



# St. Paulinus Catholic Primary School

"Inspiring all to live, learn and love in the light of Jesus."



(I am the light of the world; whoever follows me will never walk  
in darkness but will have the light of life." cf John 8:12)

## Physical Education Policy

### Version control

Version number	Date	Revisions made	By who?	Approval date
V1	16.06.20	Updated	K.Clayton	
V2	4.10.20	Updated to be in line with school changes – COVID addendum	K.Clayton	

Temple Road, Dewsbury, West Yorkshire, WF13 3QE

*'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.'* Ofsted 2017

**Tel:** (01924) 488282

**E-mail:** [office@stpaulinus.org](mailto:office@stpaulinus.org)

**Website:** [www.stpaulinuscps.org.uk](http://www.stpaulinuscps.org.uk)



# Physical Education Policy

## School Mission

"Inspiring all to live, learn and love in the light of Jesus"

The Governors and staff of St. Paulinus Catholic Primary School, Dewsbury commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for every child in the school according to their needs and affirming their achievements.

This document is a statement of the aims, principles and strategies for teaching and learning of Physical Education at St. Paulinus Catholic Primary School.

## Purposes:

Physical Education is a foundation subject in the National Curriculum, it forms an essential part of the whole school curriculum and as such is a whole school responsibility. It is shared by all of the teachers, for all of the children. At St Paulinus, we think of P.E. as an opportunity for children to develop valuable personal and social skills. These main purposes include :-

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school's approaches to this subject and to promote understanding of the curriculum.

## Physical Education Policy Statement

St. Paulinus Catholic Primary School believes that all pupils, regardless of their cultural, physical or academic differences should be given the opportunity to develop their full potential and independent learning ability through an enjoyable, balanced and progressive series of activities. With our positive attitude towards healthy and active lifestyles and through a progressive range of activities, we provide opportunities for them to face up to different challenges as individuals, in groups and in teams. Growing in competence, pupils learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Eventually through these processes we hope that pupils will discover their aptitudes, abilities and preferences, helping them to lead full and valuable lives through engaging in purposeful activity

## Aims:

### **Acquiring and Developing Skills**

At St. Paulinus Catholic Primary School our aim is to teach pupils to explore a range of skills, actions and ideas; extending these to perform them more consistently and fluently with improving control and co-ordination as they progress through the Key stages.

### **Selecting and Applying**



We aim to teach pupils to explore ways of selecting and applying skills, and then to find ways of using these skills to develop tactics and compositional ideas whilst also applying the rules and conventions of the different activities.

### **Evaluating and Improving Performance**

We aim to develop the pupils' ability to describe, evaluate, appreciate and explain the effectiveness of their performance by teaching them to observe, copy and describe what they and others have done, and how to use this to improve their work.

### **Knowledge and Understanding of Fitness and Health**

We aim to teach pupils why physical activity is essential for their health and wellbeing, how to exercise safely whilst understanding the effects of exercise on their body.

### **Role of P.E Co-ordinator**

- Support the physical activity provision throughout the school
- Support colleagues with the resources, training and demonstration of whole school physical activity plans
- Ensure standards remain high in each year group through effective monitoring of the subject.
- To organise extra-curricular activities
- Organise intra and inter school competitions (Virtually for 2020/2021)
- Ensure pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents
- Organise external coaches to develop staff CPD and further children's PE skills
- Organise support and training of our schools 'Sports leaders'
- Co-ordinate the training of lunchtime supervisors with an external coach if support is needed
- Update the legal document 'Evidencing the impact of the Primary PE and sport premium'
- Provide assessment framework for P.E
- Support colleagues with the progression of skills throughout the academic year
- Keep up-to-date with national P.E guidelines and the development of the P.E education

### **Role of the class teacher**

- Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class.
- All staff to have a secure subject knowledge and awareness of health and safety procedures.
- It is further intended that staff should be comfortable and competent in the area of activity being taught.
- Behaviour / Code of Conduct
- All staff and AOTT's are fully trained and qualified before being involved in physical activity provision.



- Appropriate clothes and footwear are worn including at lunchtimes.
- Health and safety issues are identified and avoided. Use of the risk assessments provided by the school PLT.
- Safe procedures are adopted such as warm up's and cool down's.

### **Strategies for teaching Physical Education**

We believe in the importance of educating children about the benefits of having an active lifestyle, including the benefits this can have both now and in the future.

We strive to teach children lifelong physical activity habits.

We offer a variety of physical activity opportunities due to appreciating the links between healthy body and mind.

All children have access to all components of the National curriculum (2013) programmes of study with appropriate provision both indoor and outdoors:

- Athletics
- Dance
- Games
- Gymnastics
- Outdoor education, i.e. Orienteering
- Swimming

During the early years, children are given extensive opportunities to move and play in both individual and group situations, this occurs in both indoor and outdoor settings. They experience the curriculum through a range of planned and structured play situations. They are given various opportunities to learn about the world around them and skills to promote their own physical development.

During key stage one, children at St Paulinus build upon their natural enthusiasm for movement and use it to explore and learn about the world. They start to play and work with other children in pairs and in small groups (individual during Covid-19). By watching others, listening and experimenting with movement and ideas, they develop skills in movement and coordination, and begin to enjoy testing their skills in a variety of situations.

During key stage two, children at St Paulinus learn to use their creative imagination in physical activity. They learn new skills, find out how to use them in different ways and link them to make actions, phrases and sequences of movement. They are given the opportunity to communicate, collaborate and compete with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own and each other's success.



## **Curriculum organisation and planning**

### **Time**

Each class in key stage two are given at least two hours of timetabled Physical Education time and 1 ½ hours for key stage one. (See appendix 1) One of these hours is planned to take place outside assuming weather doesn't pose a risk to health or safety, should this occur the session is moved inside or delivered at the next available hall time. The location of sessions is linked to the suitability of the area of P.E, areas such as dance and gymnastics are taught inside and games and athletics outside.

### **Long term planning**

To ensure even coverage of PE across school in terms of both curriculum time and after school and the opportunity for both staff and pupils to work alongside sports coaches as part of their PE and staff CPD.

### **Medium term planning**

Currently the staff are given some ideas for their medium term planning. The school has adopted and uses a range of schemes of work alongside other appropriate resources as directed by Kirklees. This scheme provides staff with objectives, teaching ideas, resources and safety issues. All staff are now required to attach Risk assessments provided by the co-ordinator to their planning, these should cover the location of the session and the area.

### **Swimming**

Children in year four have weekly swimming lessons at Dewsbury swimming baths. They are taken by coach with their class teachers and a number of support staff. The children are taught by a qualified Kirklees swimming instructor.

Anyone who forgets kit stays in school with some work, as for Health and Safety reasons spare kit can't be provided.

### **Facilities**

- Hall
- Outside court
- Field
- PE equipment
- Play time equipment
- Dance Studio
- Trim trail
- Outdoor exercise equipment

### **Extra-curricular Opportunities (On hold due to Covid-19)**

We have tried to provide a varied extra-curricular programme providing opportunities for the participants to enter both competitive and non-competitive competitions. Through the development of inter school competitions we are ensuring the broad opportunity for all abilities of children to participate in these opportunities.

*The opportunities usually offered during the course of the year are:*

- *Football*
- *Athletics*



- *Cheerleading*
- *Street dance*
- *Basketball*
- *Cricket*
- *Rugby*
- *Dodgeball*
- *Orienteering*
- *Rounders*

The current informal play opportunities we have are:

- Equipment available at lunch and play times.
- The timetabling of the ball court.
- Sports Crew to lead a range of activities in their own bubbles for each year group in KS2

### **Health and safety**

See Physical Education risk assessments

At St. Paulinus Catholic Primary School the health and safety of all individuals is paramount, it is with this concern that through the Physical Education Curriculum pupils are taught :

- To understand and recognise safety issues and how to minimise risks for themselves and others.

These health and safety points are reinforced through our Physical Education risk assessment and with updated Covid-19 requirements.

### **Kit / missing P.E.**

The staff at St. Paulinus Catholic Primary School indicate the importance of correct clothing in Physical Education through discussions with children during lessons, letters home and parent evenings.

It is important that staff indicate through various means the importance of the correct clothing to reduce health and safety risks.

Teacher should ensure that pupils are aware of their Physical Education days and that when kit is brought in, Physical Education is actually delivered.

The P.E. kit in school is the same for all age groups and a letter reminding parents of this should be sent out annually.

The kit is as follows:

#### **Indoor :**



- White T-shirt
- Dark shorts –navy blue
- Pumps / Plimsoles
- Jogging bottoms
- Hoody with the school emblem (all children to have by Sept 2021)

#### **Outdoor :**

- Dark shorts / jogging bottoms
- Sweatshirt / zip top
- White T shirt
- Trainers

#### **Jewellery**

For safety reasons St. Paulinus Catholic Primary School discourages the wearing of jewellery at all times including watches. All jewellery, including stud earrings, **MUST** be removed for Physical Education. This is in accordance with BAALPE guidelines on 'Safe Practice in Physical Education,' which is Kirklees policy. It is advisable that pupils wear **NO** jewellery on Physical Education days in order to save unnecessary time in its removal. Teachers and support staff are **NOT** responsible for looking after jewellery; it is the pupils' responsibility. Teachers and support staff are **NOT** to remove any jewellery, this must be done at home by a parent and/ carer.

Glasses (providing they are safety approved) may be worn.

#### **Apparatus**

All pupils will be taught how to handle and use apparatus in a safe and considerate manner. No pupil should use any apparatus until the teacher has checked it and they have been told to use it. See risk assessments for advice for moving equipment (S1-S3).

#### **Accidents**

Other than minor accidents the child should **NOT** be moved. All children must stop and sit down quietly and a responsible child should be sent to inform the First Aider. The accident should be recorded in the accident book located in the General Office. Any knocks to the head should be reported to the First Aider, and the standard letter/ groupcall sent home advising parents.

Children should only miss P.E. on health grounds if this is requested by their parents.

Children that persistently forget their kit should wear a spare school kit and a letter should be sent to parents.

#### **Inclusion :**

#### **Responding to Pupils' Diverse Learning Needs**



At St. Paulinus Catholic Primary School, Physical Education Curriculum planning sets high expectations and provides opportunities for all pupils to achieve, including:

- Boys and girls.
- Pupils with special educational needs.
- Pupils with disabilities.
- Pupils of different ethnic backgrounds.
- Pupils from diverse linguistic backgrounds.

### **Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Pupils**

A minority of pupils will have particular learning and assessment requirements, which go beyond normal provision. These requirements are likely to arise as a consequence of a pupil having a special educational need, a disability or may be linked to a pupil's progress in learning English as an additional language.

Teachers delivering the Physical Education Curriculum will take specific action to provide access to learning for these pupils by :

Helping with communication, language, literacy (through the use of demonstration, signs and symbols)

Developing understanding by :

- Using materials and resources which pupils can access through sight, touch and sound.
- Encouraging pupils to take part in exploring the environment around them.

Planning for full participation by :

- Using specialist equipment.
- Providing support from adults or peers when needed.
- Adapting tasks or environment.
- Providing alternative activities where necessary.

Managing behaviour by :

- Settling realistic demands.
- Using positive behaviour management
- Giving pupils the chance to develop co-operative skills.
- Teaching pupils to value and respect each other.
- Encouraging/teaching independent learning.
- Teaching essential safety.

Managing emotions by :

- Providing adapted modified alternative activities.
- Providing positive feedback to build self-esteem.





- Selecting tasks sensitively to avoid unnecessary stress for the pupil.
- Creating a supportive environment in which pupils can engage in learning.

Pupils with disabilities :

- Teachers must take action in their planning to ensure that disabled pupils are enabled to participate as fully and effectively as possible.

### **Pupils with EAL**

#### **Use of Language**

- Teachers use language precisely and cogently.
- Pupils are expected to listen to others, respond and build on their ideas and views constructively.
- The use of word walls/visual display with the appropriate language should be used in suitable areas.
- Planning to develop the spoken word by ensuring effective opportunities for talk.

It is also important for teachers to take account of pupils' religious and cultural beliefs and practises through providing appropriate physical and learning opportunities at times of fasting.

### **Equal opportunities**

There is a whole school policy for equal opportunities and this applies to all activities in school including P.E.

The P.E. scheme includes activities to interest both boys and girls and does not aim to discriminate against either sex. All children are given the same opportunities to develop their physical skills to the best of their ability.

Should any religious issues arise related to the P.E. kit allowances should be made as long as these do not contradict health and safety guidelines.

Extra-curricular / informal activities :-

- As a school we strive to provide a range of extra-curricular and informal opportunities, encouraging all pupils to participate. We have play equipment available at play and lunch times and a range of out of school clubs.
- It is important that the support of staff is widespread to ensure the provision of opportunities for all pupils.

Sports day is held annually in the summer term and all children are given the opportunity to take part. The children are set up in teams so competition isn't between individuals; rather teams work across the key stage to earn points.

This is run on one morning with the foundation stage planning and carrying out their own events key, stage 1 and key stage 2 can all run separate events allowing all pupils to take part in a non-threatening environment.

### **Monitoring and Evaluation**



### **Assessment**

Children are summatively assessed at the end of each year, according to the assessment criteria for the National Curriculum 2013 or the early learning goals for early years for Physical Development. This is a teacher-based assessment completed through use of observations, discussions with individuals and groups, listening to what children say as they develop and evaluate their work and records made throughout the year. Teachers can use the progression for P.E document to ensure children are meeting the expected criteria for their age group.

Formative assessment is undertaken through a focussed task at the beginning and end of each unit. A note is made of the children who achieve above the expected levels and those below expected levels.

### **Policy Monitoring and Review**

This policy will be reviewed following a 1-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.