

St Laurence’s Catholic Primary School

Policy Statement

For

PE Curriculum Policy

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| **This policy was adopted:** | **July 2022** |
| **By name:** | **Barry Grant** |
| **Position:** | **PE Co-ordinator** |
| **Signature:** | **Barry Grant**  |

**Our Mission Statement**

We aim to celebrate our partnership with the families we serve and the community we live in.

We aim to provide an education that enables each child to reach their full potential.

Our aim is the creation of an atmosphere where all are valued, gifts and talents are celebrated and the gospel values of love, respect and justice are at the heart of all we do.

**Our Vision**

Everyone feels a sense of belonging,

Has the opportunity to shine,

To enjoy their teaching and learning

But most of all – to dream big!

**Physical Education Policy**

**Our Aim**

Our aim within St Laurence’s is to deliver a high quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. We will provide: opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sports and other activities that build character and help embed values such as fairness and respect.

**PE Curriculum Development**

The whole school curriculum has been organised and established in full consultation with all teaching staff. It is regularly reviewed and developed in accordance with DfE guidelines, the School Improvement Plan, and following consultation with Governors, Parents, Children and Teaching Staff.

**PE Aims**

* To have the best possible physical activity experiences regardless of race, age, ability or location, so as to encourage a lifelong healthy lifestyle pattern.
* To have a supportive environment for enjoyable participation in a wide variety of physical activities, through the development of skills and good codes of behaviour.
* To provide the safest possible environment for all participants.
* To provide for the allocation of appropriate resources and facilities.
* To provide equitable opportunities for all students to participate.
* To develop and apply skills in a cooperative manner using appropriate levels of experiences and/or competition as required.
* To provide greater depth students the opportunity to reach their potential and provide an age-appropriate participation pathway.
* To encourage participation in community sport and physically active recreation such as Knowsley’s Sports Programme and the Kirkby Collaborative Sporting activities.
* To encourage participation of the whole school community in supporting physically active experiences.
* To encourage and empower those less active children to take part and enjoy physical activity.
* To consistently use I-Moves and Getset4PE across the school as part of our PE programme of study.
* Children are physically active for sustained periods of time.

**Intent**

At St Laurence’s Catholic Primary School the intent of teaching Physical Education is to give children the tools and understanding required to make a positive impact in their own physical health and well-being. We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities. Our aim is to teach children how to co-operate and collaborate with others , as part of a team, understanding fairness and equity of play to embed life-long values to support their mental and physical well-being. Communication, language and vocabulary are developed throughout the PE curriculum from an early age. PE vocabulary is embedded throughout all of our PE lesson to enable the children to use a range of powerful vocabulary to develop their understanding of the subject.

**Implementation**

PE at St Laurence’s is taught by a combination of class teachers, PE specialists and qualified sports coaches. Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort as well as success is recognised. Children are encouraged to participate in exercise throughout the day during PE lessons, clubs, Daily Mile, outdoor learning, lunch provision and special events.

 At St Laurence’s the PE curriculum is structured to provide a range of sports experiences during which every child participates to develop their skills and learning through competitive, team and individual sports. Through our provision children can aim to flourish at sports in which they have a particular interest or flair for. Children with additional needs are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation.

 We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Children gain experience of a variety of fundamental skills. This has a focus on agility, balance, coordination and fitness. Children take part in individual skills, group skills and team games, using PE equipment appropriate for their age. During KS2 children will have a series of structured swimming sessions.

I**mpact**

Our aim within St Laurence’s PE curriculum is for all children to have:

• The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.

• The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.

• High levels of physical fitness.

• A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.

• The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.

• The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

• Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others’ performance and the ability to work independently for extended periods of time without the need of guidance or support.

• A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.

• The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

**Planning**

We use a variety of different PE schemes of work within St Laurence’s which include: GetSet4PE, I-moves, and Active Maths. These schemes assist the teachers with their planning. Feedback from the staff suggest that these schemes were a great resource to aid with their planning. . (See Appendix 1 and 2). A Long term overview for each year group is available on our school website. Long, medium and short term planning formats will be used by teacher to inform them about how to support students and reflect on the strategies used for day-to-day assessment during lessons or learning activities. Through questioning, observing and discussing with the children, they will embed the skills, strategies and knowledge required to build upon children’s prior learning.

**National Curriculum Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

**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.

**National Curriculum Key stage 2**

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, badminton, basketball, cricket, football, 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.

**Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

* Swim competently, confidently and proficiently over a distance of at least 25 metres.
* Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
* Perform safe self-rescue in different water-based situations.
* Children in our school attend two weeks of swimming each year from Year 4 onwards.

**Monitoring and Assessment**

Our teachers assess the children’s work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and the Get Set 4PE units of work. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.

**Equal Opportunities**

PE is planned to meet the varied needs of all learners regardless of their gender, background, and culture, physical or cognitive development. Learning objectives are set to meet these needs in line with our Special Needs policy. Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias. We recognise that PE may also strongly engage our gifted and talented children, and we aim to challenge and extend them.

**Responsibilities and Roles**

The Head teacher and Governing Body have overall responsibility for the PE Curriculum, supported by the PE co-ordinator.

The PE co-ordinator is responsible for overseeing the delivery of the PE Curriculum through:

* Regular formal and informal discussions with staff.
* Monitoring planning to ensure curriculum coverage.
* Ensure progress is being made within PE, through our collection of evidence within PE big book.
* Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
* Making changes where necessary.
* Formulating an action plan to move the school forward.
* Budget of School Sport (sports Premium) and the allocation of this.

Teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff makes amendments to planning in order to optimise learning opportunities when they arise.

The following roles and responsibilities encompass areas such as participation, competition, safety, community links, communication with parents/carers, costs, equipment and behaviour.

**Safety**

The provision of a healthy and safe environment for students and teachers in the school is essential. Coaches, teachers and any other members of the school community involved in the school physical activity program need to ensure the following safety issues are addressed and follow school policies where applicable:

Recognise the difference between student and adult physical and emotional characteristics; understand the short and long-term medical conditions of students (this includes previous and existing illnesses and injuries); ensure that the equipment and facilities are safe and in good working order; enforce the use of recommended protective equipment required for a particular game or sport; provide access to appropriate first aid facilities and equipment.

**Communication with parents/carers**

Coaches, teachers and any other members of the school community involved in the school physical activity program need to notify parents or guardians and ask for their consent for any travel arrangements organised by the school for students participating in any physical activity including sporting events. The school has a mini bus which it uses for most sporting activities.

Communication with parents will be through a number of ways including:

* School newsletter and website.
* Letter home.
* Phone calls.
* Seesaw and Tapestry messages.
* Emails.

**Behaviour**

Students, coaches, teachers and any other members of the school community involved in the school physical activity program need to:

* Ensure students are aware that their behaviour is expected to be consistent with the behaviour expected at school or home, before, during and after any sporting event or recreational activity.
* Manage students who fail to comply with the above codes of behaviour as set out in the school’s ‘Behaviour Management’ policy.
* Continue to encourage and praise positive responses, hard work and resilience.
* Follow any rules, expectations as set out at each event.

**Spectators**

It is just as important for spectators to behave in an appropriate manner at any physical education or sporting event. Coaches and teachers need to provide guidelines/expectations of behaviour to spectators and parents and other members of the school community. See code of conduct laid down by Knowsley Schools Sports Partnership (KSSP, Appendix 2).

**Equipment**

Coaches, teachers and any other members of the school community involved in the school physical activity program need to ensure all equipment used is appropriate for the age group and is in good condition, as well as educating students on how to correctly and effectively use the equipment available. Students who fail to use the equipment for its correct purposes run the risk of losing their privilege to use it at all. Staff are encouraged to include the children in preparation of clearing away of equipment to show them how to use it correctly.

**PE Kit**

Children enjoy the feeling of being part of a team, and, where possible a school identified PE KIT should be provided. Having the correct PE Kit is an important aspect of school life. All PE kits should be clearly labelled. Coaches and teachers need to inform parents and guardians whether school kit will be provided by the school or whether they will need to be supplied by the student. If students cannot afford to purchase items of a particular uniform, an arrangement will be made between the school and family concerned. The school has a bank of kit for pupils to use.

**Physical Activity Program**

This policy acknowledges that physical activity can occur in a variety of ways at school. Activity may be formal or informal, part of the school curriculum or extra-curricular.

The following physical activities are provided at St Laurence’s School:

* P.E. lessons of two hours per week
* Daily Mile inspired run/walk activity of 15 minutes at least 3 times per week
* Lunchtime activities with teachers.
* After school clubs with teachers.
* Inter-schools competitions where students have the opportunity to gain representative selection for the local area/borough.
* Intra-school competitions that encompasses annual all-day or evening events.
* Sports Day where the students are encouraged to have fun and develop their physical skills, perseverance, determination and resilience.
* Teachers are encouraged to incorporate physical activity across their teaching and learning program.

**REVIEW OF POLICY**

The effectiveness of this policy will be reviewed annually by the Senior Leadership Team and every three years by the Governing Body. If changes are made to the policy, the Governing Body will ratify amendments.

This policy was agreed: July 2022

Signed: Mr J Holmes

Designation: Chair of Governors

Date: July 2022

Review Date: July 2025