ST. JOSEPH’S CATHOLIC PRIMARY SCHOOL, BANBURY

PHYSICAL EDUCATION-POLICY STATEMENT

**Our Vision: (Intent)**

At St. Joseph’s Catholic Primary School we believe that in achieving excellence and enjoyment in P.E through high quality, inclusive practice, where all pupils are motivated and inspired to achieve a healthy and active lifestyle.

**Definition:**

High-quality Physical Education enables pupils to be physically literate. Physical Education teaches pupils to value the benefits of participation in physical activity while at school through a variety of physical activities including games, gymnastics, athletics, dance, swimming and outdoor activities, and throughout life, continually promoting physical development. Physical Education develops artistic and aesthetic understanding within and through movement. It inspires pupils to succeed and excel in physical activities.

Physical Education also helps to establish self-esteem through the development of physical confidence and helps pupils to cope with both success and failure in competitive and co-operative physical activities. It also contributes to the development of problem solving skills and interpersonal skills.

**Aims: (Implementation)**

St Joseph’s school strives to engage pupils in competitive and co-operative physical activities, in a range of increasingly challenging situations.

Curriculum Aims

* To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
* To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
* To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
* To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
* To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others’ safety and well-being.

Curriculum Planning and Organisation

* Each class is timetabled so that they can access the hall at least twice a week regularly.
* Staff follow the GetSet4P.E scheme of learning and adapt it to need their classes needs.
* The playground areas, field and woodland are used to facilitate activities such as outdoor activities and games.
* Teaching staff deliver high quality PE activities/lessons for 1.5-2 hours per week.
* Swimming lessons are provided by qualified teachers at the local swimming pool.
* Coaches from local sport clubs (e.g. Cricket/Tennis) regularly provide additional opportunities for extending the PE curriculum.
* After school clubs for KS1 and KS2 such as; netball, athletics and football run on a termly basis by members of our teaching staff.
* Lunch time club runs weekly and provides focussed activities for KS2/KS1 children helping to establish healthy lifestyles.
* Each Key Stage takes part in a daily challenge such as; just dance, skipping or running as part of making sure all children in school are active for at least 30 minutes each day.
* Through the North Oxfordshire schools partnership schools link, the children are all given regular opportunities to participate in after school competitive sporting activities. School staff accompany the teams to these events.
* The school uses the School Games values of competition when planning for lessons.
* After each unit of work children are involved in Level 1 competitions to practice, apply and develop the skills they have just learnt.
* The school participates in the Blessed George Napier partnership programme and the North Oxfordshire School Sports Partnership and shares Inset, festivals and competitions regularly with Partnership schools and NOSSP schools. Both the P.E subject lead and the Educational Visits lead ensure that all children are given an equal opportunity to take part in sporting competitions, run buy NOSSP, throughout the academic year.
* More able pupils have the opportunity to develop skills through clubs and area or county competition (Level 2 and Level 3 competitions).
* Trained young leaders provide active and inclusive games at break and lunchtimes for the younger children. These young leaders are also responsible for monitoring the P.E equipment and tidiness of the P.E cupboard and report to the P.E leader any actions to be taken.
* The Young Leaders help to run our school Sports Day and some other, in school, competitions.
* The School Sports Council, made up of two members from years 1-6 meets monthly to discuss any actions that need to be taken in turns of P.E planning and delivery.

Early Years Foundation Stage:

Physical development within the EYFS framework is one of three prime areas for learning.
The two related early learning goals are:

Expected

* Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
* Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding

* Moving and handling – Children can confidently hop and skip in time to music.
* Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

Key Stage 1 & 2

At Key Stage 1, we aim to develop fundamental movement skills allowing pupils to become increasingly competent and confident movers through a broad range of appropriate, stimulating, enjoyable and challenging learning opportunities to develop their agility, balance and coordination, individually and with others.

At Key Stage 2, we aim for pupils to 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. We strive for pupils to enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success and that of others.

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama. At each competition there is a reporter writing an article for the school newspaper.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills.

PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Christian Values

Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

SMSC

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

Inclusion

* Spare PE kit is available for any occasional circumstances where a child does not have their own in school, however a letter, however, a letter should be sent home to inform parents if this becomes habitual.
* Lessons will provide good quality experiences that are suitably challenging for all pupils.
* Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
* For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
* For the purposes of competitions, all children will be given the opportunity to participate in the experience.

Assessment & Recording

* Assessment is usually carried out by teachers in the course of the normal class activity.
* This is done mainly through observations and sometimes through discussion with children.
* A photographic/video record is sometimes used to document some of their work.
* Physical development levels and progress are recorded by the EYFS teachers for each child.
* Levels of attainment are recorded in assessment grids on GetSet4P.E for KS1 and KS2 pupils and should be completed at the end of each unit.
* Physical Education / physical development is included as part of the end of year reports to parents.

Health & Safety

* Pupils are taught how to improve their own abilities to assess risks.
* First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
* Inhalers for pupils suffering from asthma are made readily accessible
* Children with diabetes are monitored closely throughout and after PE lessons by staff, in accordance with their healthcare plan.
* Regular checks are made on all equipment.
* The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
* Any items constituting a danger are taken out of use immediately.
* All large items of equipment are inspected annually by an independent safety expert.
* Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
* Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc ).
* Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
* Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
* Pupils wear suitable footwear when travelling to and from the hall.
* If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

Resources

* There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
* Large equipment/ mats and some indoor PE resources are stored in the hall.
* Outdoor equipment is stored in the outdoor store.
* Playtime equipment is stored in the outdoor store.

Administration Arrangements for Extra Curricular Sporting Events

* The P.E co-ordinator liaises with teachers/support staff and sports coaches to arrange After school clubs/ Holiday Sports clubs/ attendance of teams at External Sporting competitions.
* Where necessary she liaises with the Educational Visits Co-ordinator to ensure that the appropriate paperwork is completed.
* The staff taking the children to the competition or festival are responsible for completing the risk assessment and handing it to the Educational visits Co-Ordinator.

School Sports Premium

* The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds. It can also be viewed on the school website.

Monitoring & Review

* The subject leader will oversee the continuity and progression within annual and medium term plans.
* They will also monitor the quality of teaching and learning through observations.
* The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice

Planning and lesson delivery:

* At Saint Joseph’s we follow the Get Set for P.E planning scheme.
* Lessons take the form of:

-Warm up and introduction (children should be made aware of the learning objectives and success criteria)

-Skill development (opportunities for children to work in pairs/ individually or as a small group)

-Plenary

All lessons should include differentiation, key questions and assessment of children’s learning

* Children take part in full P.E uniform (spare is available in class rooms) and letters are sent home
* Earrings are covered up with tape or removed before the lesson