



# St Francis Xavier Catholic Primary School

## Physical Education Policy

<b>Date written</b>	October 2021
<b>To be reviewed by:</b>	December 2022

## Intent

PE at St Francis Xavier inspires children to enjoy physical activity in order for children to want to be active. Lessons teach children about their bodies and how it is important to be active in order to have a healthy body as well as mind. PE teaches children how to problem solve, work as a team, build resilience and develop confidence. Children have high quality, skills and knowledge based PE lessons that teach them skills in a variety of sports. A varied curriculum is in place to support this, with activities including: dance, athletics, gymnastics, games, swimming and water safety and outdoor adventure activities.

## Implementation

Below, are statements for how PE is delivered in Saint Francis Xavier.

- In PE, we use a range of strategies that help increase a child's time being physically active such as super movers in Maths and yoga for well-being activities.
- Children have at least an hour each week of teacher led, high quality physical education. Throughout the week children will then have an additional hour of physical activity either in a block lesson or 15mins daily.
- A PE Teacher from Xcite sports (an outside agency) delivers high quality skills and knowledge based lessons. Working with a different year group each half term. This is to deliver CPD to teachers as teachers help support during the lessons.
- Playground leaders help run competitions between year groups. They organise multi-skills games at break times in order to develop their own leadership skills as well as physical activity of all children (helping to tackle childhood obesity).
- Outside competitions are attended each half term to develop teamwork and confidence.
- Afterschool clubs offer a wide range of sports to increase physical activity as well as another opportunity for children to experience new sports.
- Year 4 children attend swimming with lifesaving skills in order to achieve 25m and be safe around water. If children don't achieve the 25m in Year 4 they have the opportunity to take additional lessons in Year 5 in order to achieve 25m.
- Year 5 have the opportunity to take part in adventurous outdoor physical activity on the residential trip to Kingswood once a year.
- Teacher Assessment of skills and knowledge taught will monitor children's ability and will inform future lessons. Formative assessment is to be carried out and completed on O Track each half term after a unit of PE is taught.
- Teachers have a long-term plan of which area of PE is to be delivered in which term to ensure full coverage of the curriculum. Lesson plans from Get Set 4 PE are to be used when not working with the teacher from Xcite sports.
- During Key Stage 2: Pupils should be taught the knowledge, skills and understanding of PE through 5 elements. Each year, KS2 pupils should be taught Athletic Activities, Games (Net and Wall. Striking and Fielding, Invasion and Target), Gymnastics, Dance and Swimming (Year 4).
- Healthy eating days will promote how to eat healthy and the importance of a balanced diet.

## Impact

Children have at least 2 hours of physical activity each week. Children can discuss and show good knowledge of how to keep their body and mind healthy. All children, before they leave the school, will have had an opportunity to take part in a competitive sport.

## Expectations

It is expected that at least one hour a week of the school timetable is dedicated to a taught high quality PE lesson by teacher or PE teacher from Xcite sports. Then, an additional hour is split up over the week either through Scotty's heroes or super movers, daily mile or yoga. Every child is expected to take part in the PE lesson unless a doctor's note or notice from parents is given, this can be verbal. If a child does not have their PE kit for the lesson they are to use a spare kit from the spare PE kit box kept in the PE resource cupboard and a letter is to be sent home to parents (see appendix 1).

The structure of a PE lesson takes the shape of; beginning with a warm up, learning new skills, application of the skills then a cool down.

- A warm up which includes staff explaining to the children the importance of warming up and the importance exercise has on the body.
- Skills being taught within the lesson differentiated for different abilities where appropriate
- Application of skills to game situations
- A cool down which includes staff explaining to the children the importance of cooling down and the importance exercise has on the body.

It is expected that the following items are evident in PE lessons:

- High expectations of skills. For example, in dance being in time with music and pointing of toes where appropriate to improve the finish of the routine.
- Clear teaching points to improve skills
- Peer and self-reflection on skills being shown
- Engagement of all pupils
- Questioning
- A love of learning
- Developing independence and team skills
- Developing communication and leadership
- Working collaboratively as a team
- Being resilient
- Being reflective
- Being fair but competitive

## The National Curriculum

### EYFS – Physical Development

#### **Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Fine Motor Skills**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### **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 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.

## **Responsibilities of the PE co-ordinator**

The co-ordinator will be responsible for:

- The implementation, review and update of the policy.
- Providing schemes of work for all aspects of the P.E. Curriculum.
- Consultation and advice on resources and activities for other teachers.
- Attending P.E. courses and cascading relevant information.
- The organisation of extracurricular activities.
- The ordering, storage and inventory of P.E. resources, apparatus and equipment.
- Monitoring and evaluating how the curriculum is delivered.
- Auditing the needs of staff and arranging CPD.

## Equal Opportunities

All children must have equal access to similar activities and be encouraged to develop to their maximum potential regardless of race, gender, class and physical capability or disability. All children will be taught a broad, balanced and differentiated curriculum. Children may be taught in mixed ability groups or sometimes in gender groups in order to develop confidence and raise self-esteem.

## Health and safety

To ensure safe practice teachers should:

- Have an understanding of the subject/activity being taught.
- Train the children to be quiet, well behaved and respond promptly to instructions.
- Wear suitable footwear themselves and advise any adult helper to do so.
- Plan to use the apparatus most suited to the individual theme as well as the age and experience of the children. Hall apparatus should be set out with due regard to space limitations and safety.
- Check all equipment before the children use it. Site it sensibly and see that no obstructions are in the way of the use of the apparatus.
- Check the condition of the floor. Any visible dangerous objects should be removed from a play area.
- See any apparatus used inside or outside is counted and put away to prevent accidents happening to unsupervised children and to minimise loss of equipment.
- Children who require medication should have access to it, during P.E. lessons.
- Ensure all children will wear appropriate dress for PE activities.
- Ensure no jewellery is worn during PE lessons.
- Teach warm up and warm down activities.
- Give appropriate consideration to weather conditions and the nature of the activity.
- Instruct children in the safe use and movement of apparatus.
- Ensure children always take some form of footwear with them to the hall.
- In the case of an injury, stay with the injured child and send a reliable child for assistance.
- Report any damaged equipment to the P.E. Co-ordinator.
- Know the children under your care.
- Teach the pupils the safe practice and understanding of: a) Concern with their own and others' safety at all times. b) The importance of warming up for exercise to prevent injury, to be aware of changes to their body that occur during exercise and to recognise the short and long term effects of exercise on the body. c) How to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition. d) Lifting, carrying and using equipment safely. e) The principles of good hygiene. Why particular clothing, footwear and protection are worn for different activities and the safety risks of wearing inappropriate clothing, footwear and jewellery.

## P.E. Dress Code

- No jewellery to be worn for P.E. Parents are responsible in ensuring children do not wear jewellery to school. Staff are not required to remove any jewellery. **Tape should not be used for covering piercings.**
- Staff should wear appropriate dress and footwear for P.E. lessons which they change into.

- All children participating in P.E. should wear appropriate clothes – navy blue or black shorts and white t-shirt. Tracksuits may be worn in cold weather when participating in PE outside.
- All children should have appropriate footwear for the lesson.
- Long hair should be tied back – soft ties, no slides.

### Indoor P.E.

- Plain black or navy shorts and white t-shirt.
- No leg coverings (long) to be worn on large apparatus.
- Bare feet.

### Outdoor P.E.

- A harder sole trainer should be worn on the playground or grass.
- Tracksuits may be worn for particular lessons.
- Football boots and shin pads are necessary for playing football (if not achievable in lessons, no football boots or shin pads for any child and a focus on non-contact skills).
- For swimming, boys require swimming trunks (not shorts) and girls a one-piece costume.

## Non Participation in P.E. Activities

- Missing a P.E. lesson should never be used as a form of punishing a child for inappropriate behaviour in other lessons.
  - Children must be encouraged to bring the appropriate kit on the correct days. Parents will be given a letter explaining the importance of PE and the day in which their child is required to bring their kit.
  - Children who do not participate in P.E. lessons because of injury or illness must bring a note to explain reasons or parents should communicate reasoning with class teachers.
  - Children should still be encouraged to play some part in a lesson even when a note has been received (they could keep scores, umpire small sided games and be part of teaching points and reflection).
  - A parent who wishes their child to be excluded from any aspect of P.E. must inform the school in writing.

## School Sports Day

The P.E. co-ordinator will be responsible for the organisation of Sports Day. It may take the form of a carousel of activities or competitive running and throwing events. It will be a whole school event although EYFS, KS1 and KS2 will compete at different times an opportunity for pints to be added together will be conducted so as to bring the whole school together.

Extra-Curricular Activities - children will have opportunities to participate in a range of after school activities. These will be organised by the P.E. co-ordinator depending on results from pupil voice.

## Monitoring & Evaluation

The PE co-ordinator will monitor the delivery of PE within the school informally and through lesson observations. These will take place within the school's identified programme of monitoring and evaluation. This will provide individual feedback to teachers, a general overview of good practice and areas for development and identify areas for CPD.

## Assessment

Teachers will use O Track to show assessment of skills, knowledge and understanding, which will be completed by the end of each half term. Teachers should then use this to guide their teaching and identify any gaps in learning.

## Appendix 1

Letter to be sent home to parents if children forget their PE kit. Letter should be sent out on letter headed paper.

Dear Parent/ Guardian,

I would like to inform you that your child \_\_\_\_\_ has forgotten to bring their PE kit today. PE is a compulsory subject within the national curriculum and has many benefits to a child's well-being. Therefore, please be reminded that your child will be required to have their PE kit on \_\_\_\_\_  
\_\_\_\_\_.

While wanting our pupils to be independent and responsible for bringing in their kit, we would appreciate your support in ensuring they have the appropriate clothing in school.

Thank you for your cooperation.

Mrs Ascroft