Pupils will have the opportunity to use equipment for timing activities, such as athletics. They will also have the opportunity to record work in PE, Dance and Games using the school’s digital camera and digital video-recorder. Pupils will also be able to research different sports and sporting events using the Internet. Data handling programs can also be used to process information on heart rates and timed activities.

**USE OF TEACHING ASSISTANTS**

Teaching assistants can be used to assess children during PE and Games lessons. Teaching Assistants may also be assigned to help a specific child in the class, for example for physical difficulties, and this may be noted in the child’s statement.

**SPECIAL EDUCATIONAL NEEDS**

*“It is the ability not the disability that counts.”*

Pupils with asthma, epilepsy and diabetes should participate in all areas of the PE curriculum unless instructed by a doctor. Children with asthma must ensure that they have their inhalers with them when participating in any physical activity. Children with S.E.N. partake in physical education alongside the rest of their class

**INCLUSION**

The teaching of PE and Games should be in line with the school’s policy on Inclusion. Also see SEN and Equal Opportunities Policies.

**EQUAL OPPORTUNITIES**

All pupils have the same access to all areas of the PE curriculum regardless of their cultural, religious or linguistic background (as stated in the Equal Opportunities Policy.) All members of the class attend PE lessons, with support given to those children with a statement for physical impairments. Emphasis is placed on achieving individual goals; therefore children participate at their own level. Boys and girls are given the opportunity to compete alongside each other in lessons and in after school clubs. Differentiation is used to enable all pupils to reach their personal targets.

**ORGANISATION / PLANNING**

The curriculum is planned to prove a balance of activities across the programme of study. The scheme of work is used in school, each class teacher have been given a copy of the scheme of work for their year group and it is also available on the T drive on each computer, labelled ‘PE Scheme of Work.’ We will also be following new borough schemes of work in dance and gymnastics. It is recommended that teachers consider inclusion issues prior to delivering the unit of work so that pupils are suitably challenged. Lessons will include warming up exercises and stretches before the main tasks, and cooling down activities at the end.

**ASSESSMENT, RECORDING AND REPORTING**

An assessment sheet is at the end of the scheme of work and on the QCA scheme of work. It shows what children must understand, know and do by the end of the unit. Children should assess themselves each week and have been given the opportunity to assess their peers.

Non Stop Action will complete their own half termly assessment which will be handed to the subject leader who will then file in a school assessment tracker. Class teachers will be aware of the outcomes for their children and will be expected to track the children on the iTrack system in school.

**SAFETY**

Safety should be paramount when planning PE activities.

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

* Safe Practice in Physical Education, School Sport & Physical Activity (2016)

This document is located in the PE subject leader’s file in the staff room.

Risk assessments should be included in lesson plans and safety aspects should be considered with the pupils prior to the task. Pupils should develop their own abilities to assess risks.

First aid equipment should be available and all staff should know what to do and who to call in the event of an accident. Inhalers for children suffering from asthma must be readily available.

Regular checks should be made on all equipment. The subject leader should carry out regular visual checks for wear and tear and for the security of major items, all staff are responsible for reporting to the subject leader when any items need replacing and repairing. Any items constituting a danger should be taken out of use immediately.

All large items of hall equipment are inspected annually by Continental Services, a specialist gymnastics maintenance company.

Pupils should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

Pupils should be made aware of safe practice when undertaking any PE activity, (e.g. not jumping or running in front of others etc…)

Pupils should understand the safety risks involved in wearing inappropriate clothing, footwear and jewellery.

Good class control is fundamental to safety.

The attention of staff will be drawn to new safety guidelines, which are published nationally or locally.

This policy has been drawn up by the PE subject leader.

Miss Treacy

November 2019