

# Holy Cross RC Primary School



## Physical Education Policy

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Signed \_\_\_\_\_ [Headteacher]      Date \_\_\_\_\_

Signed \_\_\_\_\_ [Chair of Governors]      Date \_\_\_\_\_

Review Date October 2024

Next Review Date October 2027

## **Rationale**

Holy Cross Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. Alongside these skills we encourage the children to have high expectations of themselves and aim for their personal best rather than comparing themselves to others. Healthy competition is encouraged and modelled for the children as well as a clear development of personal skill.

All children are encouraged to join clubs and extend their interest and involvement in sport. We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

## **Aims:**

### **Physical development:**

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- To appreciate the value of safe exercising.

### **Social and emotional development:**

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

### **Cognitive development:**

- To develop decision making and problem solving skills.
  - To develop reasoning skills and the ability to make judgements.
  - To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
  - To develop the ability to communicate non-verbally with the body
  - To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
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- To understand that using the correct technique will improve accuracy and individual performance.
  - To be able to evaluate performance and act upon constructive criticism.

### **Spiritual, moral and cultural development:**

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

### **The PE Curriculum:**

At Holy cross Primary we use PE Planning.org for our Learning scheme of work to ensure a balanced, progressive PE Curriculum, which covers the statutory requirements for the Early Years Foundation Stage and the PE National Curriculum.

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. The curriculum is progressive from EYFS to Year 6 building on and developing skills and competitive game play. We also focus on skills that are used in competitive competitions with Ashton Park School Sport Partnership for example dodgeball, gymnastics, and dance. Alongside sports taught in school Key Stage Two children receive swimming lessons once a week starting with Year 6 in Term 1.

### **Curriculum Differentiation**

Where appropriate, at Holy Cross we use the STEP differentiation.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc

P = change the people, e.g. size of the groups

### **Diversity**

Within the P.E curriculum we promote diversity and inclusion. Alongside the teaching of core British values, we promote a wide range of sporting opportunity for all children at our school. Over the course of the year, we partake in events organised by Ashton Sports Partnership, compete host interhouse competitions across the school and promote worldwide events such as: Olympics, Paralympics, and Tournaments. We highlight and celebrate the achievements of all sporting personnel and through this hope to instil in our children respect, community, and perseverance.

### **Staffing/Staff development**

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class. All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/disseminate the information.

### **PE Assessment and tracking**

At Holy cross we have created a developmental, rigorous approach to the assessment and tracking of PE. Each year group has specific objectives to be taught by the end of the year in order to reach end of key stage objectives which are:

KS1

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

KS2

- ✚ 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
- ✚ Develop flexibility, strength, technique, control and balance
- ✚ Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- ✚ perform dances using a range of movement patterns

The grid shows the end of Key stage objectives with that year groups objectives underneath, that the children will need to achieve in order to reach end of key stage expectations.

Teachers will then highlight the grid in the following ways

Red= Emerging (in that objective)

Orange- Developing (in that objective)

Green- Secure (in the objective)

## **Evidence**

It is statutory that PE is taught for 2 hours each week. Teachers, using the assessment grids, will track their children and choose sporting activities that will enable children to reach end of key stage objects, enable them to learn new skills as well as apply them and to increase physical and mental fitness.

To evidence this and provide effective evidence of teachers judgements on children's abilities, teachers will need to take photographs/ videos of children, of the SKILL being taught. (see pictures below) This will allow teachers to make effective assessment judgements.



Teachers must file photos and videos under PE, Assessment, (chosen academic year), year group, then week of term.

## **Health and Safety**

Everyone has a duty under Health and Safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. The effective management of safety for Holy Cross includes these components:

- Risk Assessment and planning before a lesson.
- Organisation of routines before, during and between lessons to include:
  - 1) The use of appropriate kit including the correct footwear. Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. Parents will be informed after two consecutive occasions of no PE kit.
  - 2) All children taking part in indoor PE should be barefoot or wear suitable foot covering for indoor PE. For gymnastics, particularly when the apparatus is being used, they should be barefoot only.
  - 3) Jewellery that might carry a risk to the pupil, including earrings, should be removed, and stored safely before each lesson. If the removal of jewellery is not appropriate out of respect for religious reasons, then the jewellery should be covered/taped. If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently.
  - 4) All long hair should be tied back.
  - 5) All equipment, apparatus and environment should be checked before the start of

every lesson by teacher and is the responsibility of the teacher. Children should be given health and safety guidance through the lesson

6) Location of safety equipment. All teachers are required to always carry a walkie-talkie and a whistle with them to call for help should a situation arise such as first aid. All teachers should also carry a first aid pack, fully stocked, for each session.

7) Reporting accidents. Should incidents occur they should be reported to the relevant people. If the accident involves faulty equipment the P.E lead, Head Teacher and Healthy and Safety leader must be notified. If the accident is a first aid then the relevant form should be completed, a copy sent to the office and one home, once checked by a first aider. If a head injury has occurred or a mark is present, then parents are to be called.

8) Should an incident occur the Teacher or adult in charge must blow their whistle three times, at which point the children will stand still and the situation can be dealt with. The children practice this throughout the year.

### **Extra-curricula activities**

Across the year we run a wide range of sporting clubs for all children. These are run by dedicated Sporting coach and follow the same planning as our P.E lessons to ensure the children are aware and focused.

Teachers will also lead club or take children to competitions throughout the year such as: Year 5/6 Netball and Football tournaments, Year 3/4 Football. There is a Dance club for Key Stage Two run by a member of staff, where we compete in competitions.

### **Safeguarding**

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff.

### **Links with other subjects:**

PE can link to other subjects, e.g. English, (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

### **Equality:**

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability.

### **Summary:**

At Holy Cross we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.