



*Jesus is the centre of our lives,
Our learning and friendships.
In a safe, happy and caring community
Where all are welcome.*

HOLY CROSS CATHOLIC PRIMARY ACADEMY

PE POLICY NOVEMBER 2021

REVIEW NOVEMBER 2023

Mission Statement

Jesus is the centre of our lives our learning and friendships, in a safe, happy, caring community where all are welcome.

This document is a statement of the aims, principles and strategies for teaching, learning and enjoying PE at Holy Cross Catholic Primary Academy. The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a child's physical development and wellbeing. A broad and balanced physical education curriculum is intended to provide for children's increasing self-confidence in their ability to manage themselves and their bodies with a variety of movement situations.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for children to become physically confident in a way which supports their health and fitness. It also helps to build character and embed values such as fairness and respect.

INTENT

At Holy Cross Catholic Primary Academy, it is our intention to provide all children with a high-quality physical education curriculum, which will inspire all children to succeed and excel in competitive sport and other physically-demanding activities. We will provide opportunities for our children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and physical activities will build character and help to embed values such as fairness and respect. We strive to inspire our children through engaging PE lessons that are enjoyable, challenging and accessible to all.

Aims:

The National Curriculum for physical education aims to ensure that all children:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

IMPLEMENTATION

Our Sports Premium funding supports us to improve and enhance the provision that we offer at Holy Cross as we believe that high quality PE is an integral part of the whole school curriculum.

Children at Holy Cross participate in at least 2 hours of high-quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We ensure that our children are trained as sports leaders as we believe that peer mentoring has a positive impact on the provision that we offer.

Our sports leaders encourage children within their house teams to take pride in their sporting achievements and they assist in the organisation of sporting events including our annual sports day.

We provide opportunities for all children to engage in extra-curricular activities during and after school, in addition to competitive sporting events. We also offer our children the opportunity for outdoor adventure activities through our Year 5 and 6 annual residential trips. This is an inclusive approach, which endeavours to encourage not only physical development but also mental well-being.

IMPACT

At Holy Cross, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best.

Our children are physically active and this has positive implications on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We support children to enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life outside of primary school. All children understand the values and importance of fair play and being a good sportsperson.

By the end of Year 6, children leave school having had the opportunity to develop skills to self-rescue in the water. They are encouraged to swim 25 metres with competence and confidence.

Our curriculum aims to improve the well-being and fitness of all children at Holy Cross, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful they need to take ownership and responsibility for their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way and to live happy and healthy lives.

Regular assemblies celebrate success.

Assessment is undertaken to ensure delivery of skills covered and to show achievement and progression.

We display photos of achievement in our school hall, in our weekly newsletters and on the sporting section of our website.

What is Physical Education?

Physical education combines dance, gymnastics, games, athletics, swimming and outdoor adventurous activities to provide a broad and balanced range of experiences to enable children to face challenges and attain goals. It is intended to help children's development of individual, paired and group work, in co-operative, collaborative and competitive situations to cater for the strengths, preferences and needs of every child, regardless of their age, gender, cultural or ethnic background.

Aims and objectives

The aims of teaching PE in our school are:

- To promote physical activity and healthy lifestyles, so children know the effects of exercise on the body, and the appreciation of safe exercising
- To develop social co-operation and positive attitudes towards physical education and to compete with a sense of fair play
- To provide an opportunity for children to develop skills as an individual, in pairs and in small groups, by repeating and refining actions and to perform with increasing control, co-ordination and fluency
- To provide children with an opportunity to achieve personal goals, including the ability to communicate and respond positively towards others
- To promote an understanding of safe practice, and develop a sense of responsibility toward their own and others safety and well-being

The Teaching and Learning of Physical Education

Physical education is split up into six main areas:

- Games (including Invasion Games, Net and Wall Games and Striking and Fielding Games)
- Gymnastic activities
- Dance
- Athletic activities
- Outdoor adventurous activities
- Swimming

These areas are split up into half-termly topics. Every year group will complete two games topics, one or two gymnastics topics, one or two dance topics and one athletics topic.

Each year, for a six-week block, (some longer or shorter due to the length of the half term), KS2 classes will attend swimming lessons at Harlow Leisure Zone. Years 5 and 6 participate in Outdoor and adventurous activities and have an opportunity to complete some of this work off-site.

For Year 5 this takes place during their residential trip to Burwell in the Autumn term and for Year 6 this takes place during their residential trip in the Summer term. Throughout all these areas, health related fitness will be promoted.

As a school, we also subscribe to the 'Get Set 4 PE' website. This covers all the areas of the curriculum within our long-term plan and supports teaching the teaching of P.E. with detailed lesson plans. Swimming is taught by specialist teachers at Harlow Leisure Zone.

During playtime and lunchtime, children are encouraged to be active. There are football areas and zoned areas for different levels of physical activity, including clubs and organised games. There is equipment designated for playground use and Play Leaders available to support younger children and facilitate games. Children are encouraged to behave responsibly with equipment and, with the support of Play Leaders, to distribute and collect in the equipment themselves.

Games

Children are taught a range of invasion games, striking and fielding and net/wall games, using small-sided games and simplified versions of recognised team and individual games. This is to develop and refine the skills needed to play these games.

Gymnastics

Children are taught the skills in gymnastics through topic-based themes and experience adapting, practising and refining actions using both the floor and apparatus. They also learn to use the apparatus effectively and safely.

Dance

Children will experience the expression of feelings, moods and ideas by composing and controlling movements using different stimuli in their topic-based curriculum. They will use music from different eras and cultures to create routines of varied lengths.

Athletic Activities

Children develop and refine basic techniques in running, throwing and jumping and measure, compare and improve their own performances. They have the opportunity to use different methods of throwing and jumping, to run over different distances and discuss the varied techniques needed for each.

Outdoor and Adventurous activities

Children use both familiar and unfamiliar environments for orienteering exercises. They also have the opportunity to participate in problem solving activities both individually and collaboratively. Children also have the opportunities to visit outdoor adventurous sites designed to develop these skills.

There are two hours of Physical Education per week for KS1 and KS2. EYFS integrate physical activity within their curriculum through a range of tasks.

- KS1 are timetabled for one indoor lesson and one outdoor lesson per week.
- KS2 have one indoor and one outdoor lesson each week, one hour for each lesson.
- Hall and playground timetables are emailed to staff & are displayed in the staff room.

PE is also developed through opportunities in cross-curricular teaching.

Teachers will ensure that:

- PE skills and knowledge are covered in their entirety
- Each unit planned includes opportunities for children to build their knowledge and understanding of fitness and health
- There are regular opportunities for evaluation of performances using self and peer assessment
- Cross-curricular links between subjects are maximised
- Children are supervised and observed during lessons at all times

PE Curriculum Planning

The school curriculum map details which units (topics) are to be studied in each year group. Medium term and weekly lesson plans are supported through the 'Get Set 4 PE' database, which breaks down all of the skill progression stages. Class teachers use this information to support their own planning, adapting the lessons where necessary for the needs of the children in their class.

Links to computing in PE

Children will have the opportunity to integrate the use of ICT equipment for example: timing devices in athletics and the ability to record work in PE, Dance and Games through use of the school's digital cameras/video equipment. Data handling programs will also be used to process, represent and interpret information such as heart rates and timed activities.

Inclusion

We recognise that there are children of widely different physical abilities and needs in all classes. We therefore provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We strive to meet the needs of those children with special educational needs, those with disabilities, those who are gifted and talented, and those learning English as an additional language; we take all reasonable steps to achieve this.

This is done by:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping children by ability and setting different tasks to each ability group
- providing resources of different complexity, according to the ability of the child.
- using adults to support the work of individual children or groups of children

Equal Opportunities

All children have the same access to all areas of the PE curriculum regardless of their cultural, religious or linguistic background (as stated in the Equal Opportunities Policy.) All members of the class attend PE lessons, with support given to those children with additional needs. Emphasis is placed on achieving individual goals; therefore, children participate at their own level. Boys and girls are given the opportunity to compete alongside each other in lessons and in after school clubs. Differentiation is used to enable all children to reach their personal targets.

Monitoring and Review

The subject leader team is responsible for monitoring PE teaching and learning. The subject leader team is also responsible for: supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for PE in the school.

The PE team provide the headteacher with an annual report in which strengths are evaluated and areas for further improvement identified, together with an action plan to address these areas.

The subject team will ensure that:

- There is a Skills Continuum in place that ensures continuity and progression
- There is a Curriculum Map in place that is broad and balanced
- A monitoring cycle is in place to support the progress of individuals and groups of learners. This includes: planning scrutinies, lesson observations, pupil voice and analysis of assessment data.

SAFETY- EQUIPMENT AND CLOTHING

“Clothing is an important aspect of physical activity. It serves to insulate the body during the warm up phase and may be reduced to maintain an equitable working state during the main part of a lesson. It should be well suited to its function, neither too loose to flop around, not too tight to restrict movement.”
(BAALPE, 1996)

Children are required to change for PE to ensure that the clothing is suited to physical activity.

Indoor PE

Children are required to wear black PE shorts and a green polo shirt with school logo. Children participate in gymnastic activities in bare feet. Plimsolls and trainers are not to be worn when using the apparatus, as the soles are inflexible and give very poor grip. Plimsolls must be worn when travelling to and from the hall to ensure that feet are protected. Long hair must always be tied back and hard Alice bands must be removed.

Outdoor PE

Children are required to wear the school tracksuit which features the school logo and suitable outdoor footwear such as trainers. During the warmer summer months, children may wear their black PE shorts and green polo shirt with school logo when participating in outdoor sports. Long hair must always be tied back and hard Alice bands must be removed.

Jewellery

All jewellery, watches and earrings must be removed before any physical activity. If a child has had their ears pierced recently and are unable to take out their earrings, they will be unable to participate in the PE lesson. The use of tape to cover earrings is not permitted.

Children without their PE kit will be unable to participate in the physical side of the lesson. However, children may provide evaluative, coaching information to aid and improve other children's performances or be set work, related to the lesson, to complete during this time if they are unable to attend the lesson.

Staff PE Kit

Members of staff should also be appropriately dressed for the activity. This sets a good example for children and allows for increased safety and freedom of movement for staff.

Resources

All resources for outdoor games lessons are held centrally in a shed by the playground. All staff are expected to remove and replace equipment from the store tidily. The school uses the playground for outdoor physical education and has a marked netball court and, in the winter season, a marked football pitch.

Quality PE lessons should include challenges for all children which involve developing:

- A feeling of improvement
- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical well-being.
- A feeling of independence
- The desire to perform well and with imagination and flair

Safety

Safety is paramount when planning PE activities.

The following guidelines must be referred to by all teachers when planning their PE curriculum.

- Safe Practice in Physical Education (2000) – BAALPE

In order to ensure that teaching and learning of PE is safe teachers always:

- Complete risk assessments considering lesson safety
- Checks on equipment are conducted regularly and any broken/damaged equipment is reported to Mr Oliver and removed so that it is not used by others
- First aid kits are kept in classrooms for minor injuries, as are asthma pumps for those pupils who suffer with asthma. More severe injuries are dealt with in the school office. All support staff have a first aid training certificate
- Large PE apparatus are inspected annually by our contractors, a specialist gymnastics maintenance company
- Regular checks are also conducted by the subject team and any class teachers planning to use the equipment
- Teachers have been taught how to move the apparatus safely and this is modelled to children
- Children are always supervised when moving equipment during a lesson
- Children are made aware of safe practise when undertaking PE activity e.g. running in enclosed spaces, jumping from apparatus etc.
- All children wear the appropriate PE kit when participating in activities and never wear jewellery
- Teachers always ensure they are aware of all children during sports activities.

The attention of staff will be drawn to new safety guidelines, which are published nationally or locally regularly.