



IMMACULATE HEART OF MARY CATHOLIC PRIMARY SCHOOL

PE POLICY

ISSUE DATE: September 2018

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**ELECTRONIC SIGNATURE
HEADTEACHER**

A. M. Phillips

**ELECTRONIC SIGNATURE
CHAIR OF GOVERNORS**

A. O. R.

School Vision for PE

At Immaculate Heart School we are committed to providing high quality education for all, providing not only for the academic but also the physical, emotional and spiritual development of all of our pupils. PE and Sport continue to play a very important part in the life of our school. We believe that physical education and sport contribute to the holistic development of young people and the development of them as individuals through participation in sport and physical education, young people learn more about key values such as teamwork, fair play and respect for themselves and others.

Sport Premium Funding

The sports premium funding is being used to impact teaching and learning through:

- Using Leeds Rhino's Foundation coaches to engage staff in regular CPD across the PE curriculum.
- Using Leeds Rhino's Foundation coaches to work in partnership with teachers to provide high quality PE and sport sessions.
- Increasing pupil participation and engagement in a wider range of sporting competitions.
- Providing membership with the Active School partnerships allowing access to termly CPD session for subject leaders, up skilling other staff.
- Access to local and national organisations including the catholic cluster.

Rationale and Ethos

This policy was started in February 2015, in consultation with Staff from the Catholic School Partnership. Since then, it has been further consulted by Parents, Governors and the Children from Immaculate Heart of Mary Catholic Primary School. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement through impacting on attendance, behavior and pupil attainment.

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self- confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims of PE

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance

- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
- Develop positive attitudes towards participation in physical activity
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background
- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activities and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance (and value) of exercise in their lives
- Be given a firm foundation for life-long participation in sporting activity

Outcomes

Through PE in our school we aim for children to show:

Skill acquisition	Skill application	Movement appreciation
Knowledge	Understanding	
Health/fitness principle	Awareness of safety	
Competition	Rules how to officiate	Leadership
Challenges	Enjoyment	Creativity
Problem solving	Self-control	Tolerance
Respect	Honesty	Self-esteem
Responsibility	Sense of achievement/well being	
Communication skills	Language terminology	
Recreation in society		

Entitlement and Progression

In **foundation stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In **Key Stage 2** pupils should continue to implement 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, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, 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 children must have access to swimming instruction in either key stage 1 or 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 such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations.

The allocation of PE each week will be 2 hours. PE is a compulsory part of the curriculum for all pupils at every Key Stage, from age 4 to 16. Departmental guidance recommends that every school should provide pupils with a minimum of 2 hours curricular PE per week. The lessons are arranged so that 1 hour is inside and 1 hour is outside. There is a PE timetable which allocates your 2 slots. Units of work are half-termly, meaning there are 6 outdoor units and 6 indoor units to teach. There is a long term plan (outdoor & indoor) with activities mapped across the Key Stages. Data is collected at the end of the year on children's sports participation in clubs and teams. The data is analysed and children who have not taken part, will be targeted for the following year. This will increase participation. Photographs will be taken at the start of a unit, and at the end of the unit to show children's progression. In some cases a video will be used as evidence for the culmination of a unit e.g. Dance performance. The photographs will be passed on to the next teacher. The Head teacher and Curriculum Team are responsible for mapping the curriculum, ensuring that pupils experience a coherent and progressive curriculum throughout their time at school.

Out of school hours learning (OSHL)

OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs and exit routes through coaches and the community sports board. The community sports board provides a medium for local clubs to advertise through school enhancing the link between the school and the club. In the OSHL programme, 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.

There is a strong link with local community sports clubs and children are encouraged to join them. All school activities either compliment or supplement community club activities. There is also a partnership with other sport related providers, Leeds Rhino's Foundation, Active Schools, the Catholic Schools Partnership and N.E.X.T.

Safe Practice

In all areas of P.E. safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by Association for Physical Education. A copy of which is kept by the PE Subject Leader. Health and safety awareness is an integral part of pupils' learning in PE. Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to recognise and be aware of hazards that are present from an early age.

KS1 and lower KS2 pupils will change together for PE in their classrooms. Upper KS2 pupils will change in separate areas.

If no male staff available for boys, a female member of staff must always announce that they are entering the room and gives time for boys to cover up. Doors are always open whilst changing so noise can be monitored.

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children.

Indoor Clothing

KS1 – White T-shirt and blue shorts. Bare feet, unless on medical grounds.

KS2 - White T-shirt and blue shorts or leotard and leggings. (No loose fitting T-shirts or Bermuda shorts.) Bare feet, unless on medical grounds.

Outdoor Clothing.

Sufficient, suitable clothing to be warm and comfortable in a games lesson. (e.g. tracksuit)
Footwear suitable for the task and season.

Jewellery should be removed before the lesson.
Long hair should be tied back.

Failure to produce appropriate kit

The reluctance of some children to produce appropriate kit should be avoided if the child understands the necessity of changing for P.E. lessons and is familiar with the timetable. Staff will encourage and support all children to meet the requirements. When pupils do not actively take part in the lessons, parents will be informed through a letter home. The exception to this is for swimming. Pupils will be left in school with another class.

Staff Dress

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible, jewellery should be removed and hair should be tied back, to set a good example.

Accident Procedure

For school based activities staff should follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use emergency drill. There should be frequent practices involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. Children

should NOT under any circumstances go into the outdoor PE cupboard. Teaching staff are solely responsible for this area.

- Annual safety equipment check by a recognised maintenance contractor. The gymnastics equipment is regularly inspected.
- Equipment to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader. An annual inventory audit is carried out each year by teaching staff and this includes PE (which is carried out by the PE Subject Leader)
- A named person responsible for Health and Safety – Mrs. A. M. Phillips
- Named First Aiders within the School – *Julie Blanc, Catherine Gray, Collette Tennyson, Diane Timms, Pola Roberts, Michelle Timms, Maria Preston, Martyn Riley, Pat Dooley, Anna Bolton, Mandy Gray, Sharon Goward, Carolyn Cawthray, Ann Courtney-Ashton*
- A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- Risk Assessments are carried out by the PE Subject Leader for each area of PE.
- Pupils are taught to manage and use apparatus safely and effectively

Equal Opportunities and Inclusion

Harry Brindle – Downs Syndrome.

Harry has one to one support which is necessary during PE during his lesson. He needs constant reassurance and direction to keep him on task.

Lareesa Bailey – Cerebral palsy - Wheelchair user, K-Walker user.

Provision for access around equipment is necessary as she moves around the school hall. Health and safety around her wheelchair and K-Walker has to be observed while she is participating in the lessons. Her peers have to be reminded for their own safety also. SEN is actively watching and helping during all lessons, to reinforce confidence and making PE a happy experience.

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others.

The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other.

The P.E. curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. The needs of more able pupils are met through actively supporting them to join clubs and giving them opportunities in school teams.

Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials.

Facilities, Equipment and Resources

All staff is aware of what equipment is available. The PE coordinator is responsible for purchasing and maintaining equipment. The facilities we have at our disposal are the main hall, small hall, astro-turf and the 'Primary Space' (enclosure in the playground).

The store cupboards (indoor and outdoor) are used to support teaching and learning. The PE planning website (through REAL PE) supports our planning for PE. We have other schemes to support our planning too, e.g. Matalan TOP sports cards.

The Learning Environment

PE displays are evident in the dining room, which keep children up to date with news about teams, results and fixtures. PE posters displayed throughout school are used to support subject knowledge and pupil achievement. The hall is appropriately cleaned.

Sports Day

Sports Day is organised annually (summer term) and is linked to the Sainsbury's School Games. It is organised into a separate KS1 Sports Day, Lower KS2 Sports Day and Upper KS2 Sports Day. The Y5 and Y6 playground leaders (Bronze Ambassadors) help to run the Sports Day events.

Staffing / Staff Development

All staff take part in professional development (from Sports UK) to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. This is achieved through collaboration with the Sports UK coaches. Through continued annual audits, the subject leaders have identified individuals and skills which require development so that staff are comfortable and competent in the area of activity being taught. Any staff who attend a CPD course must provide feedback/ disseminate the information. All teachers take their own class for PE unless medical reasons do not allow it.

Adults Supporting Learning

Class support is used. 'Sport UK' coaches are used within the Catholic Partnership to aid and help with staff CPD. They have also increased the participation of children taking part in sport. Parents are encouraged to support their own children with transport to and from sporting venues; there are systems in place to help manage this.

Cross Curricular

PE contributes to SMSC by providing team skills, fair play, and meeting children across different needs.

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

Numeracy. In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems. In the dance scheme teachers have access to numeracy based concepts which can be taught through dance.

Problem Solving. Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions.

Literacy and Communication Skills will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement. There are links to Literacy in the dance scheme of work.

Personal and Social. Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Preparation for Citizenship. By giving information on and introduction to clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

ICT. Use of smart board technology, CD ROMs, videos, cross curricular science – physical changes in the body, to enhance learning.

Leadership and Management Roles

The PE curriculum team is responsible for developing, improving and monitoring the policy. This is then passed onto the Head teacher and Governors for approval. The Head teacher is responsible for the PE curriculum team. The budget arrangements for PE are through the school maintenance budget and the Sport Premium. This is the government providing additional funding to improve provision of physical education (PE), sport and physical activity in primary schools. This funding – provided jointly by the Departments for Education, Health and Culture, Media and Sport is being allocated to all primary schools. The funding is ring-fenced and therefore can only be spent on provision for PE and sport in schools. Schools will receive an additional £8000 (plus £5 per pupil between the ages of 5-11 years old) to improve the quality of sport and PE for all their children.

At Immaculate Heart of Mary Catholic Primary School we have researched how best to spend this money to ensure it has a long-lasting impact and we have identified several areas which we aim to improve and enhance through the use of Sport Premium funding thus increasing participation and achievement for all pupils in PE, sport and physical activity.

A significant proportion of our funding has been invested in the professional development of teachers at our school in order that they are best equipped to teach high quality Physical Education and school sport. 'Leeds Rhino's Foundation' has been working closely with all the schools in the Leeds Catholic community of schools, including ours, in procuring quality-assured professional training for staff to raise their confidence and competence in teaching PE, sport and physical activity, especially in the area of gymnastics and dance.

Transport costs are funded through school funds. Alternatively, when suitable and appropriate, parents help with transportation to and from the events and venues.

The Governors will know about current and projected expenditure of the Sport Premium funding on school website and will regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra curricular activities. He / she will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff

- In collaboration with 'Leeds Rhino's Foundation', produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum.
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile within the school, through displays etc.
- Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work
- Assist with recording keeping and assessment of the subject.
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly share current and projected prioritise and outcomes with pupils, parents, staff and senior leaders including governors
- Have a formal, long term strategy for PE, sport and pa. This should be aligned with the SDP and have been informed with pupil and staff feedback
- Ensure all coaching staff delivering PE and OSHL on the school site are quality assured
- Establish a Sports Council where pupils can discuss and plan PE, sport and pa activities
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Perform annual // termly planning scrutinies
- Contact local sports clubs to establish new community links with the school

Teachers should:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for the planning and teaching of PE as set out in this Policy.

The Teaching Assistant (TA), when available during PE lessons, will:

- Support the class teacher in delivering PE and , in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher

Monitoring and Evaluation of the Subject:

All the information which is gathered through the PE Subject Leader's monitoring is used as evidence in the annual PE Subject Audit, which then feeds into the Action Plan for the next calendar year. Senior management are involved at every stage of the process,

Planning

- PE planning can be found at <https://www.createdevelopment.co.uk/teacher-portal/Teachers>
- have passwords and usernames to help them access the planning.

The hyperlink below is a guide to the planning -
<V:\PE File\Guide to using PEplanning.pdf>

When you have edited and adapted your plan to the year you are teaching, and then decided what the unit will be, you should save it into your MTP folder (In the term you are teaching e.g. Autumn 1 etc). This is a record of what you are doing in the term. In your weekly forecast, it is sufficient to just write in the P.E section, for example, see MTP planning Autumn 1 for multi-skills sports planning.

If you have cover/PPA cover/Mrs Bolton doing PE, it is the teachers' responsibility to give the planning to them in good time as resources will have to be gathered to prepare for the lesson.

Recording pupil participation

Every year, in the Summer 2 term, data is inputted into whole school class registers to find out which children have taken part in sports clubs (lunch and after school) and sports teams. This information is invaluable and provides a wealth of evidence to help us to further increase the participation by the children in PE and Sport. Furthermore it helps us to target particular children's groups to ensure everyone is getting equal opportunities to take part.

Review

This policy is to be reviewed every two years and modified as necessary.

Reviewed and updated – _____