St Cuthbert's Primary School
PE Policy

Vision:

In our family school, we strive to be the best for today, for tomorrow, for ourselves, for each other, the wider world and for God.

As a Christian family we nurture an understanding that we are all of equal value and infinite worth.

In the safety of our unique family we will flourish and grow towards being Global Citizens and Courageous Advocates.

('You are now citizens together with God's people and members of the family of God'. Ephesians 2:19)

Mission statement:

Learning to love, loving to learn in the family of Christ.

('Encourage one another and build each other up'- 1 Thessalonians 5:11)

Introduction

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. We provide 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.

At St Cuthbert's, each class will receive 2 hours of physical activity per week. At the moment, classes are timetabled to have at least two Physical Education sessions per week. The sessions will contain elements required by the National Curriculum of:

KS1 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. (New National Curriculum)
- EYFS – fundamental movement skills, ELG for gross motor.

KS2 pupils:

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, handball, basketball, cricket, football, rugby, 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. (New National Curriculum)

Aims

1. 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.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child:
   - aesthetic appreciation and understanding of Dance and Gymnastics.
4. To help establish the individual child's self-esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools and having resilience to never give up).
5. To ensure that every class includes Level 1 competition (competition within the school) at the end of every unit of work.
6. To ensure every child has the opportunity to take part in breakfast and after school sports clubs, as well as external competitions and tournaments including SEND.

Guidelines

St Cuthbert's School will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent St Cuthberts in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (e.g. use of athletics data in ICT and number work in both numeracy and PE lessons).
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Ensure children wear the St Cuthbert's expected P.E. kit for all lessons. (See below). Also, ensure teachers change into appropriate clothing to teach PE lessons.
- Make reasonable adjustments for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

The P.E. Curriculum

Curriculum Framework
Teachers should use the curriculum framework as a starting point when planning their work in Physical Education. The progression maps for each area of PE have been devised to show progress across and within year groups, using 'I can' statements.

Units of Work
The class teacher should identify from the curriculum map the 5-7 week unit of work their class will be following. Swimming lessons are planned and taught by trained instructors who plan targets for each of the ability groups. The curriculum we follow is Lancashire PE curriculum

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. This is, in many ways, preferable, but teachers should ensure they plan to the weekly learning intentions of the unit of work. This will ensure progression throughout the unit of work and means 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.

PE KIT
Early Years, KS1 and KS2
In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:
Games and Athletics: Shorts and T shirt for indoors lessons in the halls (track-suit bottoms and jumpers should only be necessary in the playground on a cold day).
(Trainers can be worn).
Dance and Gymnastics: As for Games.
Swimming: Swimming costume, swimming hat (girls and boys with hair that covers the eyes). Goggles may be worn but only when slip is returned and completed from school's goggles letter.
Outdoor Activities: Generally as Games, but otherwise clothing appropriate to the activity.
General Points

- Teachers should also wear appropriate clothing.
- Jewellery must be removed. Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern is non-participation is established for a variety of reasons (including child protection issues).

- Children not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Children without Kit

At the beginning of each year parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal letter will be sent home informing the parents.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching can use class first aid kit to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send 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 at Key Stage first aid points.

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 at hand if necessary.

OTHER ISSUES

Swimming sessions have been risk assessed and there is a guidance sheet available from the coaches on dry week. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company. Equipment is dealt with below.

Equipment and Resources

Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established St Cuthbert's method of carrying Gymnastics apparatus (to ensure consistency

throughout the school). These are available in the PE Scheme of Work folder of staff shared.

Locating equipment

Gymnastics equipment for all classes is kept in the hall. Core Games equipment is kept in the PE cupboard (the key is available from the School Office). EYFS physical development equipment is stored in their cupboard of the outside area.

Ordering Equipment

Any new equipment required can be ordered through the PE coordinator. The PE and Sport grant has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a basketball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, 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 need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

Recording and Assessment

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the progression maps for each PE unit. During swimming lessons, distances achieved and National Swim Awards passed should are noted by swimming instructors and passed to the PE coordinator – Blackburn with Darwen and Johnson's certificates will then be presented in assembly. However, assessment at the end of each topic will determine if children are working below, at or above age expectations. This will be monitored by the Lancashire PE APP for assessments and data.

EXTRA-CURRICULAR SPORT

St Cuthbert's is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs (lunchtime and 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 information, pictures, reports, videos on school website.

LINKS WITH OTHER AGENCIES

These include:

- Participation in local sports leagues (primarily the DPSSA and BwD SGO) with other primary schools.
- Involvement with Blackburn Rovers Community Centre.
- Involvement with FUNDA to help teacher CPD, Playtime Leaders and after-school multi-skills.

STAFF TRAINING

- The PE co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.
- FUNDA working with a class, highlighted each term by PE coordinator, to help staff CPD in certain areas of the curriculum.