ST ANTHONY'S CATHOLIC PRIMARY SCHOOL

PHYSICAL EDUCATION/ACTIVITY POLICY

May 2018

This policy outlines the teaching and learning outcomes and the safety standards for PE for St Anthony's Catholic Primary School. This policy is the policy of the governing body and has been shared with the governing body, leadership team and school staff and will be shared with any new or visiting staff. The implementation of the policy is a responsibility of all teaching staff.

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Key stage 1

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

Key stage 2

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. 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
- Swimming and water safety
- All schools must provide swimming instruction either in key stage 1 or key stage 2.

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

Each child in KS1 & KS2 has 120 minutes provision of PE curriculum time per week. EYFS children have 60 minutes taught P.E. and access to outdoor provisions.
Pupils receive weekly swimming lessons in year 3/4 and there is a 'catch- up' programme for pupils in year 5/6 who are unable to swim competently, confidently and proficiently over a distance of at least 25 metres.

PE curriculum planning

Our school uses the Lancashire Scheme of work as the basis for our curriculum planning in PE.

The curriculum planning in PE is carried out in two phases (long-term and short-term). The long-term plan maps out the PE activities covered in each half term during the year. Teachers then use short term plans, based around the Lancashire Scheme of work as their basis for lessons as these list the specific learning objectives for each lesson.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built the year specific units so that the children are increasingly challenged as they move up through the school.

The Foundation Stage

We encourage the physical development of our children in EYFS as an integral part of their work and we focus on the fundamental movement skills. This focus continues into years 1 and 2.
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.

Equal Opportunities

All children regardless of age, gender, race and creed are entitled to have access to all areas of the physical education programme and under no circumstances should children be prevented from participating.

Assessment, Recording and Reporting

The children will be assessed in all areas of activities covered in Physical Education throughout the year. The Core Tasks for each unit of PE are used to assess the pupils. Pupil working at greater depth and below the standard expected should be recorded and passed to the PE leader at the end of each term.

Resources

There is a wide range of resources to support the teaching of PE across the school. Most of our equipment is kept in the PE store, and this is accessible to teachers and other adults only. Teachers should check equipment and report any fault to the PE leader. Gymnastic equipment is checked by the appropriate contractor annually. The children use the school playground and the field for games and athletics activities and Fulwood Leisure Centre for swimming lessons.

Health & Safety

Our policy has been written in conjunction with the 'Safe Practice in Physical Education, School Sport and Physical Activity' (PESSPA) 2016 publication, which is stored in the class 5/6 A with the PE leader.

Our PE Kit

Staff

Clothing and correct attire for a sporting activity represent important features of safe practice that apply in equal measure to both staff and students.

Teachers are advised to wear appropriate kit to school on days when they are teaching physical education; a sports club or leading an inter- school sport competition, so they can model appropriate behaviour. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

Alternatively, staff should always endeavour to change into appropriate clothing (including footwear that is appropriate for the lesson location and activity being taught) for teaching physical education or leading PESSPA clubs and activities.

Pupils

Our pupils will wear clothing that is fit for purpose according to the physical education, school sport and physical activity, environment and weather conditions. For indoor sessions, it should be light and allow good freedom of movement, without being baggy or loose. Any items of clothing, including those of cultural significance, need to be relatively close fitting, made safe or removed for reasons of safety of the individual (see PESSPA for more specific information).

Clothing for outdoor lessons should allow good freedom of movement but will also need to offer some insulation from cold weather in the winter months. However, hooded sweatshirts should be removed during contact or non- contact invasion games or similar activities.

Footwear

Footwear that is fit for purpose and appropriate to the surface conditions is essential for safety. Footwear should demonstrate effective grip and support, and reasonable protection for both indoor and outdoor activities and games.

In gymnastics, barefoot work is the safest, whether on floor or apparatus because the toes can grip. Barefoot work is advised for dance but where the floor condition is unsuitable for barefoot work, pupils can wear clean sports footwear.

For indoor or outdoor games, trainers, which provide good traction, are the most effective as will support the feet when carrying out activities that are largely high impact. Studded, bladed or ribbed soles are beneficial in sports where the surface is soft or slippery.

Trainers need to have a base colour of white or black and need to have Velcro or other simple fastener for children who are unable to tie their own laces.

Pumps are not considered to be suitable footwear as they do not support the feet when carrying out high impact activities.

Personal effects

Jewellery, religious artefacts, watches and hair slides should ideally always be removed, before each lesson begins, to establish a safe working environment- for both staff and pupils. Staff should give a verbal reminder and monitor the pupils. If earrings cannot be removed they must be taped, front and back, to offer protection. Long hair should be tied back with a suitable soft item brought from home.

Our school kit

KS1

- White t-shirt and navy-blue shorts with trainers for indoor and outdoor games and athletic activities; bare feet for gymnastics and preferable for dance (alternatively trainers).
- A dark (black/ purple/ navy-blue) sweater and dark (black/ purple/ navy blue) tracksuit trousers can be worn when cold weather but none of the above with large logos.

KS2

- White t-shirt and navy-blue shorts with trainers for indoor and outdoor games and athletic activities; bare feet for gymnastics and preferable for dance (alternatively sports footwear).
- A dark (black/ purple/ navy blue) sweater and dark (black/ purple/ navy blue) tracksuit trousers can be worn when cold weather but none of the above with large logos.
- Studded, bladed or ribbed footwear (boots) when the surface is soft or slippery (school field).

No borrowing of PE kit is allowed other than from a spare kit box.

Children will change in the classroom under the supervision of the class teacher. In years 5/6 boys and girls will change at either end of the classroom.

Non-participants

Any child not participating in a PE lesson should bring along a note from a parent/ carer stating reasons for this. Parents of children who fail to show a note for the second time in a half term will be sent a 'Groupcall' text message to inform them of this.

Non-participants should be encouraged to take as active a part as possible in the activities, e.g. refereeing, timekeeping, scoring, evaluation of performance, etc.

Children who are unable to go swimming in the short term will remain in school under supervision. Children who are not swimming for medical reasons may attend the pool and be allocated tasks related to the swimming lesson.

First Aid

Teachers should be aware of the medical information for all their pupils.

There are First Aid boxes located in the corridor and there are always an adequate number of staff to deal with incident that require First Aid. Injuries to the head are always treated with caution and a note is sent home to inform parents of this.

Emergency Procedure

- The activity is stopped immediately.
- The situation is quickly assessed, and first aid administered as necessary.
- Two responsible children are sent to inform the Head teacher/main office of the incident, with a brief description of the injury. If an ambulance is required, children should take the 'red card' to the main office or Head teacher. The Head teacher, or other person in charge, informs the ambulance service and arranges for further assistance with the injured child and remainder of the class.

Role of the PE Leader

- Lead the development of Physical Education in the school.
- Provide guidance to individual members of staff.
- Keep up to date with local and national developments in Physical Education and disseminate relevant information.
- Review and monitor the success and progress of the planned units of work.
- Ensure staff have the necessary resources needed to deliver the NC.
- Be responsible for the organisation and maintenance of physical education resources.
- Maintain strong links with the Preston Primary Schools Sports Council and local sports clubs.

Training

Wherever possible, relevant courses will be attended, and ideas disseminated to colleagues. The PE Leader will be responsible for identifying priorities for staff development, consulting staff as necessary.

Extra-curricular activities

We pride ourselves on being able to offer the pupils the widest possible range of extra- curricular sporting opportunities available. Many of these opportunities culminate in competitive inter- school competition.

The whole PE extra- curricular programme will constantly be monitored and reviewed when necessary by the PE Leader and in consultation with the teaching staff.

Extra-curricular achievements are shared during whole school assemblies and recognition is given to those children who have succeeded in sport outside of school.