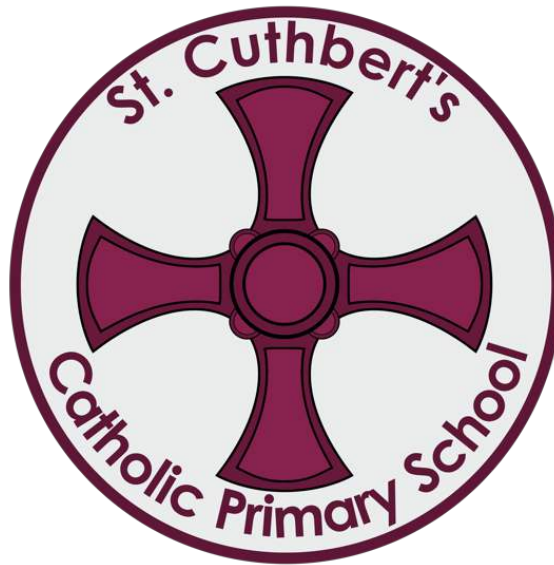


# PE Policy

St Cuthbert's Catholic Primary



<b>Approved by:</b>	Governing Body	<b>Date:</b> May 2024
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<b>Last reviewed on:</b>	July 2022
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<b>Next review due by:</b>	July 2026
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## 1. Introduction

### **You are unique, talented and loved by God**

***The best interests of the child must be a top priority in all decisions***

***(Article 3 UNCRC)***

***A child with a disability has the right to live a full and decent life with dignity... and to play an active part in the community***

***(Article 23 UNCRC)***

***Every child has the right to the best possible health. Governments must provide... education on health and well-being so that children can stay healthy***

***(Article 24 UNCRC)***

***Every child has the right to an education.***

***(Article 28 UNCRC)***

***Education must develop every child's personality, talents & abilities to the full.***

***(Article 29 UNCRC)***

***Every child has the right to relax, play and take part in a wide range of cultural and artistic activities***

***(Article 31 UNCRC)***

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in the teaching of geography:

- **Excellence:** geography is planned, taught and monitored to enable staff and pupils to achieve excellence.
- **Respect:** all of our school family are created in the image of Christ and are treated with equity and fairness. We are committed to providing support, high expectations and challenge for our staff and pupils, no matter their starting point, to help them develop their history knowledge and skills to the full.
- **Community:** we work as a community to achieve our aims and teach our pupils the value of collaboration and team work through geography.
- **Gifts:** we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration:** we recognise and celebrate success, resilience and positivity in geography.

This policy is also written with consideration for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith, rights and protected characteristics of our pupils. As part of County Durham schools we are committed to working with County and other schools to provide a high quality physical education programme where pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

## 2. Vision

**At St. Cuthbert's our intention is that Physical Education, School Sport and Physical Activity (PESSPA) are experienced regularly in a safe and supportive environment as it is a unique and vital contributor to a student's physical development and well-being. PESSPA is the only subject whose primary focus is on the body; it uniquely addresses the physical development aim of the curriculum and makes a significant contribution to the spiritual, moral, social and cultural development of young people.**

**PESSPA provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work. Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility linked to wider work on Catholic Social Teaching, British Values, Rights of the Child and Protected Characteristics. They take on different roles and responsibilities, including leadership, officiating and coaching.**

**Through our high-quality curriculum and extra-curricular opportunities, our students will become physically literate and develop the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.**

## 3. 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 which 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.*

(DfE 2013)

## 4. Aims

Through a high quality, safe and challenging physical education programme, the school aims to develop successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

We aim for our students to:

- participate and develop physical competency in a wide range of physical activities that provide appropriate challenge with acceptable risk
- build confidence and resilience to try hard and make progress across all activities;
- enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, and social, personal and leadership skills, and be able to apply those skills across their wider learning and beyond school;
- be highly motivated and understand how to plan, organise and lead their own healthy, active lifestyles as well as influence those around them;
- develop their physical well-being through increased stamina, strength and suppleness, and recognise the positive impact on their emotional well-being and health from engaging in physical activity on a regular basis;
- be involved in learning about risk management and their responsibility in this, in order for them to participate independently in physical activity in later life.
- develop an environment in which pupils have the confidence to get involved in PE, play and sport and are committed to make it a central part of their lives both in and out of school;
- provide an extra-curricular programme of activities which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make sufficient progress to access curriculum sessions with greater success;
- provide opportunities for competition appropriate to the stage of the individual pupil's development;
- establish community links and pathways for pupils to engage in life-long participation;
- give pupils rich opportunities to play and keep active.

## 5. School Curriculum Intent

### 5.1 Curriculum

All students are entitled to a progressive and comprehensive physical education programme that embraces current statutory orders of the national curriculum and takes into account individual interests and needs. Our curriculum will provide activities to promote a broad base of movement knowledge and skills, placing students in cooperative collaborative and competitive situations that aim to cater for the preferences strengths and needs of every student. We will develop their creative and expressive abilities and provide situations where students work independently in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being. Our curriculum embraces the statutory orders of the national curriculum 2014 and earlier foundation stage brackets EYFS close brackets guidance brackets England close brackets. It is inclusive and every student has equal access irrespective of their age gender and cultural or ethnic background.

While retaining its unique contribution it was students movement education PESSPA a has considerable potential to contribute to much wider areas of learning. It is considered important for PESSPA to be integrated into the whole schools planning for the development of students literacy numeracy science geography PSHE and computing skills full stop

## 5.2 Early Years

The DfE identifies three areas that are particularly important for *building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving*. These are the prime areas:

- Core strength and co-ordination
- Gross motor skills
- Fine motor skills

Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.

Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

In Reception class, teachers will:

- plan activities that offer appropriate physical challenges, and provide sufficient space, indoors and outdoors, to set up relevant activities;
- give sufficient time for students to use a range of equipment and, whenever possible, teach half the class in each session;
- provide resources that can be used in a variety of ways or to support specific skills;
- introduce the language of movement to students alongside their actions;
- provide time and opportunities for students with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- use additional adult help if necessary, to support individuals and to encourage increased independence in physical activities.

## 5.3 National Curriculum for Y1 to Y6

We follow the programmes of study as laid out by the National Curriculum:

During **Key Stage One**, students are taught knowledge, skills and understanding through dance, gymnastics and games activities. **Key Stage Two** students have access to all components of the National Curriculum Programme of Study - Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming.

## 5.4 Inclusion

All pupils will access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabilities, those who have English as an additional language. Staff will consider religious and cultural issues when managing a programme of study.

## 6. Implementation

### 6.1 Sequences of Learning

Our sequences are resourced from the Easington Schools Sports Partnership (ESSP) and devised in line with National Curriculum expectations. Our long term and medium-term plans are adapted according to the needs of each class and individuals within classes, for example top up swimming sessions to ensure as many pupils as possible achieve end of KS2 expectations.

The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- experience a range of roles – performer/coach/official/leader
- Planning will provide opportunities to link with other areas of the curriculum e.g. ICT, science, maths and PSHE.

### 6.2 Timetabling

The school provides all students with their entitlement of at least two hours of high-quality physical education each week. Students have access to a broad and balanced curriculum programme of study; a copy of the long-term curriculum map is available on our website.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions, making it unsuitable to complete the activity planned, alternative arrangements will be made. These include class-based activities around the planned activity e.g. evaluating work based on watching video clips from the previous weeks' learning or rescheduling the activity for another day. If a suitable indoor space is available, the activity will be adapted to be taught inside, still allowing the learning intentions to be achieved.

### 6.3 PE Lessons

Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson. Building on previous learning is essential and so too, is working to achieve successful outcomes through repetition, application and refinement of skills. Lessons are adapted through the STEP framework, using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

Each lesson sequence contains (not always in this order):

- Warm up
- Skills development and progression (STEP framework)
- Sustained period of physical activity
- Learning about and applying rules and fairness
- An element of competition against self or others
- Learning about safety and health
- Cool down

Teachers need to plan their own learning outcomes to suit the needs of the particular class, and these are made clear to students. It is important that explicit learning about safety and adaptations are annotated on plans where appropriate and teachers monitor students understanding of safe practice principles and ability to apply them effectively.

Good practise equals safe practise. In the planning stage, we think through the following process: "This is what I want students to learn. This is how I plan for learning to take place and ask 'is the learning experience safe?'"

Our plans plus other useful resources are stored on our School Drive and the Sports Partnership Drive and these are regularly updated by ESSP, senior leaders and the PESSPA subject lead.

Teachers also conduct their own risk assessments prior to lessons e.g. checking equipment and weather and dynamic risk assessments during the lesson, making adaptations as necessary.

Swimming takes place for all Year 4 and Year 5 students. Lessons are planned and delivered by the swimming instructors but class teachers are encouraged to assist with and support the sessions where necessary. Children with additional needs are accompanied into the pool by members of school staff. Instructors provide assessments at the end of each term and deliver sessions on water safety. Where children have not reached expected standard at the end of their block of sessions, top up sessions are made available.

### 6.4 Assessment & Recording

Attainment and progress will be assessed throughout each unit of work using formative and summative assessment in each lesson and at the end of the unit of work.

Formative assessment is used throughout lessons to inform adaptive teaching to scaffold and support or extend pupils using the STEP approach. Formative assessment will also be used to inform future lessons.

Summative assessment is used at the end of a unit, using unit expectations set out by ESSP based on National Curriculum expectations. This allows an overview of all progress to be tracked.

ICT may be used to record and monitor attainment and progress.

## 6.5 Extra-curricular Learning

The aims of extra-curricular learning at Saint Cuthbert's are to extend and enrich the work being done during curriculum PESSPA and to provide some students with opportunities to enable them to develop the skills they need to access the curriculum. The programme reinforces the importance of keeping physically active to lead a healthy lifestyle. At St. Cuthbert's, all extra-curricular opportunities are developed in consultation with students and the programme will:

- provide a balance of competitive and non-competitive activities through intra and inter school events.
- provide specific movement or general physical activity clubs which develop health and fitness.
- ensure that all students are offered the opportunity to attend a minimum of one extra-curricular club relating to physical activity, motor skills or wellbeing each term
- ensure that the school regularly participates in School Sports Partnership and County wide events that promote competitive opportunities and physical activity
- ensure the children have access to 30 minutes play every day through our OPAL activities and active time
- ensure all children have access to enrichment activities during school time e.g. Skipping School, Hoopstarz, Dance With Me.

## 6.6 Inclusion and Equal Opportunities

All PESSPA lessons are tailored to the needs of the children in the class and lessons are inclusive for all children.

Where there are barriers to participation in line with the majority of the class, teachers will plan adaptations prior to the lesson following the STEP approach. No child will be denied a full curriculum. We recognise that some SEND pupils may find some concepts more challenging and therefore support will be implemented to ensure the children make the most of the experience of PESSPA. Where pupils have a SEND support plan, their targets will be taken into consideration to give them the best possible learning experience. Additional adults may be used to support pupils with identified needs.

If, through short term injury or other physical limitations e.g. through religious fasting, a pupil is not able to physically participate, they will be given a role within the lesson as a non-participant.

Difficulties and misconceptions are identified quickly in lessons and adults adapt learning to scaffold and extend.

## 6.7 Safety

We follow guidance set out in the AfPE comprehensive guide to safe practice and managing risk in PESSPA.

A copy of the current edition *Safe Practice* is located with PE resources in the staffroom. The following references are particularly pertinent:

P 34	Risk Assessment for Safe Exercise
P 35	Risk Assessment for group management
P 38	Risk Assessment for equipment
P 40	Risk Assessment for teaching areas
P 63	Risk Assessment for weather conditions
P 64-66	Information for SEND
P70	Supporting Medical Conditions
P137	Equipment annual checklists



P 153 Checklist for teachers  
P 161 & 200 Inclusion

#### Sport Specific Risks

P 167 Football  
P 169 Aquatics  
P 175 Athletics  
P 180 Games  
P 182 Dance  
P 187 Skipping  
P 193 Gymnastics  
P 199 OPAL

### **6.8 PESSPA Kit**

Students should wear clothing that is fit for purpose according to the activity, environment and weather. See Uniform Policy.

Long hair should be tied back. School and staff will use sensitive management when dealing with concerns arising from wearing certain items of clothing specific to religious requirements.

The AfPE recommends removing all jewellery for PE lessons and we adhere to this guidance.

Staff are all provided with a school PE hoodie and are expected to wear appropriate PE clothing.

### **6.9 Staff Development**

Opportunities for the development of all staff are provided in order to enhance the quality of PE within the school.

The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by SLT, PE subject lead and School Games organiser and this is done in conjunction with the whole school development plan.

Some ways in which this is achieved are through:

- blocks of work being taught with staff from ESSP
- working with our School Games Lead / TA who is a qualified gymnastics coach
- Attending County Durham or ESSP training
- Attendance at ESSP and County meetings (Subject Lead)
- Health Checks of PE by ESSP staff

The Subject Lead ensures that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

### **6.10 Equipment & Resources**

Indoor resources are stored in the hall.

Summer sports equipment is stored in the 'bottom shed' on the field

Invasion games equipment is stored in the 'top shed' on the field

OPAL equipment is stored in the large 'loose parts' shed

## 7. Impact

Senior Leaders, Subject Lead, teachers & teaching assistants are all responsible for monitoring the impact of the PE curriculum to ensure pupils have a positive experience of PE retain knowledge & apply their understanding in their activity.

Subject monitoring and evaluating will be carried out by the subject leader, with support from the Senior Leadership Team where appropriate using the BCCET 5 strand approach.

- Observation of teaching and learning, including support staff and coaches to assist in the identification of strengths and development needs.
- Assessment of student progress and achievement
- Pupil voice.
- Self-evaluation of the subject in relation to PESSPA, sport premium and evaluation alongside ESSP through health checks.

### 7.1 Leadership and Management

**SLT** are answerable to governors and responsible for:

- Carrying out health and safety audits and writing health and safety policies;
- Carrying out risk assessments in line with employer procedures.
- Approving and reporting on spending of School Sports Premium and funds allocated to OPAL and swimming lessons
- Planning and communicating with parents around after school clubs.

The **Subject Leader** is responsible to the head teacher and will ensure that the following tasks associated with the role are considered and carried out where appropriate:

- developing good classroom practise.
- attending courses to further their own professional development and providing information, support and appropriate continuing professional learning for colleagues.
- ensuring schemes of work, assessment materials and resources are available to support learning.
- monitoring classroom practise and planning, auditing needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved.
- checking and maintaining curriculum resources and OPAL resources.
- developing the OPAL programme to ensure all pupils have the opportunity to be active daily
- liaise with lunchtime play leads and the TA responsible for School Games
- extend relationships in contacts beyond the school and in the local community. Keep up to date with and implement any national employer an SSP development as appropriate.

The **TA leading School Games** is responsible to the head teacher and will ensure that the following tasks associated with the role are considered and carried out where appropriate:

- planning a timetable of School Games events linked to ESSP
- supporting classes and pupils to prepare for School Games events
- liaising with office staff to communicate with parents and book transport
- accompanying pupils to School Games events.

The **HLTA with responsibility for IT** is responsible to the head teacher and will ensure that the following tasks associated with the role are considered and carried out where appropriate:

- promoting PESSPA and School Games on the school website and social media
- communicating with parents

## 8. Review

This policy links to

- SEND Policy
- Curriculum Policy
- Safeguarding Policy
- Health & Safety Policy
- PSHE curriculum and policy

This policy will be reviewed annually by:

- Subject Lead
- SLT
- Link governor or whole governing body