



PE POLICY

At Our Lady of Lourdes, we have a Mission Statement, much of which reflects our attitude to Physical Education:

*May our children be protected and nurtured,
unhindered and encouraged.*

*May they have the chance to learn,
the space to dance,
the room to grow.*

*May our children be valued and heard,
Supported and challenged,
and be given real opportunities
to help in the reshaping of the Church and the World.*

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Curriculum Intent

PE is an important tool for personal well-being and physical fitness. It encourages social skills through teamwork, communication and cooperation and encourages strategic problem solving.

We are great advocates of the maxim 'healthy body, healthy mind', recognising that good PE can aid progress in other subjects. PE demands use of clear language skills and knowledge of basic mathematics. Media can be used to show our children good practice – and they enjoy emulating their heroes! Physical fitness and the mental health benefits it brings lay the foundation for a healthy adult life, helping to form character and resilience.

Our main aim therefore for 2023-24 will be to follow the content of the 'School Sport and Activity Action Plan update' published by the Government - to seek equality of access throughout the curriculum and in extra-curricular areas.

Meeting Nationally Accepted Standards:

We continue to develop in the following areas, all of which should be reflected in our School Policy, Action Plan, and School Improvement/Development Plans.

- Pupils/parents to contribute to school vision
- Setting clearer long-term and short-term PE targets
- Ensuring 2 hours a week of diverse PE in Key Stages 1 and 2
- Giving staff the tools/confidence to teach PE effectively
- More provision for Able and Talented/SEND children

- Giving children equality of access in PE
- Using prior assessment to inform planning more effectively
- Giving pupils the enthusiasm/confidence to lead in PE
- Involve children more in assessment
- Use all at our disposal to foster good to outstanding progress
- Continue to celebrate success
- Continue to link PE to healthy lifestyles
- Use PE to help raise achievement in other subjects
- Use PE to aid school development priorities as a whole

POLICY STATEMENT AND CURRICULAR AIMS:

The 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, inspiring, 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 also aim to develop 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. This work is closely aligned with the school's policies on Health Education.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication and skills in a host of different subjects.

Aims:

At Our Lady of Lourdes our aims for Physical Education are:

1. To develop co-ordination and mobility and help promote physical development, self-control, and confidence through a structured programme of skill acquisition.

2. To develop an appreciation of skilful and creative performances across all areas of activity, through observation, analysis and evaluation.
3. To promote social awareness and competence through:
 - a) co-operation and communication
 - b) leading, following and taking responsibility
 - c) a sense of fair play and sportsmanship
 - d) perseverance
 - e) accepting authority
 - f) considering the need for making, changing, and following rules
 - g) increasing each pupil's awareness of his/her own capabilities and appreciation of individual differences
 - h) problem solving situations
4. Through experience, encourage the children to value and know the benefits of participation in physical activity, while at school and throughout life.
5. To develop knowledge of safety procedures and an understanding of safe practice.
6. To develop physical strength and stamina to aide growth and development.
7. Encourage an appreciation of the aesthetic qualities of movement.
8. To promote an awareness of their own sense of space, spiritual and physical well-being.

Objectives:

Planning: To develop the ability to plan a range of movement sequences, showing creativity and imagination, organise equipment and apparatus and design and apply rules.

Performing: To develop the ability to remember, adopt and apply knowledge, practical skills, and concepts in a variety of movement related activities, improving quality and control.

Evaluating: To improve observational skills and the ability to assess effectiveness of performance.

Health Related Fitness: To promote positive attitudes to health, hygiene and fitness and help the children to understand what happens to their bodies during exercise.

Safety: To develop a knowledge of safety factors and an appreciation of safety practice.

Working With Others: To develop communication skills, encourage the use of appropriate terminology and promote those skills necessary for effective co-operation.

PE Implementation

As part of our planning process, teachers need to plan the following:

- A cycle of lessons for each PE theme, which carefully plans for progression and depth concentrating on the skills suited to the age group and reflects the school cluster competition calendar
- Challenge questions for pupils to apply their learning in a philosophical/open manner

Subject content

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

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. 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

Entitlement:

The school provides most pupils with **2 hours set aside for** high quality Physical Education a week. This it delivers through **two lessons of approximately 60 minutes duration**.

Foundation Stage:

Here the lessons are structured so that there are **2 sessions per week** aimed at physical development. The sessions are aimed to comply with the Desirable Outcomes and Early Learning Goals at Foundation Stage level.

Key Stage 1 (x 2 lessons – ideally 60 minutes duration each lesson)

In Key Stage 1, pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, both individually and with others. They should be able to compete against themselves (beating their personal bests) and peers and cooperate with others in a range of challenging situations.

Key Stage 2 (x 2 lessons – ideally 60 minutes duration each lesson)

In Key Stage 2, pupils should continue to implement and develop a broader range of skills, learn how to use them in different ways and link them to make effective actions and sequences. They should enjoy communicating, collaborating, and competing in an inspired and creative environment, developing an understanding of how to succeed in different activities – and learn how to evaluate and recognise their own success.

Teaching and Learning methods:

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding.

Class Organisation

Throughout the school all pupils will have regular P.E. lessons. The majority of lessons will follow the same basic format and include the elements outlined below:

- Warm-up
- Exploratory / Skills Development Activity
- Cool-down

The importance of a warm-up and cool-down will be explained to the children. Exploratory/Skills Development Activities will be differentiated by task or outcome, as appropriate to the child and lesson. Children will have the opportunity to work individually, in pairs and in groups.

Topics covered in P.E. at OLOL are follows:

Foundation/ Key Gymnastics, Athletics, Dance, and Games
Stage 1 –

Key Stage 2 - Gymnastics, Athletics, Dance, Competitive Games, Swimming
and Outdoor and Adventurous Activities

To ensure children make progress in P.E. as they move through Key Stages 1 and 2, the skills required were placed under four headings:

- Acquiring and developing skills;
- Selecting and applying skills, tactics and compositional ideas;
- Evaluating and improving performance;
- Knowledge and understanding of fitness and health

Guidelines for a typical PE lesson are as follows –

Dance

- a) Warm up activity (approximately 5-10 minutes)
Encourage body awareness and fluidity of movements
- b) Development (20 minutes)
Looking at exploring movement ideas appropriate to the dance, using repetition and contrast. Includes special awareness.
- c) Dance (20 minutes)
Linking of the earlier movements to create a simple dance performed individually, in 2's or small groups. Dances should have clear beginnings, middles and ends.
- d) Concluding Activity (approximately 5 minutes)
Slow and gentle actions to calm pupils down and provide an orderly finish to the lessons.

Games

- a) Warm Up Activity (5-10 minutes)
This should be purposeful and vigorous and include activities such as dodging, hopping, skipping, running and walking.
- b) (i) Development (Including skills, 15-20 minutes)
Encourage free experiment and directed practice skills, with a variety of equipment.

(ii) Development (small group games, 15-20 minutes)
Relate individual skills to the game situation, allowing time for making up games, as well as teacher directed.

c) Concluding activity(5 minutes)

A final activity that brings the class together, e.g. to practise and improve aspects of individual skills.

Gymnastics

a) Warm Up Activity (5-10 minutes)

Choose an activity to stretch muscles and prepare the body for what is to come later.

b) (i) Development (floor work 15-20 minutes)

Lesson theme (i.e. weight transference) should be developed through structured tasks set by the teacher.

(ii) Apparatus (20 minutes)

Develop the lesson theme on the apparatus where appropriate. Stress linking movements between the floor and the apparatus. Put away the apparatus.

c) Concluding Activity (5 minutes)

Practising earlier floor skills to provide a calm finish to the lesson.

N.B

(1) All children should be kept moving and involved in an activity as much as possible.

(2) No pupil should be left standing waiting for his/her turn or watching except when good practice is demonstrated.

(3) Children should be encouraged and trained to get out and put away the apparatus.

Curriculum Planning:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way that supports their health and fitness. These opportunities to compete in sport and related activities build character and help to embed values such as fairness and respect. *It wants children to achieve and should give them the tools to do so at their level.*

Our school uses a combination of materials – input from visiting coaches, the progressive schemes of work provided by the Val Sabin PE publications, Keep On Moving ABC (agility, balance and coordination) materials and other sources, e.g. English Athletics lesson plans. Relevant units will be made available to all staff that teaches them and they will be expected to evaluate these units. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation.

These units support the delivery of the national curriculum for physical education.

For further information refer to the school Curriculum Policy.

At key stage 2, swimming is taught for Year 6 by the Swimming Instructor. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher. Y4 often benefit from intensive swimming sessions too.

Year 6 is invited to take part in a residential trip or day-long event which allows children to take part in activities such as orienteering, canoeing, zip wire and abseiling, thereby helping to cover outdoor and adventurous activities requirements of the National Curriculum. Year 3 and 4 children are often invited to take part in a residential trip.

Adaptation:

Planning for adaptation should incorporate:

- Pupils' groupings, e.g., ability or mixed ability groups; or group, paired individual activities.
- Resources, e.g., different equipment for different levels of ability.
- Pupil activity, e.g., different group tasks, different pupil roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of the different levels of ability.
- Other opportunities, e.g., extra curricular activities, club links and interest groups, for the development of excellence or self-esteem.

Adaptation by task is achieved when pupils, who are pursuing the same part of the programme of study, are given a range of different but related tasks according to their levels of ability.

Adaptation by outcome is achieved by setting tasks, which are suitable and appropriate for all pupils' starting level and which allows the more able children to be challenged.

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENDCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

EAL children should have relevant support. If they have a supporting adult then they can explain activities to the children. The fact that P.E is very visual means that it is good for EAL children, because they can watch what is happening and follow examples.

For further SEN, EAL and Equal Opportunities information you may wish to refer to the school SEN and EAL policies.

Assessment and Recording:

Assessment is normally carried out by teachers and outside providers during normal PE activities. Formative assessment and summative assessment methods will be used. These will allow a picture to be built up of the pupil's progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances, and questioning. Knowledge and understanding must underpin the skill demonstrated; this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practicable staff will consider a pupils outside interests e.g. lunch-time or after school clubs, local teams etc.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's schoolwork at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

Over the period of the year the PE co-ordinator would hope to observe teaching and learning within the classes. Student voice is important – throughout the year children will be asked questions regarding their PE lessons and sporting activities so the coordinator gets a 'feel' for what is going on.

Equipment and Resources:

All resources are recorded on the resources for PE list (available from the PE coordinator). These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning.

Resources are kept in the store cupboard in the hall. Large equipment is located around the hall. PE co-ordinator keeps the Val Sabin scheme folders.

The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus that could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

<u>Year</u>	<u>Equipment</u>	<u>Notes</u>
4+/R	---	---
1	Mats (when appropriate)	4 to each mat, 1 in centre of each side of the mat
2	Mats and Benches	4 to each mat, 2 to a bench (all children to face the direction of travel)
3	Mats, Benches/Planks, Lighter Vaults	4 to each mat and box (thumbs over mat, carry from centre not corner), 2 to benches, planks and ladders (all children to face the direction of travel)
4/5/6	All Apparatus (size appropriate)	4 to each mat and lighter apparatus, 4 on heavier or more bulky apparatus (all children to face the direction of travel)

a) Jewellery – In line with school policy, children should only be wearing watches. Wristwatches must be removed before P.E. lessons.

b/c) Clothing and Footwear – For hall-based activities children are expected to wear black shorts and white T-shirts. Dance and Gymnastics should ideally be undertaken in bare feet or plimsolls. For outdoor activities, which will continue during cold weather, children are encouraged to bring tracksuits or other suitable warm clothing. Trainers should be worn for outdoor activities. Kits may be lent to children at the discretion of the class teacher. For swimming, close-fitting swimwear (not bikinis) should be worn. Swimming hats must also be worn over long hair.

d) Non-Participation – If children are unable to participate in P.E. due to injury or illness, this should be supported by written or verbal communication from parents. Those not taking part should be as involved in the lesson as possible, as referees, observers, recorders, or critics, to ensure their own continued development.

f) Staff Dress– When taking P.E. lessons staff should be appropriately dressed and wearing suitable footwear to enable them to move freely and easily, as well as to set a good example to the children.

Foul Weather:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class-based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

(The basic point behind this is that the LEARNING is paramount, an activity-based approach where pupils just “are active” does not achieve or deliver the planned learning intention. This planned learning was

how the school planned to achieve and deliver the knowledge, skills and understanding as set out by the national curriculum. Therefore, this should take priority.)

Out of School Hours Learning (OSHL):

The school offers a range after school activities. These are open to any pupil in the relevant year group.

Extra Curricular activities at Our Lady of Lourdes in a given academic year may include:

Football

Netball

Cross-country/Athletics

Cricket/Rounders

Gymnastics

Hip hop

C4L activities

Management of Physical Education

Role of the Co-ordinator

- To be enthusiastic about P.E. and always demonstrate good practice.
- Encourage and support staff in the implementation of the agreed procedures, and closely monitor the progression of activities and consistency of approach across both year groups and Key Stages through class observation.
- Purchase and organise all P.E. resources, ensuring they are readily available and well maintained.
- Monitor/prepare short-term planning for each year group.
- Support and guide staff, encourage the sharing of ideas and, in collaboration with the Head teacher, organise in-service training as appropriate.
- Liaise closely with staff running extra-curricular sporting activities and support as appropriate.
- Initiate sporting events involving children, parents, staff, and encourage parental support for activities wherever possible.
- Liaise with local schools over sporting events.
- Be aware of national and local developments in P.E. through reading relevant materials and attending courses.
- Work to achieve equality of opportunity throughout the school.

Role of the Head teacher

- Lead, manage and monitor the implementation of P.E., including monitoring teaching plans and the quality of teaching within the school.
- To keep the Governing Body informed about the progress of P.E. within the school.
- Ensure that P.E. remains a high profile in the school's Development Plan.
- Deploy support staff to maximise support for P.E. if required.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given, by either the subject leader or the PE Advisor, through INSET. All staff who attend any CPD course must provide feedback/ disseminate the information.

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