



Physical Education Policy

Policy Approved/Updated	November 2023
Policy Review Date	November 2024
Reviewer	Arlene Hudson

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Our Mission Statement

At Holy Cross, we are very proud of our school motto and our Catholic ethos; **Loved, Valued, Challenged.**

Loved: We love one another as Jesus taught us – our friends, our families and those who we may never meet.

Valued: We value everyone – everyone is important; pupils, staff, parents, governors, and members of the community– no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged: We challenge each other – not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others’ needs and challenge each other to be better people.

Our Vision

At Holy Cross, we aim to develop a caring Catholic community based upon the life and example of Jesus Christ, which envelopes the life and lives of everyone and everything in our school. It is through Christ’s message of love and forgiveness that the children, staff, both teachers and ancillary, parents and governors, preserve the essential Catholic ethos of the school.

The school aims to provide a challenging curriculum that reflects our philosophy, broadly balanced and relevant, and to support the development of the whole child to his/her full potential. At Holy Cross, everybody matters, therefore we encourage all to show respect to each other and the environment.

Inclusion Statement

The Governors are committed to `inclusion` in education: this involves minimizing barriers to learning and participation. We believe that each child is unique and has unique needs *‘belief in the individual leads Catholic schools to have the duty to care for the poor and to educate those who are socially, academically, physically or emotionally disadvantaged’* Catholic Bishops’ Conference May 2014.

Equal Opportunity Statement

The Governors and Staff at Holy Cross believe that all people are entitled to equal opportunities, respect, and consideration regardless of race, colour, creed, gender, disability or personal circumstances. Therefore, we are opposed to any form of prejudice or discrimination which denies people this equality. This principle applies to both adults and children in our school.

Introduction

This policy outlines the purpose, nature and management of the physical education taught at Holy Cross. Physical education is about developing children’s enjoyment, confidence and skill in physical activity and introducing them to the pleasures of sport. In line with our Mission Statement, we recognise that physical education promotes personal, social, intellectual, and physical skills. As well as fostering co-operation, tolerance, and self-esteem.

Aims and Objectives

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics, and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting, and applying skills and promotes positive attitudes towards a healthy lifestyle, thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To enable children to work and play with others in a range of group situations.
- To develop the way children perform skills and apply rules and conventions for different activities.
- To develop the children's enjoyment, creativity, and imagination.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

Teaching and Learning Styles

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, with the opportunity to use a wide range of resources. We encourage children to challenge themselves.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- Grouping children by ability and setting different tasks for each group, e.g. different games;
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- Giving children the opportunity to take part in competitive sport

PE Curriculum Planning

PE is a foundation subject in the national curriculum. Our school uses the national curriculum objectives and use a variety of planning tools and schemes. As required, we teach dance, games, and gymnastics at key stage 1.

In key stage 2 we teach compulsory dance, games, and gymnastics, plus two other activities: swimming and water safety, and athletics.

EYFS plan their PE around the ELG, which encompasses fine and gross motor skills. The governors of the school have decided that we will not teach outdoor and adventure activities on a regular basis, but year 5 children will attend a week at a residential adventure centre. Only children in years 3 and 4 will have regular swimming sessions. (18 weeks per year).

The curriculum planning in PE is carried out in three phases (long term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. This is monitored by the Curriculum Co-ordinator to ensure that all units/ learning objectives are covered, particularly in light of mixed age classes.

Our medium-term plans, which we have adopted from the National Curriculum objectives, give details of each unit of work for each term. These plans incorporate differentiation and links to other areas of the curriculum, for example maths and PSHE. Our creative curriculum uses many relevant cross-curricular links to give learning more meaning. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. These plans also list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The Physical Education Co-ordinator monitors and reviews these plans on a regular basis.

Separate planning is sometimes necessary for specific pupils with individual needs.

All long-term Physical Education planning is stored electronically and easily accessed in school.

We plan the PE activities so that they can build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Curriculum Requirements

The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the foundation stage of the national curriculum, we relate the physical development of the children to the objectives set out in the early learning goals, which underpin the curriculum planning for the children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the challenge to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

By the end of the foundation stage children should be able to:

- Move spontaneously, imaginatively, and confidently showing control, coordination and awareness of space.
- Use small and large equipment, showing a range of basic skills.
- Recognise the importance of keeping healthy and those things which contribute to this.
- Recognise the changes that happen to their bodies.
- Repeat, link and adapt simple movements and comment on their work.

Key Stage One

The National Curriculum requires a child at the end of Key Stage One to be able to:

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 Two

The National Curriculum requires a child at the end of Key Stage Two to be able to:

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.

Contribution of PE to Teaching in other Curriculum Areas

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

Maths

PE contributes to the teaching of Maths in our school by encouraging children to record and measure their bodies response to physical activity, allowing them to analyse and record their results, for example in tables of results and on line graphs.

Personal, Social and Health Education (PSHE) and Citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, Moral, Social and Cultural Development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and each other.

Teaching PE to children with Special Needs

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of the children with learning difficulties, and work in PE takes into account the targets set for individual children in their pupil passports. Some children receive targeted support to develop core skills.

Resources

There is a range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons. A certain amount of resources are available for lunchtime use under the supervision of midday supervisors.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times.

We expect them to change for PE into the agreed clothing for each activity area. Black shorts and a white tee-shirt (as set down in the school brochure) for dance, gymnastics, athletics, and games. Letters will be sent to parents of children with inappropriate kit. Children will be barefoot in gymnastics and dance unless they have a medical condition, which would warrant the wearing of plimsolls or trainers. For outdoor activities children must wear trainers or plimsolls and for extreme cold weather the children can have a tracksuit or warm top. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.

For any off-site activities i.e. swimming, children requiring inhalers must take them with them. The policy of the governing body is that no jewellery is to be worn for physical activity. Earrings, where possible, must be removed. Failure to do so will result in the child being asked to miss the activity and the parent being informed.

The safe use of equipment will be always encouraged and children will be trained to move and store equipment in a safe manner. All equipment will be checked by a teacher before use by a child. A yearly check of large gymnastic apparatus is carried out by an outside agency.

Off-site activities will only take place in accordance with the L.E.A. Safety Guidelines (see Local Authority Regulations), and the schools own Off- Site Visit Policy.

In the event of an accident, the following procedures must be followed:

- Stop the class and sit them down quietly, making sure they are not in any danger.
- Send a message to another teacher for help.
- If necessary the injured children should be seen by the school's designated first aid person and by a senior colleague who will make the decision about further treatment.
- The teacher in charge must fill in an accident form available from the office or record their injury in the first aid book.
- An injury to the head must be reported to the class teacher and a letter sent home to the parents.

Assessment and Recording

Teachers assess children's work in PE by making informal judgements as they observe them working during lessons. They record the progress made by children against the learning objectives for their lesson. At the end of a unit of work, teachers make a judgement against the objectives for that unit. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the Child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

The Physical Education Co-ordinator keeps photographic evidence of children's work.

Monitoring and Review

The role of the Physical Education Co-ordinator is:

- To monitor the standards of children's work and the quality of teaching in Physical Education
- Responsible for supporting colleagues in the teaching of Physical Education
- Analyse planning and assessment
- Evaluates the strengths and weaknesses in the subject and indicate areas for further improvement
- Observing the teaching of Physical Education
- Report to Governors
- Reporting changes to staff on latest developments in Physical Education
- Reporting progress and achievement to parents in an Annual Report

Staff Development and Adults other than teachers (AOTT'S)

We are fortunate to have a sports apprentice (Mr Priestly) who works across all Key Stages to deliver PE sessions. He also supports the after-school club. He coaches football alongside Mr Pascoe and referees matches when needed. Nigel Woolley, a sports specialist also teaches in Years 5 and 6 once a week and also provides an after-school sports club for different year groups throughout the year.

Staff development needs are met by:

- Attending training courses in specified areas
- Attending In- School training sessions
- Observation and feedback by Co-ordinators

At Holy Cross we also recognise that in order to develop and sustain good quality PE and sport provision we need to involve AOTT'S both in curricular time and out of school. We encourage teaching assistants, where applicable, parents and specialist club coaches to offer their expertise to enhance our PE curriculum. All adults will know the emergency procedures and will have been certified by the Criminal Records Bureau.

Extra-Curricular Activities

The school provides some PE related activities for children at the end of the school day. These encourage children to further develop their skills in a range of activity areas. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. The school encourages all children to try different sports and a variety of outside providers are used to facilitate this, including cricket and squash.

The school currently offers the following opportunities:

Football training for Year 5 and 6 on Wednesdays 3:30 – 4:30

Matches are arranged throughout the year with Holy Cross being entered in both a boys and girls league, each participating in at least five league matches per season (matches are 40 minutes per game). Both teams are also entered in a cup competition, and depending on how far they progress they can play up to another 4 matches each. Both teams are entered into at least two tournaments per year. We also take part in local tournaments with our neighbouring schools.

Cricket is offered to years 5 and 6 in the summer term with Nottinghamshire County Cricket Club. We also enter teams into kwik cricket tournaments. Cricket is also offered to Years 1 and 2 with the Chance to Shine initiative.

We enter a team into the annual swimming gala, held at Hucknall Leisure Centre.

We also have Andy Hay, a coach from Hucknall squash club, running sessions in curriculum time for children in years 3 and 4, with a squash tournament held later on at Hucknall Leisure Centre.

We give pupils the opportunity to take part in Bikeability sessions, covering level 1 and 2.