

# St Mary's Catholic Primary School



## Physical Education Policy



St Mary's Catholic Primary School

# Physical Education Policy 2021-22



## Contents page

Section	Page
1. Statement of Intent	3
2. Legal framework	3
3. Roles and responsibilities	3
4. The Early Years Foundation Stage (EYFS)	5
5. Curriculum (KS1 and KS2)	6
6. Swimming	7
7. Teaching and Learning	9
8. Assessment and reporting	10
9. Cross-curricular links	10
10. Extra-curricular links	10
11. PE kit and changing arrangements	11
12. Behaviour	14
13. Health and Safety	14
14. Equal opportunities	15
15. Monitoring and review	15

## **1. Statement of Intent**

St. Mary's Catholic Primary School aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At the school, we offer pupils the opportunity to compete in sports and other activities, in order to help build character and reinforce values such as fairness and respect.

PE lessons are taught with the following aims in mind:

- Meet the requirements of the National Curriculum
- Promote a healthy and active lifestyle
- Encourage physical activity and exercise
- Develop competence to excel in a broad range of physical activities
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson
- Develop pupils' academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Promote team work and cooperation amongst pupils

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

## **2. Legal framework**

This policy has due regard to legislation and guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE (2013) 'Physical education programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'

This policy will be implemented in conjunction with all other school policies, documents and procedures.

## **3. Roles and responsibilities**

3.1 The headteacher is responsible for:

- Appointing a PE coordinator.
- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken.

- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the PE coordinator and Finance Manager regarding the spending and impact of the PE and sport premium funding.
- Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.
- The overall implementation of this policy.

### 3.2 The PE coordinator is responsible for:

- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the PE curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of PE at the school, ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments.
- Ensuring that the details of any PE-related accidents are recorded, including the action taken and first-aid procedures followed.
- Maintaining records relating to the teaching of PE, including lesson plans, staff feedback and evaluations and risk assessments.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- Liaising with the Senior Leadership Team (SLT) and Finance Manager regarding the use of the PE and sport premium.
- Providing the headteacher with an annual summary report regarding the teaching of PE at the school.

### 3.3 PE teachers are responsible for:

- Acting in accordance with this Physical Education policy.
- Logging and reporting accidents and other incidents in accordance with the school's First-Aid procedures.
- Communicating with the PE coordinator and reporting any faulty or damaged equipment.
- Participating in any necessary training or CPD.

- Keeping up-to-date with changes within the subject area.
- Acting in accordance with the Staff Code of Conduct.
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Ensuring that privacy is given to pupils whilst they change for PE lessons.
- Providing an appropriate level of assistance, where necessary, to pupils changing for PE lessons.

#### 3.4 Parents are responsible for:

- Providing their child with the necessary PE kit (see section 11).
- Providing their child with appropriate footwear for PE classes.
- Ensuring that, where necessary, a doctor's note is provided as evidence when their child cannot participate in PE lessons.

#### 3.5 Pupils are responsible for:

- Acting in line with the school's expected behaviour standards at all times.
- Bringing their PE kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.

## **4. The Early Years Foundation Stage (EYFS)**

Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent when moving. Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons. Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastic apparatus, floor mats and sporting equipment, such as bats and balls. Pupils' physical development will relate to the objectives of the early learning goals (ELGs), which are set out in the DfE's 'Statutory framework for the early years foundation stage', including:

- Developing good control and coordination of large and small movements.
- Moving confidently in a range of ways and negotiating space safely.
- Handling equipment and resources effectively.
- Developing an understanding of and talking about good health, including exercise and healthy diets.
- Managing basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Playing co-operatively, taking turns with others.
- Participating in new activities and verbally explaining why they like some activities more than others.
- Independently choosing the resources they need for their chosen activities.

- Working as part of a group and independently, understanding and following rules.
- Demonstrating an ability to follow instructions involving several ideas or actions.
- Counting reliably with numbers from 1 to 20, such as keeping score during sporting activities.
- Demonstrating an understanding of measurements, such as the use of metres during races.

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment. EYFS classes will have one PE lesson per week, either outdoors (weather permitting) or in the school hall.

## **5. Curriculum (KS1 and KS2)**

5.1 During KS1, pupils will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

5.2 During KS2, pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

## **6. Swimming**

### **Timetabling**

Swimming lessons will be timetabled in the Autumn term for Year 6, Spring term for Year 4 (and any Year 6 pupils unable to meet the Expected standard) and Summer term for Year 2. All children therefore, have the

opportunity to develop and improve their swimming skills throughout the primary phase. The participation in swimming lessons is compulsory for all pupils.

### **Organisation**

Swimming lessons last approximately 30 minutes and count as one of the classes' weekly PE lessons. The lessons will take place at Harborne Pool and Fitness Centre. The pupils will walk to the pool under supervision by school staff. In some circumstances, parent volunteers may be asked to walk with the children to and from the pool. Children will wear high-visibility jackets and will be reminded of road-safety awareness before leaving the school building.

### **National Curriculum objectives**

In relation to swimming, pupils within KS1 and KS2, will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

### **Roles and responsibilities**

6.1 The school staff are responsible for:

- Registering the children before leaving the school building and counting them in and out of the building (Harborne Pool and Fitness Centre)
- Ensuring the welfare of children in the changing areas
- Overall maintenance of good discipline
- Ensuring the water safety of all children whilst at the baths
- Ensuring the road safety of all children during the walk to and from the baths
- Confirm attendance levels and any relevant medical information with the swimming instructors
- Making arrangements for the provision for children with special or additional needs and reviewing and confirm risk assessments
- Adhere to health and safety requirements

6.2 Parent helpers are responsible for:

- Supervision and oversight of designated children on the walk to and from the baths, ensuring the children understand and follow the instructions of school staff
- Consulting with the member of staff in charge and agree arrangements to be made about the provision for children with special needs and be familiar with risk assessments.
- Adhering to health and safety requirements.

6.3 The PE coordinator is responsible for:

- Undertaking a risk assessment of the school's swimming provision annually and monitoring its implementation on an ongoing basis, consulting with management of the pool where necessary
- Ensuring that the law relating to SEND is followed whereby schools take all reasonable steps to avoid discriminating against pupils on the grounds of their disability or need.
- Maintaining and keeping a record of the pupils' swimming achievements.
- Reporting to the governing body annually on the impact of the school's swimming provision.
- Ensuring the recommended teacher ratios are adhered to.

#### 6.4 The swimming instructors will:

- Possess DBS clearance.
- Have full ASA Teachers Award or an STA equivalent as well as a life-saving award recognised by Health and Safety Unit.
- Possess a relevant First Aid certificate.
- Make sure all children and teachers know safety drills.
- Have all equipment ready and in the correct place in the teaching area.
- Consult with the accompanying teachers and agree arrangements to be made about the provision for children with special needs and confirm risk assessment.
- Ensure children know the procedure for the start/end of lesson, their grouping and assigned area of pool and teacher.
- To assess and record pupil progress.
- Organise classes according to:
  - o Class numbers.
  - o Pupil ability.
  - o Numbers of teachers/adult helpers

#### 6.5 Parents are responsible for:

- Ensuring that their children attend all allocated lessons. As swimming is a statutory part of the National Curriculum, parents do not have the right to withdraw their children from lessons, except in rare and exceptional circumstances which must be discussed and approved by the Headteacher and PE coordinator (for example, if a child has an Education Health Care Plan).
- Providing a signed doctor's note with medical evidence of illness to excuse their child from a swimming lesson.
- Providing their child with the necessary swimming kit. (see Section 11)

#### 6.6 Pupils are responsible for:

- Acting in line with the school's expected behaviour standards at all times.
- Bringing their swimming kit to school on the appropriate days.



- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.

## **6. Teaching and learning**

All lessons will be planned and taught in line with the scheme of work, as developed by the PE coordinator, ensuring that potential for pupils' progression is planned into the scheme of work. Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

The school creates long-term and short-term plans for delivery of the PE curriculum – these are as follows:

- Long-term: Includes the PE topics studied in each term during the key stage
- Short-term: Includes the details of work studied during each lesson

The PE coordinator is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers. Teachers are responsible for reviewing, updating and adapting short-term plans, where necessary, considering pupils' needs and identifying the methods through which topics could be taught. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

Where appropriate, a sports coach will lead the lesson or teach alongside the teacher. Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities. Pupils will be encouraged to evaluate their own performance, as well as the performance of others. Pupils will be given the opportunity to both collaborate and compete with each other during lessons.

The PE coordinator will act as the first point of contact for staff members planning PE lessons or sporting events. A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times. PE resources will be booked in advance and authorised for use by the PE coordinator prior to use.

Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

## **7. Assessment and reporting**

Pupils will be assessed through observations made during lessons. Teachers will record the progress of pupils against the learning objectives for the lesson and will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Individuals' assessment information will be recorded to help pupils' future teachers plan appropriate work for them and assist in the assessment of pupils' progress each year. Pupils will be assessed as WTAR (working towards age-related expectations), AR (meeting age-related

expectations) or AAR (working above age-related expectations). Assessments will be used to inform parents of their child's progress and attainment. Reports will be written for parents in the Summer term. The progress of pupils with SEND will be monitored by the SENCO. Records will be kept of when a pupil is unable to participate in a lesson, along with any evidence supplied. If this becomes a regular occurrence a meeting will be set up between the teacher and parents.

## **8. Cross-curricular links**

Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

### **9.1 English**

- Pupils are encouraged to describe what they have done and to discuss how they might improve.

### **9.2 Maths**

- Pupils further develop their counting skills by keeping score during team games.
- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

### **9.3 PSHE**

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

### **9.4 Spiritual, moral, Social and cultural development**

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.

## **10. Extra-curricular links**

St. Mary's provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills, help them to foster a sense of cooperation and to introduce a competitive element to team games.

There are a variety of PE-related extra-curricular activities for pupils to participate in outside of school hours including the following:

- Karate
- Football
- Netball
- Rugby

External sports coaches will lead activities and clubs, where appropriate. Parents will be made aware of the activities on offer via letters, the school newsletter and the school website and when fixtures involve participating in events with other schools.

All teaching staff will actively encourage pupils to be physically active outside of school.

## **11. PE kit and changing arrangements**

### **PE Kit**

#### **11.1 Indoor lessons**

During indoor PE lessons, all pupils are expected to wear the following:

- Yellow/gold t-shirt emblazoned with the school logo
- Royal blue shorts
- Black pumps



#### **11.2 Outdoor lessons**

During outdoor PE lessons, all pupils are expected to wear the following:

- Yellow/gold t-shirt emblazoned with the school logo
- Plain navy or black tracksuit bottoms
- Blue school jumper or cardigan emblazoned with the school logo
- Black trainers



#### **11.3 Dance**

For dance lessons, pupils will wear their regular school uniform, with their cardigan or jumper removed. On their feet, they must wear black pumps, not trainers.



#### 11.4 The Daily Mile

The Daily Mile is a fully-inclusive, free and simple initiative which improves the physical and mental health of children. It's a social activity where the children run or jog, at their own pace, for 15 minutes every day and it improves focus in the classroom. This activity can be completed in the children's regular school shoes but they may change into black trainers if they wish.

#### 11.3 Swimming

To walk to and from swimming, pupils are expected to wear:

- Plain navy or black tracksuit bottoms
- Yellow/gold t-shirt emblazoned with the school logo
- Blue school jumper or cardigan emblazoned with the school logo
- Black trainers



In the water:

- Girls should wear a one-piece swimsuit and boys should wear swimming trunks (not baggy 'board shorts').
- All children should wear a swim hat, with any pupils with long hair ensuring that their hair is tied up.
- Provision must be made for alternative attire for minority ethnic pupils when a request is made.
- Goggles are optional, but not recommended (see below).
- Swim socks should be worn on the feet if a pupil has a verruca or a wart.

#### Goggles

Goggles are not needed for everyday swimming. It should be remembered that in the event of a child being involved in a hazardous water situation it is extremely unlikely that he/she would be wearing goggles. It is highly desirable therefore that children learn to swim without being dependent on goggles. Goggles may cause injuries, even resulting in blindness, if a child is knocked on the goggles when swimming or diving or putting them on and removing them. Goggles do not keep all water out of the eyes. Goggles often steam up for the first few minutes after putting them on. The children swim in large numbers and sometimes in crowded conditions. Beginners do not always have full control of arm and leg movements. These factors may increase the possibility of being hit on the goggles. Goggles are held in place by tight elastic and are made of hard plastic. The use of goggles is advisable only when there is excessive reaction to the chemicals in the water and where the swimmer is involved in lengthy training sessions. In these cases, goggles

may reduce the effect of contact of the eyes with the water a little. If goggles are used they should not be made of glass or breakable plastic. It is recommended that such goggles be purchased from a recognised sports equipment retailer or from local baths/leisure centres.



- 11.4 Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and joggers.
- 11.5 All jewellery, including earrings and watches, must be removed before PE lessons.
- 11.6 All long hair must be tied back for PE lessons.
- 11.7 Some indoor activities, such as Gymnastics, may be undertaken in bare feet.
- 11.8 For after-school activities, pupils should wear full indoor or outdoor PE kit (as appropriate).
- 11.8 All pupils should be responsible for coming to school with their PE kit on their designated PE/Swimming day. Should a pupil forget their PE kit, a phone-call home will be made in the first instance. If possible, parents should drop the pupil's kit into the office before the lesson. If this is not possible, the pupil will be provided with spare kit, if available. In the event that a pupil repeatedly forgets their PE kit, a letter will be sent home.

### **Changing arrangements**

Children should come to school dressed in appropriate PE kit on their designated PE /Swimming day. If ever the children are required to change at school, the following arrangements will be made:

#### **KS1**

All pupils will change for PE in the classroom, supervised by at least two members of staff.

For swimming, boys and girls will change separately in the group changing rooms at Harborne Pool and Fitness Centre. At least two staff members of the same gender will supervise.

#### **KS2**

Boys and girls will change in separate classrooms, supervised by at least two members of staff of the same gender.

For swimming, all pupils will change in individual cubicles at Harborne Pool and Fitness Centre. Pupils are permitted to wear their swimming costumes underneath

their outer clothes, if they wish, to make changing at the pool quicker and therefore maximising learning time.

Depending on a child's age and stage of development, they may need some support with dressing (e.g. doing up/undoing zips and buttons, turning sleeves from inside out, putting on a swimming hat or tying back long hair). In the first instance, personal care skills, including how to dress themselves, should be taught at home by a child's parents or guardians. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and staff will work in partnership with parents to give the right support to an individual child.

## **12. Behaviour**

During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils. Pupils will be made aware of the expected behaviour for handling PE equipment and resources and of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures in line with the behaviour policy.

## **13. Health and safety**

- 13.1 Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times.
- 13.2 First aid boxes will always be accessible during PE lessons. Significant accident/injuries will be dealt with by a trained First-Aider.
- 13.3 In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned. All completed risk assessments will be given to the PE coordinator for authorisation; the headteacher will also be provided with a copy. The PE coordinator is responsible for reporting any concerns to the headteacher.
- 13.4 Where pupils will be attending an off-site sporting or PE-related event, the PE coordinator is responsible for completing a risk assessment for the event.
- 13.5 In relation to swimming lessons or a lesson where bare feet are required, if a pupil has a verruca or wart, they must notify the staff member leading the lesson of this prior to the start of the lesson.

## **Equipment and resources**

The PE coordinator will check the conditions and appropriateness of PE resources on a termly basis, restocking equipment as required. Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the PE coordinator as soon as possible. Damage to PE equipment will be reported to the PE coordinator as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use. Pupils will not have access to PE resources and sporting equipment unless appropriately supervised. All PE equipment and resources will be safely stored, within a secure storage area, within the school hall. Pupils will be taught how to handle PE equipment and resources safely. Pupils will help staff members to move and set up PE equipment.

#### **14. Equal opportunities**

Teaching staff will work closely with the PE coordinator to ensure that planned activities for lessons are accessible to all pupils, including pupils with SEND. All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language. Pupils will not be grouped together based on gender, race or disability.

#### **15. Monitoring and review**

This policy will be reviewed on an annual basis by the headteacher and PE coordinator, with any changes made to the policy being communicated to all teaching staff and the governing board. The curriculum plan will be monitored and evaluated by the PE coordinator, including the planning, assessment and reporting arrangements in place. The spending and impact of the PE and sport premium is monitored by the finance manager and governing board.