

# **ST. BEDE'S CATHOLIC JUNIOR SCHOOL**

*celebrates life and learning*

## **PHYSICAL EDUCATION AND SCHOOL SPORT POLICY**

### **MISSION STATEMENT**

**St. Bede, patron of our school, wrote:**

***“It was always my delight to learn and to teach”.***

We are a celebrating community, living the Gospel Values, committed to educating children in the light of the Catholic Faith.

**We journey together so that we**

***“Might have life - life in all its fullness”.***

**John 10:10**

### **STATEMENT OF INTENT**

At St Bede's Catholic Junior School, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport.

### **RATIONALE**

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both teachers and children should be aware of its importance. The school provides the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and

includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests of all individual children.

Each class receives two hours of physical activity per week. Classes are timetabled to have two Physical Education sessions per week.

The children apply and develop a broad range of skills; learn how to utilise them in different ways and link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are 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. (National Curriculum 2014).

### AIMS

- To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
  - by developing a positive attitude and interest in a wide range of physical activities;
  - by raising awareness of issues regarding health related fitness.
- To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
- To contribute to the intellectual development of each child:
  - aesthetic appreciation and understanding of Dance and Gymnastics.
- To help establish the individual child's self-esteem and confidence.
- To develop social skills through: co-operating in groups; playing fairly to rules; mixing with children from other schools.
- To ensure that every class includes Level 1 competition (competition within the school) at the end of every unit of work.
- To ensure every child has the opportunity to take part in extra-curricular sports clubs, as well as external competitions.

## **GUIDELINES**

The school:

- Follows a broad and balanced PE curriculum fulfilling the demands of the National Curriculum 2014.
- Aims to ensure that every child, by the end of Year 6, can swim 25m and has basic water skills.
- Ensures that every child has the opportunity to represent the school in a competitive sports fixture.
- Aims to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrates, where possible, into other curriculum areas (e.g., use of athletics data in ICT and number work in both mathematics and PE lessons).
- Develops programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Involves the outside community where possible, e.g., Sports Day, parents/carers, extra-curricular clubs, inter-school matches, Widnes Primary Schools' Sports Association (WPSSA).
- Ensures children wear the school PE kit during all PE lessons and teachers change into appropriate clothing to teach PE lessons.
- Makes allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provides enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

## **THE PE CURRICULUM**

### **Curriculum Framework**

Teachers use the 'Get Set 4 PE' scheme of Work as a starting point when planning their work in Physical Education. This is supplemented by the other PE resources available in school.

### **Time Allocation**

The Government stipulates all children should have a "Five hour offer" of PE and Sport. This is: two hours of PE lessons per week in curriculum time, an additional one hour through clubs and extra-curricular activities on the school site and a further two hours through a mixture of school and community/club organised sport. Each class is timetabled two sessions in which they have priority of access over hall or playground.

### **Units of Work**

The PE Lead maps out the PE curriculum for all year groups. The 'Get Set 4 PE' scheme provides six -eight weeks for each unit of work every class will be following. This contains detailed medium and short term plans which clearly show the learning intention, success

criteria, vocabulary, teaching input, activities and plenary for each lesson. Swimming lessons are planned and taught by trained instructors who plan targets for each of the ability groups. Children are allocated time during the plenary of the lesson to evaluate themselves against the outcome. In line with the national curriculum objectives, the school has invested in many high quality resources to ensure the correct terminology is being used.

### **Individual Lessons**

Individual lesson plans may be taken directly from available resources and adapted to suit the class. If the class teacher is confident he/she may choose to plan the lessons in their entirety. However, teachers should ensure they plan to the weekly learning intentions of the unit of work. This ensures logical progression throughout the unit, skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in Dance, or a full (age appropriate) rules tournament in Games.

### **Basic Lesson Plan**

1. Warm up - 3 to 5 minutes gentle exercise or stretching.
2. Introduction (or revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g., playing small sided games or performing a sequence in gymnastics.

### **Further Points to Consider**

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible -vary the children chosen.
- Generally, ensure the class are positioned so all children are able to view any shown demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (e.g., 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In dance and gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best; work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils, e.g., in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately, e.g., when to use a bounce pass in netball rather than an overhead pass.

- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children create their own games with their own rules and scoring system.

### **Monitoring of PE Teaching**

PE is monitored, at least annually, with a formal lesson observation. The PE Subject Leader looks at planning and will observe lessons. When appropriate the PE Subject Leader seeks the support of a specialist to evaluate particular areas of the curriculum such as gymnastics.

## **HEALTH AND SAFETY**

### **PE Kit**

In the interests of safety and hygiene children change into the following kit for PE lessons. This ensures consistency and avoids confusion for the children:

<b>Games and Athletics:</b>	Shorts and T-shirt for indoors lessons in the hall (track-suit bottoms and sweatshirts should only be necessary on the playground on a cold day). Properly fitting trainers.
<b>Dance and Gymnastics:</b>	As above, but bare feet.
<b>Swimming: Boys</b>	Swimming trunks (preferably) or shorts (MUST be above the knee).
<b>Swimming: Girls</b>	One-piece swimsuit.
<b>Outdoor Activities:</b>	Generally as games, but otherwise clothing appropriate to the activity.

### **General Points**

- Teachers must also wear appropriate clothing.
- Jewellery must be removed. Teachers do not take responsibility for looking after jewellery, except watches.
- Children must bring a note of explanation if they are unable to participate due to illness or injury. Staff are vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children unable to participate in swimming lessons due to illness or injury remain at school with another class.
- In all other PE lessons children not participating remain with their class: helping in the lesson or doing PE related work.

### **Accidents**

For minor injuries (bruises and bumps) children are encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the Teaching Assistant (if available) accompanies the child to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher stays with the child and sends the Teaching Assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

## **Medical Conditions**

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold, dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers on hand if necessary.

## **Other Issues**

- Swimming sessions have been risk assessed and the premises have been risk assessed by the Maintenance Officer.
- All apparatus is safety checked, annually, by a specialist company (PlaySound).
- Equipment is considered below.

## **EQUIPMENT AND RESOURCES**

### **Safety**

Small equipment is checked by the Subject Advisor on an ongoing basis. If any defect is found in any of the PE equipment this is reported immediately to the PE Subject Leader and taken out of use. Children are aware of safe handling of PE equipment and are taught the established school method of carrying gymnastics apparatus to ensure consistency.

### **Locating Equipment**

Gymnastics equipment for all classes is kept in the PE cupboard. Core games equipment is kept in the PE cupboard.

### **Ordering Equipment**

Any new equipment required is ordered by the PE Subject Leader. The PE and Sport Premium grant has allowed the school to invest in new equipment used during PE lessons and lunchtimes.

## **INCLUSION**

Inclusion in Physical Education means that all children have access to, and are given confidence in, the six activity areas, regardless of race, gender and ability. The school aims to create an environment in which all children learn to respect and value each other and each others' interests. This is achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For example, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all children an opportunity to share their work. For example, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.

- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the Subject Leader.

## **RECORDING AND ASSESSMENT**

The PE Assessment system is based around the expectations of children in each unit of work. In line with overall school policy, teachers make notes of significant achievement against the progression criteria for each PE unit. During swimming lessons, distances achieved and National Swim Awards passed are noted and the PE Subject Leader informed. However, end-of-year reports remain firmly focused on qualitative judgements based on observations of achievement and progress made. The following criteria is taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: co-operate, dominate, or withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

## **Other Issues**

### **Extra-Curricular Sport**

The school is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs (after-school) available to all age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports through local school arrangements.
- Friendly matches against other schools/groups.
- Exhibiting work. For example a dance performance in assembly or attendance at a gymnastics festival.

## **LINKS WITH OTHER AGENCIES**

These include:

- Participation in local sports leagues (primarily the WPSSA) with other primary schools.



- Involvement with Halton Sports Development Team.
- Involvement with the programmes of Widnes Vikings, Widnes Cricket Club, Widnes Tennis Academy, Halton Table Tennis Association, et al.
- Liaison with the Halton Schools' Games Organiser.
- Liaison with the Healthy School practitioners.

### **AWAY FIXTURES**

When children are representing the school at away fixtures, or involved in PE/sports at other venues, the person in charge, (for example, PE Subject Leader, Class Teacher, Teaching Assistant), informs parents/carers; undertakes risk assessments, including transportation, and uploads all details on to Evolve.

### **STAFF TRAINING**

The PE Subject Leader has access to specific training to support and develop their role. All staff are encouraged to attend courses and review resources alongside the PE Subject Leader.

The school has a programme of in-house INSET (in accordance with the PE Action Plan) to support staff. This is targeted to newly qualified teachers, new staff and in areas where existing staff feel that some development is desirable.

### **MONITORING AND REVIEW**

The PE Subject Leader are responsible for monitoring the standard of the children's work and the quality of teaching and learning in PE. They are also responsible for supporting colleagues in the teaching of PE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The PE Subject Leader present the Governing Body with an annual action plan.

The Physical Education and School Sport Policy will be reviewed by the PE Subject Leader in the light of guidance, training and changes in legislation or at the request of a member of the school community. The staff and the Governing Body will agree any amendments.

### **CPD TRAINING**

During the academic year CPD training for staff will be provided by an outside agency (Champion Sport). The sports specialist will follow the direction of the PE advisor with regards to which area the staff have requested CPD.