

St Vincent de Paul Catholic Primary School



PHYSICAL EDUCATION POLICY

*“We are called to be the hands and face of Jesus as we learn,
love and grow together”*

Reviewed: Summer 2023

To be reviewed: Spring 2026

Reviewed by the Teaching and Learning Committee

Ratified at Full Governing Body meeting

Signature:

A handwritten signature in black ink, appearing to read 'John Sloan', written over a light blue horizontal line.

John Sloan Chair of Governors

Date ratified: 4th July 2023

INTRODUCTION

At St Vincent de Paul School we believe that physical education, school sport and physical activity experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.

Physical Education is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the physical education taught and learned in our school.

The school policy for physical education has the agreement of the whole teaching staff and the governing body.

The implementation of this policy is the responsibility of all the teaching staff and is overseen by the co-ordinator.

VISION: - ENGAGE, ENJOY, EXCEED, EXCEL

- At St Vincent de Paul School we aim to engage and inspire children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.
- We aim to foster children's interest in physical well-being and healthy lifestyles in order to establish long lasting lifestyle messages.
- We aim to promote our Christian values through sports and actively encourage children to share, support, respect, trust and work together.

We have been awarded the SCHOOL GAMES KITEMARK PLATINUM AWARD having received the GOLD AWARD for the previous four years. We were awarded this in recognition of our commitment to sports provision and the development of competition across the school and community.

INTENT:

At St Vincent de Paul School we recognise the importance of PE and the role it plays in promoting long term, healthy lifestyles. It provides all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their full potential as well promoting a healthy lifestyle which children can develop and value into adulthood. It is our job to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging, accessible to all. We want our pupils to know and appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to go on a learning journey, to develop new and transferable skills. To learn values such as fairness and respect, which are key to becoming a responsible citizen as well as providing them with opportunities to take part in competitive sport.

AIMS: (also referred to as CURRICULUM DESCRIPTORS-for assessment)

1. To develop physically competent learners
2. To develop engaged learners.
3. To develop healthy and active learners.
4. To develop reflective learners.

5. To develop disciplined learners.

SPECIFIC 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.
- To develop an increasing ability to select, link and apply skills, tactics, and compositional ideas.
- To develop understanding of the effects of exercise on the body and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead at times and learning to work collaboratively with others.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others safety and well-being.
- To swim competently and confidently over a distance of at least 25 metres and use a range of strokes effectively.

IMPLEMENTATION:

At St Vincent de Paul School we use a variety of teaching and learning styles which involve whole-class, group and individual activities. We have a well sequenced and progressive curriculum based upon the research of Val Sabien. This supports all teachers in their planning and delivery of lessons. Further supplementary ideas and activities are available from other sources. However, teachers still adapt, plan and deliver their own learning objectives and outcomes to suit the needs of their class, and these are made clear to the pupils.

Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively. This is reflected in both the Curriculum Overview and medium-term planning.

Swimming lessons take place weekly, throughout autumn and spring terms, for year 4 children. Also, in the summer term for year 3 children. These are delivered by qualified instructors. Transport time to the local pool is included as part of the PE time allocation.

-Each class is timetabled for at least two hours PE per week and to access the hall at least twice a week.

- The playground areas and field are also used to facilitate outdoor activities and games.
- Equipment is checked and reviewed to ensure it is appropriate to the range of ages, abilities and needs of children to enhance learning.
- Teaching staff aim to deliver high quality PE lessons. High quality PE lessons should include challenges for pupils, which involve developing:
- A sense of accomplishment/achievement

- Learning something new and wanting to learn more.
- Physical and mental well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair.
- Coaches from local sports clubs regularly provide additional opportunities to extend the curriculum.
- A variety of after school clubs are on offer, every day of the week.

Through the Stevenage Schools Sports Partnership (Sporting Futures) the children are given opportunities to participate in extra competitive sporting activities. School staff accompany the teams to these events.

EARLY YEARS FOUNDATION STAGE:

Guidance from AfPE for progression in PE was taken into account, along with the national curriculum-when designing our PE curriculum.

Children's early years are critical in building the foundations, skills and engagement with PE.

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

EXPECTED

-Moving and handling-children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

-Health and self-care-children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.

EXCEEDING

-Moving and handling-children can confidently hop and skip in time to music.

-Health and self-care-children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this they also have a weekly PE lesson.

KEY STAGE 1 and 2

The Physical Education National Curriculum (2014) sets out the aims, purpose of study and content for Physical education. It does not specify a detailed overview of the nature and content of learning. However, it does present attainment targets that pupils should reach by the end of each key stage and these targets are considered the minimum entitlement.

AT KEY STAGE ONE: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.

AT KEY STAGE TWO: Pupils should continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success.

INCLUSION

PE is a compulsory subject as outlined in the National curriculum and requires all children to participate fully in lessons. Inclusive practice should enable all children (including those that are gifted and talented or those that have S.E.N) to achieve their best possible standard, whatever their ability and irrespective of their age, gender, cultural or ethnic background.

To enable all pupils to enjoy suitable and safe participation and to demonstrate optimum inclusion as appropriate we try to gain as much knowledge of the specific learning difficulty, disability, medical condition or emotional or behavioural disorder and understand how the individual's condition affects them.

Our School Sports Partnership has a designated specialist to advise and support in this area.

The SEND chapter in the AFPE Safe Practice document, pages 228-248 is an excellent reference tool for specific information.

MEDICAL NEEDS

Pupils who have suffered an injury, had a medical operation or have been advised by their doctor to not participate in PE may be excused from practically taking part in PE lessons until recovered. The child will be given a different role to undertake eg. umpire, coach, or commentator. When appropriate, parents may be asked to provide medical documentation and a written letter to the class teacher explaining their child's condition. The appropriate action will be taken to ensure their own safety and to aid recovery.

- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- For the purpose of competition, all children will be given the opportunity to participate in the experience.
- Children will be given the same opportunity to achieve the aims through an appropriate range of activities.

- For children with limited gross motor skills, the integrity of activities will be maintained, and expectations will take into account the individual needs of pupils.

Clothing Requirements

Children are required to wear the appropriate PE Kit to school on their allocated days.

Our PE kit consists of:

- A white T shirt and blue shorts with no logos, stripes or other emblems.
- Trainers for outdoor PE, that are different to the shoes worn in school.
- Plimsolls for indoor games in the hall.
- Tracksuits may be worn for outdoor PE in cold weather.
- Bare feet are recommended for Gymnastics and Dance to improved quality of movement and safety.

(Plimsolls can be taken off on entry into the hall).

Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear and jewellery. Teachers ensure that no jewellery is worn in lessons and long hair is tied back. If earrings cannot be taken out, they are taped over.

Swimming kit should be brought to school on the day when swimming lessons take place and be taken home afterwards. Goggles should be discouraged unless on medical advice and children with long hair must wear swimming hats. If a child is well enough to be in school, they are encouraged, unless on health grounds (eg broken bone) to take part. They should only miss PE lessons if this is requested by their parents, either by direct contact with the school or in a note to the teacher(see medical needs).

CLOTHING FOR STAFF:

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE or leading clubs and activities and be a role model.

Personal effects, such as jewellery, religious adornments, watches, hair slides and sensory aids including glasses, should ideally always be removed to establish a safe working environment.

TEACHING and LEARNING STYLES:

We use a variety of teaching and learning styles in PE, informed by current best practice. Our principal aim is to develop the children's knowledge, skills and understanding through a mixture of whole class teaching and individual/group activities.

Teachers draw attention to good examples of individual performance as models for the other children and children are encouraged to evaluate their own and others' performance.

Open questioning is used to stimulate an increased depth of understanding. Differentiation is managed through pace, task, dialogue, input, support, resource, content, responsibility and independence as well as through outcome. Children are also encouraged to take leadership roles, where appropriate, to develop their independence and team-working skills.

ENRICHMENT OPPORTUNITIES:

STEVENAGE SCHOOLS SPORTS PARTNERSHIP (known as Sporting Futures)

The school offers opportunities for activities in partnership with the above, an external organisation which we subscribe to. This means that the school has access to the following:

- Training and CPD for teachers and other staff.
- A full competition calendar which progresses through the school games.
- Non-competitive Sport Festivals and Multi-Sport opportunities.
- Opportunities for the School's PE Leader to meet with other Area PE Leaders to share and develop good practice.
- Links with the community and local/county and regional organisations.
- General advice regarding PE/school sport
- Increased 'targeted' work with sport and physical activity (higher ability, inclusion, health, non-participants etc)

PREMIER SPORTS:

Prior to this academic year (22-23), Premier Sports (an outside provider) have been coming into school, in curriculum time, for several years, to work alongside teachers in order to upskill them. This has taken place for a half day per week each term, based on where need is greatest or otherwise on a rolling programme.

Premier sports have also been responsible for delivering a well-being programme to every class over the past several years.

Extra-Curricular/after school:

Premier Sports provide clubs on Mondays, Tuesdays, Thursdays for one hour after school to different year groups each term. Wednesday club is Dance (Christina Marks school), for first half year. Then Football (Rising stars), second half year.

A netball coach provides coaching on two different days to year 5 and year 6. League matches are also played.

Boys football coaching takes place weekly and the school is represented in the Stevenage League, Cup, and other tournaments.

Girls football coaching takes place weekly and the school is represented in the Stevenage League, cup, and other tournaments.

Choi Kwang Do martial art club takes place on two nights per week and is open to all key stage one and two.

During years of bi-annual Dance Festival, Year 2 Dance Club takes place throughout the spring term, in preparation for a Dance Festival.

It is also our aim to have children as active at lunchtimes as possible. Lunchtime supervisors encourage and give resources to promote active playtimes. We also use year 6 sports leaders to lead and manage playground activities.

OTHER:

Residential Activity Week for Year 6 children, residential stay at an activity centre and partake in numerous OAA opportunities, led by qualified instructors.

Year 5 children annually participate in OAA activities at the nearby Fairlands Valley Park Sailing Centre

Year 5 Gaelic football coaching, by an outside provider over several weeks, culminating in the opportunity to take part in the annual festival.

Chance to Shine Cricket Programme provides blocks of cricket coaching in curriculum time for different year groups.

FIT KIDZ circuit training unit has been provided for year 3 in curriculum time.

Whole School Sports Day. There are separate sports days for Reception and Key stage one, Nursery, and Key stage two.

HEALTH AND SAFETY:

All staff have due regard for the current Association for Physical Education (AfPE) PE guidance when preparing and delivering PE lessons.

First Aid equipment is available and staff are aware of how to send for help in the event of an accident.

Any children with diabetes are monitored closely throughout and after PE lessons by staff.

Inhalers for pupils suffering from asthma are made readily accessible.

Pupils are made aware of safe practice and understand the need for safety when undertaking any activity.

EQUIPMENT:

Pupils are taught to lift and carry equipment/apparatus safely, from an early age, under the supervision of a teacher or responsible adult.

Staff are expected to notice and report faulty equipment that they intend to use.

All large items of equipment are inspected annually by an independent safety expert.

Where equipment is deemed unsafe, but repairable, it is moved well away from the working area and clearly labelled as unsafe until made good.

Equipment condemned following an inspection is completely removed and disposed of.

Storage- Most of the PE equipment is kept in a designated area in the hall of each key stage. Gymnastics equipment is stored in and around the hall itself.

Outdoor equipment, for lunchtimes, is stored in the outdoor store. The lunchtime supervisors have the responsibility for keeping the playground equipment tidy. A rota for play equipment and turns on the apparatus exists on the outdoor container.

It is the responsibility of staff to ensure that the equipment is replaced tidily in order to minimise the potential for tripping, and to allow safe accessibility for pupils to pick up, transport and site the equipment they are using.

Resources should not be collected from the PE cupboards by unaccompanied children, but only by teachers, teaching assistants or by supervised children.

ASSESSMENT AND RECORDING:

Formative assessment and feedback is carried out by teachers or coaches during the course of the PE lesson.

Physical development levels and progress are recorded by the EYFS teachers for each child, according to the EYFS early learning goals.

The PE curriculum framework will serve as a record of the broad topics covered in each activity area.

Assessments in PE for years 1-6 includes:

- On-going assessment for learning practices within class sessions, including the sharing of and reference being made to Learning Objective and success criteria and self and peer assessments of understanding, outcomes and progress.
- Feedback of children's work; against the shared learning objective and success criteria is given in the form of verbal feedback.
- Any documented evidence from third party sports coaches.

Levels of attainment skills grids are available for KS 1 and KS 2 pupils via the Val Sabin scheme. Each year group has a progression of skills planner. This outlines the main aspects for progression and continuity and focuses on what children are expected to understand and be able to do as they progress through the year. These can be updated half-termly, as summative assessments.

An overall assessment for each child is also completed by the class teacher, by the end of the year. This takes the form of a Curriculum Descriptors sheet, for each child, focusing on five different broad aims of learning (as outlined at the beginning of this policy):

Competent Learner...Active and Healthy Learner...Reflective Learner...Engaged Learner...Disciplined Learner. (see attached)

Assessing children using these aims/objectives provides a broader picture of the physically educated child as opposed to purely identifying what physical skills they have acquired. This is passed on to the next teacher.

Physical Education/physical development is included as part of the end of year reports to parents.

Role of Parents:

The school aims to involve parents/carers in their children's learning as much as possible and to inform them when appropriate, of their child's progress in PE.

Parent Consultation Meetings take place twice a year.

Parents are provided with an annual report this contains information about their child's attitudes and achievements.

Parents are openly invited to attend sporting events and fixtures and encouraged to do so; in order to support their child in friendly and competitive situations.

Monitoring and Review:

The subject Leader will oversee the continuity and progression within the curriculum overview and medium-term plans.

The subject leader will monitor the quality of teaching and learning through observations and collaborative teaching.

The subject leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school to enhance learning and direct teachers to examples of good practice.

School Sport Premium Funding

The government is providing each Primary school throughout England with additional funding which is to be used to improve the sports provision within schools. At St Vincent de Paul we believe a high quality PE curriculum should be an integral part of the whole school curriculum and one that staff, pupils and parents understand and can contribute to. Our school recognises the values that a high quality PE and school sport curriculum can provide. For information about how the school spends the Sports Premium funding, please see the PE Evidence folder on the school website.

REVIEW: The Headteacher, staff and governors will review this policy on a regular basis.

