



**St Michael & All Angels**  
Catholic Primary School

# PHYSICAL EDUCATION POLICY

April 2022

## Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children.

At St Michael and All Angels Catholic Primary School we aim to ensure that each class will receive 2 hours of physical activity per week.

### KS1 pupils

KS1 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.

### KS2 pupils

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.

## **Aims**

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
  - by developing a positive attitude and interest in a wide range of physical activities.
  - by raising awareness of issues regarding Health Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child: aesthetic appreciation and understanding of Dance and Gymnastics.
4. To help establish the individual child's self esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
5. To ensure that every class includes Level 1 competition (competition within the school) at the end of every unit of work.
6. To ensure every child has the opportunity to take part in breakfast, lunchtime and after school sports clubs, as well as external competitions and tournaments.

## **Guidelines**

### **St Michael and All Angels Catholic Primary School will:**

- Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent St Michael in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (eg use of athletics data in ICT and number work in both numeracy and PE lessons).
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day - parents, clubs, inter-school matches.
- Ensure children wear the St Michael expected P.E. kit for all lessons. (See below). Also, ensure teachers change into appropriate clothing to teach PE lessons.
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

# **The P.E. Curriculum**

## **Time Allocation**

Each class receives 2 hours of physical activity per week and are timetabled to have priority of access over the hall for both sessions. Every class is also expected to participate in daily 'Wake Up Shake Up' style activities. This is to be led by the playground staff on duty, class teachers or play leaders. Pupils are also expected to take part in twice weekly fitness sessions in which each child runs one mile. Children also have access to extra curricular lunch time and after school clubs.

## **Units of Work**

In line with the national curriculum objectives, the school have invested in the Wirral Scheme of Work to ensure the correct terminology is being used and to promote progression in these units of work.

Swimming lessons are planned and taught by trained instructors who plan targets for each of the ability groups.

## **Individual Lessons**

Individual lesson plans may be taken directly from available resources and adapted to suit the class. If the class teacher is confident he/she may choose to plan the lessons in their entirety. This is, in many ways, preferable, but teachers should ensure they plan to the weekly learning intentions of the unit of work. This will ensure logical progression throughout the unit of work and means skills will not be taught in isolation and there is a clear end objective.

PE lessons must be carefully planned and prepared for. Materials and resources should be in place before the start of lessons, ensuring a prompt start. Visual aids should be prepared and clearly displayed to aid the learning process. At the end of the lesson resources should be packed away so that the next lesson can start promptly.

## **Quality of teaching and learning**

As part of the performance management process, PE staff will be observed teaching. Lesson observations are written and verbal feedback is given in all cases. STEP PE staff are also encouraged to observe one another, so that excellent practice can be shared.

## **Further Points to Consider**

- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.

- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

## **Olympic Values**

At St Michael and All Angels Catholic Primary School we believe that sport is about more than your ability and therefore at all times we support the seven core values associated with the Olympics and Paralympics. These values should be promoted at all times during PE and sport.

### The Olympics Values

- Respect – fair play, knowing your limits, taking care of your health and doing your best for the team.
- Excellence – how to give your best on the field of play or in life, taking part and progressing according to personal objectives.
- Friendship – knowing how to understand each other through sport despite any differences.

### The Paralympic Values

- Determination – the drive and motivation to overcome both physical and mental barriers in order to achieve your goals.
- Courage – having the self-belief and confidence to overcome adversity and face difficulty.
- Equality – showing and humility towards all those around you in the spirit of fair play.
- Inspiration – to be motivated by the achievements and actions of others and to be a positive example to others.

## **School Games Values**

In all competitions we follow the 'Spirit of the Games values' of

- Determination - keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back!
- Self-belief - you've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.
- Honesty- be honest with others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!
- Passion- giving it 100 per cent. Put your heart and soul into the game and never give up. Passion makes you enter the race and passion makes you finish it.
- Respect - show respect for the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Have respect every day, in every sport and for everyone.

- Team work - treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.

## **Health and Safety**

### **PE KIT**

A full description of the PE Kit required can be found in the school prospectus and website. An outdoor P.E kit is optional and can be brought in for the lessons.

Dance and gymnastics are taught in bare feet because it is the safest where the floor surface is suitable and because this achieves the best grip on floor or apparatus.

Children are not allowed to work in socks on the floors or apparatus.

Where barefoot work is not possible children should wear plimsolls or similar soft-soled footwear that is "fit for purpose". Activity- specific footwear, such as studded boots, running shoes or trainers are to have laces tied and no activity allowed where such footwear is loose because of laces not being tied. Children with a verruca are not required to keep them covered and this should not be a reason for children to not participate.

In the interests of the child's own safety and that of other pupil's long hair must be tied back at all times.

We actively encourage the removal of all jewellery and seek parental support in enforcing this, however stud earrings are permissible providing that they are taped. Teachers will not take responsibility for looking after jewellery.

"Disclaimer letters" offered by parents/carers have no legal status and cannot be accepted. No disclaimer is to be accepted in order to allow any pupil to wear an item the staff believes to be unsafe for the particular activity.

Staff teaching P.E must wear appropriate PE clothing and footwear or bare feet.

Children should bring a note if they are unable to participate through illness or injury.

Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).

For swimming lessons, pupils must wear swim shorts or a bathing costume. Goggles and swim hats may also be worn.

Children not going swimming through illness or injury should stay at school with another class.

In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

### **Children Without Kit**

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem a letter home and then an informal conversation with the parents would be appropriate relaying expectations.

Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.

If a child is injured or unwell, we ask that parents and carers communicate with the school offices, the class teacher or a PE teacher via letter, email or telephone. Pupils who are excused will still be involved in the learning process, through the role of a leader, coach, commentator or referee. Pupils who fail to bring in the correct PE kit will be required to borrow spare kit.

## **Accidents**

Every PE session carries an element of risk. Overall Health and Safety issues will be minimised by adequate planning. The overall safety of the lesson is the responsibility of the teacher in charge.

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the child should be given first aid by an appropriate person.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

## **Medical Conditions**

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

## **Equipment and Resources**

### **Safety**

Risk Assessment:

PE staff must carry out site and activity specific risk assessments using the guidance contained in the AfPE publication "Safe Practice in Physical Education and School Sport".

Small equipment is checked by the subject leader on an ongoing basis. An external yearly safety inspection is also carried out. If any defect is found in any of the PE equipment this must be reported immediately and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established method of carrying Gymnastics apparatus (to ensure consistency throughout the school).

### **Locating equipment**

PE equipment has been catalogued and where possible, stored in designated PE Cupboard in the hall which should not be accessed by any pupil. Gymnastics equipment for all classes is kept in the hall.

PE staff should review the suitability of equipment to ensure it is appropriate for the range of ages, abilities and needs of children.

Pupils should be encouraged to look after the resources

### **Ordering Equipment**

Any new equipment required can be ordered through the PE coordinator. The PE and Sport grant has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

## Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests.

This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more-able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

## Differentiation

In PE lessons, differences in individual needs will be carefully catered for in PE using the STEP differentiation framework.

### **Space (Where?)**

- Alter the size and shape of the working area
- Change the direction and pathways that children use
- Adjust personal or group space

### **Task (What actions? How?)**

- Vary the actions or task you give children and how they are to do them
- Link the changes to other dimensions, such as timing or duration

### **Equipment (With what?)**

- Use different types of equipment and resources
- Use ICT (cameras, interactive whiteboards and software)
- Consider varying the play surface used

### **People (With whom?)**

- Organise the groupings of children, by ability or learning style
- Vary the level of support given

Additional interventions are in place to support specific groups of children, including those with specific physical needs and the gifted and talented.



## **Recording and Assessment**

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the progression maps for each PE unit.

During swimming lessons, distances achieved and National Swim Awards passed should be noted and the PE coordinator informed – ASA certificates will then be presented in assembly.

Formal assessment take place on a termly basis, using the assessment criteria set out in school assessment tracker.

Pupil progress is to be recorded in the assessment tracker and all pupils receive a written report during the summer term.

End-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made.

The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: cooperate, dominate and withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed.

Pupils should be encouraged to evaluate and assess both their own performances and that of their peers.

## **EXTRA-CURRICULAR SPORT**

St Michael and All Angels Catholic Primary School is fully committed to providing extra-curricular sporting opportunities. Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. We follow a range of inter-school fixtures, tournaments and festivals. At the beginning of each term, we publish a documented timetable of clubs on the PE notice board and website. The extra-curricular content aims to be varied, including competitive and non-competitive and team- and individual based clubs appropriate for all pupils. For every activity taught during PE there is a pathway. There will be an extra-curricular club and also an opportunity to join a club outside school.

## **LINKS WITH OTHER AGENCIES**

The school seeks to make links with local community clubs whenever possible and also promotes activities at local clubs via the school newsletter and PE notice board. PE staff should actively sign post pupils to local clubs within the community.

Effective, established and long term community links allows for:

- Extended professional development opportunities
- Sharing of good practice
- Greater opportunities for inter-school sports tournaments
- Talent identification

## **SAFEGUARDING**

All adults working with children in school should undergo an induction with the PE coordinator and are to be checked for appropriate CRB clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. Children in Year 5 and 6 are not expected to change together.

## **LUNCHTIME ACTIVITIES**

Children are given the opportunity to take part in adult directed and non- directed tasks during lunchtime breaks.

These activities range from: Basketball, Cricket, Football, Tennis, Tag Rugby, Basketball, Skipping, Connect 4, Playground equipment for individual games/ free choice play.

In addition to this, we have weekly personal best challenges and all children take part in 'Fitness Friday'.

## **YOUNG LEADERS**

Year 5 and 6 children have been trained to take on a leadership role at lunchtime. These children work with younger children (KS1) in developing games and providing a positive role model as well as leading and refereeing games in KS2.

Year 6 pupils are also encouraged to 'learn to lead' in PE lessons by taking warm ups, small groups and even the whole lesson. Children should also be encouraged to work together to provide feedback about performances using ipads and coaching apps.

Four Year pupils are selected to be head of their houses to organise inter-school competitions and challenges.

## **Healthy Schools**

We are committed to developing healthy children with positive attitudes to exercise and diet. Pupils are encouraged to exercise regularly and eat healthily. We participate in the Healthy Schools initiative offering each child a free fruit or vegetable each day.

Our onsite kitchens offer every child a healthy lunch, cooked freshly at school, every day, and healthy snacks at break times. A vegetarian choice is always provided and, if notified, we can usually cater to special dietary needs. During Healthy Schools week, parents and pupils are invited to take part in a number of physical activities and healthy eating workshops.

## **Daily Mile**

Every class is expected to take part in the Daily Mile. It is up to each class teacher when they take part and should last between 10-15 minutes. 1 mile is 10 laps of the playground and children can either walk or run as long as they don't stop. Music can also be played to make the experience more enjoyable.

## **LINKS WITH OTHER SUBJECTS**

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, graphical representation of data.

### Science

Body parts/pulse rates.

### ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

### PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

### Christian Values

Through sport and PE children are taught the school values of co-operation, freedom, determination, friendship, tolerance, positivity, patience, happiness, humility, trust, responsibility, unity, peace, respect, courage, appreciation, empathy, love, honesty, understanding, care.

### Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

### British Values

We also aim to promote British values to all our pupils in a variety of ways within Physical Education. Through our carefully planned curriculum, we aim to teach and develop lifelong skills that are applicable not just in PE lessons but in wider society. Fundamental British values include democracy, the Rule of Law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

#### Democracy:

Within all lessons pupils get the opportunity to have their opinions heard amongst their peers when discussing topics, current issues and tactics. Pupils are encouraged to learn about democracy and everyone is given the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons. Pupils have a voice through the Sports Crew and School Council to shape the way PE and school sport is structured. All pupils are taught about the different roles and responsibilities within a team. The PE code of conduct is followed at all times.

#### Rule of Law:

A key part of Physical Education lessons is about teaching pupils about rules, sportsmanship, etiquette and fair play. In every lesson pupil's abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of

infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives. At all times, especially when representing the school, pupils are expected to always show respect towards the referee and the opposition. We are very proud of our excellent reputation in the local community and the number of awards we win for fair play.

#### Individual Liberty:

Within our lessons pupils are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it.

Leadership is another area that we look to develop within lessons and extra-curricular activities. Pupils in Year 5 and 6 attend leadership courses, become play leaders and can join our Sports Crew.

#### Mutual Respect:

Children are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe such as partner balancing in gymnastics, careful tackling in football and not raising sticks above waist height in Hockey. Pupils also regularly take charge of warm-ups and cool-downs, being responsible for their group's cardiovascular element and stretching.

#### Tolerance:

Pupils in PE use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting students' different abilities and also the calls/judgements made by officials during games. Through Dance, the children learn about how to express themselves in different ways. They also look at the expression of different cultures and their styles of dance.

### **STAFF TRAINING**

- The PE co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.
- The PE co-ordinator will have a program of team-teaching set out through the year to support staff. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.

### **DISSEMINATION and REVIEW**

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Head teacher.