

St Anne's Catholic Primary School

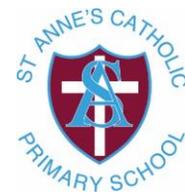
Physical Education Policy

1 Aims and objectives

1.1 The objectives of Physical Education (PE) are to develop the children's knowledge, skills and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable and hopefully inspire them to make informed choices about physical activity throughout their lives.

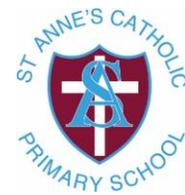
1.2 The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination; and
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.



2 Teaching and learning style

- 2.1 At St Anne's, most of our PE lessons are taught by professionally trained coaches from the 'Little Runners' company. In KS1, children have one PE lesson a week delivered by a coach. In KS2, children have two PE lessons a week, one delivered by a coach and one delivered by the class teacher. The 'Little Runners' use their own schemes of work to deliver a high-quality and balanced curriculum, which exposes the children to a wide range of games and activities in which they can consolidate and build on core physical skills. Teachers in KS2 use their second PE lesson in the week to further develop, practice and reinforce the skills taught by the coaches and equally, to raise the standard of PE in the school generally by providing the children with opportunities to practice team games and improve their level of fitness. Currently, Y4 classes go swimming once every fortnight in place of a second PE lesson. The Little Runners Coaches are observed regularly by school management and each other to ensure high-quality practice and to feedback on potential areas for improvement. Annually, a staff meeting is delivered by the Little Runners Head Coach to improve and develop the knowledge, understanding and skillset of our teaching staff, and to provide a structured opportunity to share ideas on good practice in PE.
- 2.2 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Coaches and teachers draw attention to good examples of individual performance as 'Expert Learners' for the other children and we encourage the children to evaluate their own work and that of their peers, by building in opportunities for reflection at the end of individual lessons or units of work. Within lessons we give the children the opportunity to both collaborate and compete with each other, while using a broad range of resources and equipment.
- 2.3 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
- setting common tasks that are open-ended and can have a variety of outcomes, e.g. timed events, such as an 80m sprint;
 - setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;



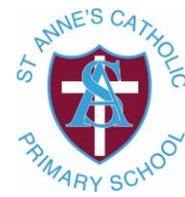
- grouping children by ability and setting different tasks for each group, e.g. through different games; and
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the 'Little Runners' schemes of work which have been professionally developed to meet the demands of the National Curriculum. As required in Key Stage 1, we teach dance, games, gymnastics and striking and fielding. In Key Stage 2, we teach dance, games, gymnastics and striking and fielding activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Class teachers have freedom to teach sports and activities which fit with the area to be taught during each half term, for example, invasion games could be netball, rugby, football, etc.

4 Contribution of PE to teaching in other curriculum areas

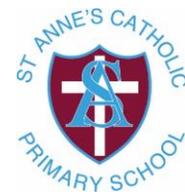
- 4.1 **English:** PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. The children also develop reading and writing skills when referring to rules and recording scores. Speaking and listening skills is also developed when the children feedback after peer assessing each other.
- 4.2 **Personal, social and health education (PSHE) and citizenship:** PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices in this area.
- 4.3 **Spiritual, moral, social and cultural development:** The teaching of PE offers opportunities to support the social development of our children by implementing high expectations of behaviour and respect. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Working collaboratively also enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences, which in turn, promotes effective communication and teamwork, and enables them to develop a better understanding of themselves and of each other.



- 4.4 **Maths:** PE can also support our children's skills in maths through opportunities for timing and counting various activities, as well as reading and recording scores during tournaments and games.
- 4.5 **Extra-curricular activities:** The teaching of PE and being exposed to a variety of invasion games enhances the children's knowledge, skills and understanding of team games which they can then teach to their peers. Y5 pupils at St Anne's are offered the opportunity to become a 'Sport Stop Monitor' during the Autumn Term, a role which continues until the end of the school year. Every lunchtime, two monitors teach children from Y3, Y4 and Y5 how to play basketball using the equipment on the playground. They referee matches and stop the game, where appropriate, to deliver coaching points and techniques to enhance the skills of participants. This programme raises the standard of basketball in the school, gives Y5 children the opportunity to develop their leadership, coaching and communication skills, teaches younger students to listen and learn from skilled older students and provides many pupils with a focused, physical activity during their lunchtime.

5 Teaching PE to children with special educational needs

- 5.1 At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 5.2 When progress falls significantly below the expected range, the child may have special educational needs. The teacher should refer the child to SENCo for assessment/identification of needs (e.g. Dyspraxia). Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation so that we can take some additional or specifically targeted action to enable the child to learn more effectively. This ensures that our teaching matches the child's needs.
- 5.3 Children in Lower Key Stage 2, who are identified through termly assessment, to be performing below their peers, are provided with an additional session which targets fundamental movements (agility, balance & coordination).



- 5.4 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils attending.

6 Assessment and recording

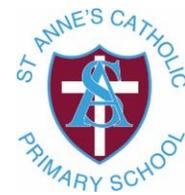
- 6.1 Coaches assess children's work in PE on a termly basis, highlighting children who are working below or above age-related expectations, as well as identifying those who are More Able (MA). Data is then used to inform provision for intervention sessions and those children suited for borough wide competitions. This method of assessment also enables the coaches to adapt future planning, where necessary, to ensure pupils are being challenged appropriately via differentiation to develop their skills whilst also consolidating what they have previously learnt.

7 Resources

- 7.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store and the hall. The hall contains a range of large apparatus and small resources, and we expect the children to help set up and put away the equipment as part of their lesson. By doing so, the children learn to handle equipment and resources safely. The children use the school playground and pitch and the local authority playing field for games and athletics activities and the local swimming pool for swimming lessons.
- 7.2 Resources and equipment are bought through the school budget for PE. Each year, resources are reviewed by the PE Subject Leader and Little Runners Coaches to identify whether there is a need for additional or different resources for the coming academic year.

8 Health and safety

- 8.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for every lesson. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.



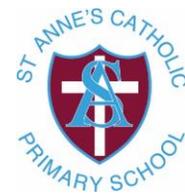
- 8.2 High impact sports such as football, rugby, netball and basketball require children to remove glasses if they are not appropriate for use in PE lessons. These measures are also applicable to afterschool and lunchtime clubs, and are in the best interest of the partaking child's health and safety. Parents/carers with concerns regarding this should seek additional information from their optician; sports goggles are frequently available and are the safest method for inclusion for children requiring glasses to play these sports.
- 8.3 All Little Runners Coaches and teachers ensure pupils are safely warmed up and down before and after PE lessons to prevent injuries occurring. In the case of an injury during a PE lesson, the Little Runners Coaches and all staff have a First Aid Kit available on hand to deal with minor injuries. Ice packs are available in the Staff Room freezer and more severe injuries are dealt with by a trained First Aider. If a child suffers an injury to the head, ice is applied and a letter is sent home to parents/carers to notify them. Facial injuries are followed up by a phone call home and appropriate First Aid by a staff member. In the event of a severe injury, emergency services would be called to attend. All adults leading PE lessons ensure that any child requiring medication, such as an inhaler, have it to hand if necessary.

9 Monitoring and review

- 9.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the Little Runners Coaches and the PE subject leader. The coaches and the PE subject leader work collaboratively to support colleagues in the teaching of PE, ensure they are informed about current developments in the subject, and provide a strategic lead and direction for the subject in the school. The PE subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement through a subject action plan and review documents.

10 Extra-curricular activities

- 10.1 The school provides a range of PE-related activities including netball, football, rugby and dance for children at the end of the school day, as well as during lunch times, encouraging children to further develop their skills. The school sends details of the current club activities to parents at the beginning of each term. The school also participates in area knockout competitions. This introduces a competitive element to team games and allows the children to put into practice



the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

11 Uniform/PE Kit

11.1 Children are expected to wear PE Kit for all PE lessons in school. The PE Kit for all children at St Anne's Catholic Primary School is as follows:

- White t-shirt
- Navy tracksuit bottoms/shorts
- School jumper in Winter months
- Plain black or plain white trainers
- Swimming costume/shorts and a hat for swimming lessons

12 Related policies

SEND
More Able
EYFS
Equal Opportunities
Health and Safety
Safeguarding.

Date agreed by governing body on 21/06/2022	Signature of Chair or Vice Chair
Date agreed for review Summer 2025	Frequency of Review Three Years
Responsibility for Review A&C Committee	