

# **St Gregory's RC Primary School**



## **P.E. Policy**

**June 2021**

## St. Gregory's Vision, Values and Ethos

*We give thanks to God, work together and always try our best*

### Introduction

St. Gregory's recognises the importance of Physical Education (PE) to the overall development of each child. Our school recognises that P.E. promotes not only physical skills but also cognitive, social and emotional development as well as developing links with their spiritual, moral and cultural development. We provide opportunities for pupils to become physically and mentally confident to support their overall health and fitness ability. Our PE programme enables the children to develop their own individual and team skills, confidence, perseverance, competitiveness and organisation as well as learning the values of fairness and respect throughout the sports and activities taught.

### Aims

- To develop knowledge and skills through a broad and balanced curriculum of sporting activities.
- To allocate set times to PE within and out of the timetable for all year groups ensuring all children engage in intense physical activity over sustained periods of time.
- To participate in competitive sports and activities both within individual year groups, key stages and with other schools.
- To work alongside the South Tyneside School Partnership to develop CPD, competitions and links with School Games.
- Link PE with other subjects such as science, RSHE, maths, literacy to promote healthy and active lifestyles from an early age.
- To ensure safe practice in all activities.
- To provide access and encouragement to a wide extra – curricular sporting curriculum and community and club links.
- To develop staff knowledge in the delivery of the new P.E. curriculum.

### Curriculum Entitlement and Planning

The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the Early Years Curriculum (Development Matters) and National Curriculum 2014. The PE curriculum at St. Gregory's is based on these requirements and is linked to a progressive scheme of work with elements linked to TOPs cards. Currently our school is introducing new units of learning provided by our Trust. These units are adapted where necessary to meet the needs of the year group to match with the termly theme. P.E within each year group is also enriched by specialist teachers and coaches who provide children with an opportunity to develop their skills further.

Children are entitled to high quality physical education lessons. Each class is timetabled to use the hall and MUGA. In addition we also have activate each morning in many classes throughout the school. Timetables are reviewed termly.

We have an outdoor KS1 and KS2 climbing area for use during all break times and a KS2 outdoor multi-gym. The MUGA is timetabled for KS2 to use and one day it is used for best attendance for the whole school.

The Year Five children are trained in Huff and Puff and deliver this daily to the whole school. During COVID each class has it's own set of PE equipment and a class set of skipping ropes.

Swimming lessons are compulsory for all children from Year Two. They are provided for Key Stage Two children by qualified teachers at Haven Point leisure centre. Any child unable to swim 25m at the end of their swimming block in Year Four will be given extra lessons.

In Year Five and Six children's experiences are enriched through opportunities for outdoor and adventurous activities. The Year Five children are given the opportunity to attend Thurston Outdoor Residential Centre. Further outdoor education takes place on site or in the local area and provided by Simonside Outdoor Education team.

### **Assessment and Recording**

- Summative and formative assessment in P.E. is carried out by all class or specialist teachers. Pupils are levelled as developing, secure or exceeding in dance, gymnastics, outdoor games, outdoor adventurous activities and athletics.
- Swimming is assessed by the swimming instructors at Haven Point.
- Assessment can be completed informally during the course of teaching through observation or by a formative method.
- In Key Stage 2 pupils may complete a self - assessment at the start and end of a unit of work. The self-assessment tool to be used to support children in being reflective in their lessons and with their achievements.
- A photographic/ video records are currently being looked into to document children's work.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- At the end of each unit of work teachers will complete pupil assessments in order to update the children's attainment and progress in that area of PE.
- Assessments are used to inform future planning and track the children's skills as they progress through the school.
- They are also used to assist in reporting to parents as part of the end of year reports to parents.
- Assessment data sheets are held on the staff shared area and hard copies by the class teacher.

### **Lunchtime and Break Activities**

Teachers provide provision during some lunch times, allowing children to partake in a range of intra-school competitions and enjoy a variety of sports. The Year Five children have also been trained to run our 'Huff and Puff' programme to enable children to be involved in many activities.

## **Links with Other Subjects**

### **English**

Links between PE and English include: recounts, reports and instructions. Speaking and listening skills are also developed. Dance links well with many literacy lessons.

### **Maths**

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

### **ICT**

Children use I pads, cameras or videos for evaluation/ development of skills. They also watch and evaluate videos of professional/skilled athletes to help develop good technique.

### **RSHE**

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

### **Creative Curriculum**

Indoor dance links have included: Links to Shakespeare and other performances such as Joseph and Puss in Boots, R.E. liturgical dances, performances linked to stories especially in Key Stage One. Skipping moves to music and dances are also learned throughout the school.

## **Staff Development**

### **Planning, teaching and assessment of the PE curriculum**

Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their own class. Where a specialist coach or teacher is used the class teacher will work alongside them to develop their own teaching skills to enhance the curriculum. All staff will be offered CPD courses through INSET or by specialist coaches

### **Resources**

Staff have access to all resources which are held in indoor and outdoor stores. All PE resources are checked regularly to ensure that they meet health and safety requirements. Resources are audited annually.

## **Health and Safety**

All staff have due regard for the current school, Local Authority and Association for Physical Education (AFPE) PE guidance when preparing and delivering lessons. Reference is made to the school's risk assessments and the British Association of Advisers and lecturers in Physical Education (Baalpe) safe practice document which outlines specific PE guidance. All staff have a copy of the Health and safety Policy in school documentation file. The Baalpe safe practice document and risk assessments can be accessed via the Headteacher.

The Baalpe safe practice documentation should be consulted for further guidance.

- Regular checks are made on all equipment. This includes annual health and Safety checks of all fixed items of equipment conducted by the LA. Ongoing internal Health and Safety checks are conducted by the PE. coordinator, Head teacher, caretaker, teachers and coaches.
- Equipment, apparatus and environment should be checked before the start of every lesson by the teacher and is the responsibility of the teacher.
- 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 readily accessible.
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Children should be given health and safety guidance through the lesson e.g. not lifting the hockey stick above the waist etc
- Teachers should ensure that no jewellery is worn in lesson and if earrings cannot be taken out by the child then they must be given tape to cover their earrings. Children must place and remove the tape independently.
- All long hair should be tied back.
- Suitable clothing should be worn for each lesson (blue shorts, white t-shirt and plimsolls). Trainers may be worn if outside.
- For gymnastics when the apparatus is being used children should be barefoot.
- Any child with a verruca should wear plimsolls.
- Children who do not have a PE kit will take part in the lesson as an observer rather than a participant. Parents will be informed of no PE kit using the standard letter.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

### **Sports Premium Funding**

A full breakdown of how the Sports Premium Funding has been spent is detailed on the school website.

### **Out of School Hours Provision**

A varied OSHL timetable takes place offering children for all year groups the opportunity to take part in a range of sporting activities which are both competitive and non – competitive. The after school clubs are updated and change termly according to the interest of the children. All sports clubs are delivered by qualified coaches or teachers who deliver high quality lessons. Holiday sports clubs are also provided.

**Monitoring and Review**

This policy will be reviewed yearly.

Policy update: Tracey Watson (PE Coordinator) Summer 2022

Review Date: June 2023