

# POLICY FOR PHYSICAL EDUCATION



ST FRANCIS RC PRIMARY

2023-2024

St Francis Catholic Primary School, SE15 1RQ

## **Vision and Mission Statement and Gospel Values**

### **Our Vision**

*Providing every child with the tools to choose their path to success.*

### **Our Mission**

In St Francis children succeed because:

- ✓ We are an outward looking Catholic Primary school, which welcomes all children from the surrounding area. We work together to nurture our pupils, helping them to become resilient and inspired learners, who will become responsible global citizens of the future.
- ✓ We cultivate our pupils through our broad and diverse curriculum and loving Catholic Parish community
- ✓ We provide a welcoming, safe and supportive environment that helps children feel respected, confident and motivated to achieve their goals.
- ✓ We also foster a spiritual and moral view of life that provides children with a sense of self-worth and a strong Catholic ethos

### **Our Gospel Values**

*Love*

*Honesty*

*Courage*

*Tolerance*

*Justice*

### **Jeremiah 29:11**

“I alone know the plans I have for you, plans to bring you prosperity and not disaster, plans to bring about the future you hope for”



## **Policy for Physical Education**



### **Rationale**

St Francis Catholic Primary School believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced Physical Education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities, in co-operative, collaborative and competitive situations, aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently, and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted, seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body and begin to understand those factors that affect health and fitness.

### **Curricular 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. (Acquiring and developing.)
- To develop increasing ability to select, link and apply skills, tactics and compositional ideas. (Selecting and applying.)
- To improve observational skills and the ability to describe and make simple judgements of their own and others' work, and to use their observations and judgements to improve performance. (Improving and evaluating.)
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising. (Knowledge and understanding of fitness and health.)
- To develop the ability to work independently and communicate with and respond positively towards others. (Working alone and with others.)
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

## **Equal Opportunities and Inclusion**

Activities are made available to all through differentiation in teacher planning. All members of staff have copies of the Inclusion Spectrum. It is the policy of St Francis Catholic Primary School to ensure that every child receives an equal opportunity within PE activities, regardless of race, gender, ability or Special Educational Needs.

## **Special Needs**

Any children, who are identified as having 'special needs,' are given the help that they require. Where children have a degree of physical or behavioural difficulties, they should be encouraged to participate in PE activities with help from others.

## **Gifted and Talented**

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. The PE and Gifted and Talented coordinators should be informed. Pupils, who are Gifted and Talented within PE, are offered the same curriculum as all other children; however they will be offered opportunities to join clubs within school.

## **Time Allocation**

St Francis Catholic Primary School provides all pupils with 2 hours of high-quality PE lessons that link to the National Curriculum programmes of study. One indoor and one outdoor session. Years 4 and 5 also visit the local swimming pool for weekly lessons, as part of their PE provision.

The PE and School Sports Network arranges a broad range of out of school competitions that pupils of all ages, needs and abilities have attended. Such as Cross Country, football and cricket competitions. They also organise inter-school competitions for SEND children, which our children have the opportunity to participate in, tournaments such as Boccia and Bowling. At least one competition, tournament or festival is attended by a group of pupils each half term.

In addition, the pupils have the opportunity to participate in after school sports club sessions that are carried out by trained and qualified sports coaches and subsidised by the Sports Premium funding. These sessions are typically an hour in length.

Please note that the above does not include playtime or lunchtime activities.

The following table shows programmes of PE, for each year group, each term.

### Physical Education Overview 2023-24 (EYFS and Key stage 1)

Year Group	Autumn 1 Outdoor	Autumn 1 Indoor	Autumn 2 Outdoor	Autumn 2 Indoor	Spring 1 Outdoor	Spring 1 Indoor	Spring 2 Outdoor	Spring 2 Indoor	Summer1 Outdoor	Summer 1 Indoor	Summer 2 Outdoor	Summer 2 Indoor
<b>Nursery</b>	See early years planning	See early years planning	See early years planning	See early years planning	See early years planning	See early years planning	See early years planning	See early years planning	See early years planning	See early years planning	See early years planning	See early years planning
<b>Reception</b>	<b>Athletics</b> LPSSN	<b>Real PE</b> Unit 1 or <b>Multi-Skills</b> Unit One LPSSN Personal Skills	<b>Games</b> Throwing towards a target LPSSN	<b>Real PE</b> Unit 2 or <b>Multi-Skills</b> Unit Two LPSSN Social Skills	<b>Games</b> Kicking with feet LPSSN	<b>Real PE</b> Unit 3 or <b>Multi-Skills</b> Unit Three LPSSN Cognitive Skills	<b>Real PE</b> Unit 4 or <b>Multi-Skills</b> Unit Four LPSSN Creative Skills	<b>OAA</b> (Outdoor and adventurous activities) /LPSSN Dance	<b>Games</b> Throwing and catching LPSSN	<b>Real PE</b> Unit 5: or <b>Multi-Skills</b> Unit Five LPSSN Physical	<b>Real Gym</b> Block 1 and 2	<b>Real PE</b> Unit 6: or <b>Multi-Skills</b> Unit Six LPSSN Health & Fitness
<b>1</b>	<b>Games</b> Throwing towards a target LPSSN	<b>Real PE</b> Year 1 Unit 1 or <b>Multi-Skills</b> Unit One LPSSN Personal Skills	<b>Real PE</b> Year 1 Unit 2 or <b>Multi-Skills</b> Unit Two LPSSN Social Skills	<b>Real Gym</b> Block 1 and 2	<b>Athletics</b> LPSSN Virtual Athletics	<b>Real PE</b> Year 1 Unit 3 or <b>Multi-Skills</b> Unit Three LPSSN Cognitive Skills	<b>Real PE</b> Year 1 Unit 4 or <b>Multi-Skills</b> Unit Four LPSSN Creative Skills	<b>OAA</b> (Outdoor and adventurous activities) /LPSSN Dance	<b>Games</b> Sending and receiving LPSSN	<b>Real PE</b> Year 1 Unit 5 or <b>Multi-Skills</b> Unit Five LPSSN Physical Skills	<b>Games</b> Net games using a racket LPSSN	<b>Real PE</b> Year 1 Unit 6 Health and Fitness Skills or <b>Multi-Skills</b> Unit Six LPSSN
<b>2</b>	<b>Real PE</b> Year 2 Unit 1 Personal Skills or <b>Multi-Skills</b> Unit One LPSSN Personal Skills	<b>Real Gym</b> Block 1 and 2	<b>Games</b> Net games using hands LPSSN	<b>OAA</b> <b>OAA</b> (Outdoor and adventurous activities) /LPSSN Dance	<b>Athletics</b> LPSSN Virtual Athletics	<b>Real PE</b> Year 2 Unit 2 or <b>Multi-Skills</b> Unit Two LPSSN Social Skills	<b>Real PE</b> Year 2 Unit 3 or <b>Multi-Skills</b> Unit Three LPSSN Cognitive Skills	<b>Real PE</b> Year 2 Unit 4 or <b>Multi-Skills</b> Unit Four LPSSN Cognitive Skills Creative Skills	<b>Games</b> Attack vs Defence LPSSN	<b>Real PE</b> Year 2 Unit 5 or <b>Multi-Skills</b> Unit Five LPSSN Physical Skills	<b>Games</b> Throwing towards a target LPSSN	<b>Real PE</b> Year 2 Unit 6 or <b>Multi-Skills</b> Unit Six Health and Fitness Skills

### Physical Education Overview 2023-24 (Key stage 2)

Year Group	Autumn 1 Outdoor	Autumn 1 Indoor	Autumn 2 Outdoor	Autumn 2 Indoor	Spring 1 Outdoor	Spring 1 Indoor	Spring 2 Outdoor	Spring 2 Indoor	Summer 1 Outdoor	Summer 1 Indoor	Summer 2 Outdoor	Summer 2 Indoor
3	Games Dribbling and passing with feet LPSSN	Real PE Year 3 Unit 1	Real PE Year 3 Unit 2	Real Gym Block 1 and 2	Games Sending skills using hands LPSSN	Real PE Year 3 Unit 3	OAA (Outdoor and adventurous activities) /LPSSN Dance	Real PE Year 3 Unit 4	Swimming	Swimming	Swimming	Swimming
3/4	Games Benchball LPSSN/BMX (Y4)	Multi-Skills Unit One LPSSN Unit 1 Personal Skills (Y3)	Multi-Skills Unit Two LPSSN Social Skills (Y3)	Real Gym Block 1 and 2 (Adapted to year group) (Y3)	Swimming	Swimming	Swimming	Swimming	Athletics LPSSN (Adapted to year group) (Y3)	Multi-Skills Unit Three LPSSN Cognitive Skills (Y3)	Games Passing and moving with hands LPSSN (Y3)	OAA (Outdoor and adventurous activities) /LPSSN Dance (Y4)
4	Swimming	Swimming	Swimming	Swimming	Real PE Year 4 Unit 1 or Multi-Skills Unit One LPSSN Personal Skills	Real PE Year 4 Unit 2 or Multi-Skills Unit Two LPSSN Social Skills Social Skills	Games Football LPSSN	Real PE Year 4 Unit 4 or Multi-Skills Unit Four LPSSN Creative Skills	Games Batting and bowling LPSSN	OAA (Outdoor and adventurous activities) /LPSSN Problem solving	Athletics LPSSN	Real Gym Block 1 and 2
5	Games Sending skills using hands LPSSN	Real PE Year 5&6 Unit 1	Real PE Year 5&6 Unit 2	Real Gym Block 1 and 2	Games Attack vs defence or Pass and Move LPSSN	Real PE Year 5&6 Unit 3 or Multi-Skills Unit Three LPSSN Social skills	Swimming	Swimming	Swimming	Swimming	Athletics LPSSN	OAA (Outdoor and adventurous activities) /LPSSN Dance
5/6	Games Mini Volleyball & Tennis Or Tag Rugby LPSSN	Real PE Year 5&6 Unit 3 (Y5)	Swimming	Swimming	Swimming	Swimming	Games Attack vs defence or Pass and Move LPSSN	Real PE Year 5&6 Unit 4 (Y5)	Athletics LPSSN	Real PE Year 5&6 Unit 5 (Y5)	Real Gym Block 1 and 2 (Y5)  (Adapted to year group)	OAA (Outdoor and adventurous activities) /LPSSN Dance
6	Swimming	Swimming	Multi-Skills Unit One LPSSN Cognitive skills	Multi-Skills Unit Two LPSSN Creative skills	Multi-Skills Unit Three LPSSN Social Skills	Real Gym Block 1 and 2	OAA (Outdoor and adventurous activities) /LPSSN Dance	Athletics LPSSN	Games Rounders or Cricket LPSSN	Games Basketball or Football LPSSN	Swimming	Swimming

## **The PE Curriculum**

Children will be expected to participate in the full range of activities in the physical education curriculum. Teachers use the REAL PE and LPESSN schemes of work from the PE and School Sports network to plan and deliver lessons.

At KS1 pupils are taught knowledge, skills and understanding through the following areas of activity:

- Gymnastics
- Dance
- Games
- Athletics
- Multi-Skills

At KS2 pupils are taught knowledge, skills and understanding through the following areas of activity:

- Gymnastics
- Dance
- Games
- Athletics
- Multi-Skills
- Problem Solving/Outdoor and Adventurous activities
- Swimming and water safety

## **Assessment**

Pupils are assessed via ongoing formative assessment; progress and attainment are recorded on an assessment pro-forma, provided by The PE and Sport Network. This proves to be a useful tool as it is clear where greater challenge needs to be provided and where skills need further development. Teachers then effectively plan for this and deliver the lesson according to the amendments made to ensure all pupils achieve their potential.

## **Monitoring and Evaluation**

Planning is monitored by the PE subject leader.

As a school a substantial amount of our Sports Premium fund is allocated to being part of The PE and School Sports Network. The network has a team of highly skilled PE coaches that have been into school and delivered whole staff INSET days and have worked closely with teachers. This has included team teaching/coaching sessions in order to ensure that pupils receive high quality PE lessons.

The PE Subject Leader annually evaluates the subject as a whole and prepares a new development plan.

## **Extra-Curricular and Physical Activity Opportunities**

The purpose of extra-curricular activities is to:

- Extend children's learning
- Raise standards in PE
- Provide for all abilities
- Encourage fitness for life and increase daily physical activity
- Provide opportunities for inter / intra school competition (festivals, leagues etc.)

## **Lunchtimes / Playtimes**

During lunchtime/playtime children are involved in a variety of constructive activities, which gives them a range of opportunities for formal and informal play. The lunchtime activities are led by peer mediators and trained playground leaders, who have accessed the Play Makers award.

## **School-club Links**

St Francis Catholic Primary School encourages pupils to join local clubs by providing them with information (leaflets) about local club offers.

As aforementioned, the pupils have the opportunity to participate in after school sports club sessions that are carried out by trained and qualified sports coaches and subsidised by the Sports Premium funding.

## **Special Events**

St Francis Catholic Primary School is committed to promoting PE and sport by organising and being involved in all kind of sports events such as:

- Sports, health and well-being week
- Sporting/physical activity charity fundraising
- External competitions

## **Safety**

Class teachers and adults, other than teachers, are responsible for the safety of the children in their care.

- PE kit and jewellery rules are understood by the children and are enforced
- The teaching area and equipment are assessed for safety prior to a lesson
- Children are taught how to safely get out, carry, use and put away equipment- no pupils are allowed in the equipment store unsupervised
- Any problems with unsafe or damaged equipment are reported to the PE Subject leader or Head Teacher
- Accidents should be logged in the accident book and parents should be informed when necessary
- Staff are aware of the fire procedures when leaving the hall
- Staff, AOTTS and children should be aware of emergency procedures at the swimming baths

In addition, the large gymnastics apparatus is inspected annually by an outside body. Children must wear specified PE kit. Tracksuits (or similar clothing) is permitted for outdoor PE in cold weather.

Trainers are worn outdoors and for specified indoor activities such as skipping or line dancing. Children have bare feet for gymnastics and most dance activities. Long hair should be tied back.

All jewellery including watches must be removed. A child with newly pierced ears will be asked to cover them with tape for the first 6 weeks, then they must be removed for the lesson. (Ears covered with tape).

Staff should make a dated note of children not taking part in a PE lesson, for whatever reason. Repeated forgetting of PE kit results in a letter home, phone call and / or a meeting with parents.



When classes go swimming there should be three adults accompanying each class. There must be a risk assessment carried out and recorded on the official St Francis risk assessment form that is to be handed to the Headteacher.

### **The Role of Parents and AOTTS (Adults Other Than Teacher)**

Any parent or AOTT helping with PE activities, such as swimming, or running an out-of-hours- club, must be police checked prior to assisting at our school. Any adult taking an activity is interviewed by the Head Teacher to check for qualifications, experience, suitability and insurance.

### **Resources and Equipment**

The PE Subject Leader makes an annual audit of equipment and resources. All lost or damaged resources need to be reported to the PE Subject Leader.

### **The Learning Environment**

- KS1 playground with a climbing frame
- KS2 playground with a variety of climbing frames and a basketball goal
- Football pitch with football goals and two socketed basketball goals
- KS1 hall with a range of gymnastic apparatus including a small wall frame
- KS2 hall with a range of large gymnastic apparatus including a large wall frame
- Bicycle and scooter stands locker area
- EYFS outdoor area with a variety of climbing frames

### **Curriculum Links**

Whilst retaining its unique contribution to a pupil's movement education, PE also has considerable potential to contribute to much wider areas of learning. As well as dance themes reflecting topics, links can be made to other areas of the curriculum such as:

- Computing– performances recorded using photography and video for use in self-evaluation and demonstration of good practice, or for visual stimuli
- PSHE (Personal, Social and Health Education) – leading, managing, co-operating and decision making skills - an integral part of PE
- SCIENCE – planning, predicting and testing ideas; health and fitness – learning about the body
- LITERACY – asking relevant questions; communicating ideas; listening skills
- NUMERACY – counting, measuring, calculating – distance, time, repetitions.

### **Policy monitoring and review**

The Head teacher, Senior Leadership Team and PE Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and PE Subject Leader will report to the governing body on the effectiveness of the policy.

We are aware of the need to regularly review our policy to take account of new initiatives, changes in curriculum or developments in technology.

This policy will be reviewed during the Summer 2024  
(unless any curriculum changes occur before this time)

Reviewed By: Mr Irie September 2023