

God wants me to be the best me I can be



St Joseph's Roman Catholic Primary School PE Policy

Jesus is the centre of our lives

Mission statement

Through His teaching we aim to value ourselves and each other as unique and precious individuals created by God;

We encourage and develop love and respect for each other and for our world;
We strive to promote and deepen our Catholic faith through prayer, work and
play;

We aim to foster a loving, caring environment in which each child can freely
learn and develop to their full potential.

1. INTRODUCTION

This policy document reflects the aims, values and philosophy of the school with regard to PE. The policy sets out the framework within which the whole staff operates and should be read in conjunction with all other policy documents. The Governing Body, Headteacher and Senior Leadership Team, PE subject leader and individual teachers have particular roles and responsibilities in relation to the implementation of this policy.

2. INTENT

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Our objectives in the teaching of PE are to:

- enable children to develop and explore physical skills with increasing control and coordination.

Children will develop competence to excel in a broad range of physical activities;

- encourage children to work and play with others in a range of group situations;
- develop the way in which children perform skills, and apply rules and conventions, for different activities;
- show children how to improve the quality and control of their performance;
- teach children to recognise and describe how their bodies feel during exercise;
- develop the children's enjoyment of physical activity through creativity and imagination;
- develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- engage in competitive sports and activities.
- ensure that all children lead healthy, active lives.

3. ENTITLEMENT

We provide all pupils with at least an hour of high quality Physical Education each week. Rossendale Leisure Trust teaches one lesson for one hour and we also regularly have

coaches and other PE activities occurring throughout the year. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity, e.g. invasion games. This is now recognised as the most effective way of promoting learning in PE. Each class is timetabled so that they can access the hall for the duration of the unit that they are studying. Lessons are taken outside where possible depending on the nature of the activity and the weather.

Foundation Stage; Here the lessons are structured so that there is one hour sessions per week aimed at physical development. These are approximately one hour in duration and aimed at the 'Desirable Outcomes' and 'Early Learning Goals'.

4. TEACHING AND LEARNING STYLE

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of teaching strategies. Coaches draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

5. PE CURRICULUM PLANNING

Early years

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Key Stage 1 and 2

As required at Key Stage 1, the children are 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 (multi-skills). The children are taught to participate in team games, developing simple tactics for attacking and defending. They are also taught to perform dances using simple movement patterns. In Key Stage 2, we continue to teach the children how to play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) building on the skills from KS1, plus how to apply basic principles suitable for attacking and defending. The children are taught how to develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics). They are taught to use running,

jumping, throwing and catching in isolation and in combination and not to perform dances using a range of movement patterns. Children across the school take part in outdoor and adventurous activity challenges both individually and within a team. All children are also encouraged to compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety is taught at Key Stage 2. Children attend swimming lessons in mixed age and sex classes. Muslim girls are allowed to wear clothing appropriate to sensitivity. During swimming instruction, children are taught to swim competently and proficiently over a distance of at least 25 metres. They are taught to use a range of strokes effectively and to perform safe self-rescue in different water-based situations.

6. CONTRIBUTION OF PE TO TEACHING IN OTHER CURRICULUM AREAS

PE can contribute to the teaching of all subjects. PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

PE contributes to the teaching of personal, social and health education (PSHE) and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

PE contributes to the teaching of Science especially when learning about our bodies and the effect exercise and healthy eating have on our bodies.

The teaching of PE offers opportunities to support the spiritual, moral, social and cultural development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

7. EQUAL OPPORTUNITIES

We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and we take all reasonable steps to achieve this.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8. EQUIPMENT AND RESOURCES

All staff use the PE Passport to support the teaching of PE across all the classes to ensure high quality teaching is promoted to all children. There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains large apparatus including a climbing frame and benches. We expect children to help to set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. The children use the school field and school yard for games and athletics activities.

9. SAFE PRACTICE / HEALTH AND SAFETY.

All teachers and coaches should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the 'Safe Practice: in Physical Education, School Sport and Physical Activity 2016' guidance provided by AfPE and Lancashire.

We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn and hair should be tied back for any physical activity.

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

10. EXTRA-CURRICULAR ACTIVITIES

The school provides a range of PE-related activities for children at breakfast club, lunch times and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current after school club activities to parents as soon as possible once all the information and details have been received. Opportunities exist for competitions within the cluster group and with other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children. At lunch time an outside sports agency comes in to work with the children to ensure all children are active and enjoying being active. They are paid for the full hour in which the children practice skills and play physical games.

11. MONITORING AND REVIEW

The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses in PE and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of all children's work/ability, to observe/walk through PE lessons, to interview pupils, audit, assess, etc.

12. THE ROLE OF THE PE SUBJECT LEADER

The role of the PE subject leader is to:

- Take the lead on policy development and planning
- Support colleagues in their planning and implementation of the National Curriculum and in assessment / record keeping activities
- Take the lead on PE action planning in line with school improvement/development
- Take responsibility for monitoring and evaluation in PE, including discussions with pupils and observations
- Take responsibility for the purchase and organisation of PE resources and analyse the value for money of these resources
- Keep up to date with developments in science education and disseminate information to colleagues as appropriate

13. Reviewed September 2025

Next reviewed- September 26

Sport/games organisers: Mrs Pitchford