



St Elizabeth's Catholic Voluntary Academy

Physical Education Policy

September
2021

At St Elizabeth's Catholic Voluntary Academy, we support children to enable them to reach their full potential, in a safe and caring environment. This then empowers them to be caring individuals, capable of critical independent thought.

Introduction

Saint Elizabeth's Catholic Primary School believes that physical education is a unique and vital contributor to a child's physical and emotional development, health and well-being. A broad and balanced physical education curriculum aims to increase pupil's self-confidence with an ability to become successfully independent, self-motivated, and self-disciplined in a variety of physical education activities. The progression of learning objectives, ensuring support and challenge for the less and more able, provide stimulating, motivating, challenging and most of all enjoyable learning experiences. This is achieved through a balance of individual, team, co-operative, and competitive activities ensuring the four key strands of the National Curriculum are identified and progressed (see aims).

Through the physical education curriculum, the pupils are provided with opportunities to develop their spiritual, moral, social and cultural awareness through positive attitudes, a sense of fair play, co-operation, collaboration and cultural identity, thus raising self-esteem. The pupils will use their thinking skills in order to critically evaluate, express their own ideas / opinions and explore tactics, strategy and composition. All of this will be gained through a learning environment that is safe, secure and motivated, where all have the opportunity to acquire, develop, apply, evaluate and improve their performance.

Aims

Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an **ambitious body of fundamental movement knowledge and the semantic knowledge of tactics and strategy, leadership, personal and social and vocabulary**.

A key aim of our PE provision is to develop competence to excel in a broad range of physical activities. All students will take part in at least 2 hrs of physical active during the school week. This aim is achieved through PE lessons and active break / lunch times.

- Develop a strong foundation in early fundamental movements and physical literacy skills, building improved control and coordination, progressing to refining and extending these skills and being able to perform them with some accuracy, consistency, and fluency
- Develop simple selection and application of skills in a series or in combination to the planning and increased ability to select, link and apply skills, tactics and compositional ideas in more complex sequences, games strategies and compositional principles
- Developing an understanding of defence and attacking play, object control and manipulation skills. body control, apparatus work, sequencing, teamwork, performance, planning, body control and rhythm.
- Build water confidence, safety and the ability to swim 25m competently.
- Take part in Outdoor adventurous activities and develop character traits of resilience, teamwork, social interactions, and planning.
- Develop the skills and characteristics of a good leader and team player to support and achieve a common goal, developing the ability to work independently and communicate with and respond positively towards others.
- Promote an understanding of safe practice and a sense of responsibility towards their own and other's safety and well-being.
- Develop strategy in overcoming challenge and building resilience.
- Understand the impact of exercise, including the effects of exercise on the body and how it is important to exercise safely and promote a healthy lifestyle, both in body and mind.
- evaluate performance through observation skills and the ability to describe and make simple judgements on their own work and others to using this information to improve the quality of their work.

Statement of Policy

The schemes of work provide pupils with the golden threads: leadership skills, movement, tactics and strategies, personal and social relationships and healthy lifestyles. They will develop these skills through gymnastics, dance, games, swimming, athletics and outdoor education.

Progression is gained, within each Milestone, in procedural fluency and semantic strength through three cognitive domains: basic, advancing, and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

- Pupils will participate in a range of activities in order to develop personal
- physical skills.
- Quality and clarity will be aimed for in movement making pupils aware of
- their own body in relation to others and their environment.
- Pupils will require the skills necessary, refining and improving them for
- performance or involvement in team games.
- Involvement independently, in pairs, group work or teams will provide the

- experience of working on their own and collaboratively.
- Pupils will be involved and provided with the opportunities to enjoy and
- succeed in physical education as well as being stimulated, motivated,
- supported and challenged.
- Pupils will be provided with the opportunity to develop areas of physical
- education in out of school hours learning, gaining experience in competitive
- and non-competitive situations.

Assessment / Monitoring

The guidelines for the National Curriculum levels are used to assess the pupil's attainment but skills are assessed throughout the physical education curriculum taught through the year. Every year pupils have a report on their physical education progress, focusing on strengths and areas of improvement. Lessons are observed and assessed to ensure continuity and progression. Staff have the opportunity to develop their skills in physical education teaching, both from more experienced members of staff and outside agencies. Proof of progress tasks are completed, every half term, to continually assess progress of the golden threads for each student.

Health and Safety

Health and safety is paramount in all physical education lessons for both staff and pupils. Staff must be aware of, and pupils should be taught, safe practice in the use of equipment, apparatus and organisation of the lesson. Initial demonstration lessons are utilised and are of benefit in this respect. Particular attention is given to the following:

- Children must not collect or return any equipment without the supervision of a member of staff.
- Netball bases must be wheeled, and posts carried by two children, one at each end.
- All equipment must be carried or wheeled appropriately and sensibly.
- Pupils moving large or potentially dangerous apparatus, e.g., the Sherwood, must be supervised at all times.
- All equipment must be checked by a member of staff before an activity is carried out.
- Any staff teaching physical education must wear appropriate footwear.

Personal safety is also paramount, and the following guidelines should be strictly adhered to:

- All children should change outer clothing and footwear for any physical education.
- No jewellery or watches are to be worn. Earrings should be taped if they cannot be removed.
- Plimsolls or trainers must be worn for all indoor and outdoor activities except for gymnastics and dance. Pupils must wear plimsolls /

trainers when walking to the hall, collecting, putting out and returning equipment and apparatus including dance and gymnastics.

- Pupils with long hair must tie it back. In swimming the hair needs to be tied back and a swimming cap should be worn if the hair covers the face but is not long enough to be secured.
- Each lesson must begin with a warm up and end with a cool down to prevent injury.
- Pupils should respond readily to instructions and signals within established routines and follow relevant codes and rules.
- Pupils must be made aware of hazards of furniture and equipment in the hall.
- If an accident happens then the pupil should be sent to a qualified first aider and the incident entered in the first aid book.

The year six residential trip is organised following the Derbyshire County Council's Guidelines and appropriate risk assessments are established.
(Reference has been made to 'Safety in Practice' BAALPE 2000)

Equal Opportunities & Inclusion

All children will have equal access to the physical education curriculum regardless of gender, religion, disability, ability or ethnic background. Teaching staff should anticipate any difficulties and adapt situations where necessary. If there is an issue then the member of staff must consult with the physical education coordinator and the SENCO (if applicable) in order to amend the scheme of work accordingly. Any 5 modifications will ensure that separate groups are not formed, and that success is sought within the whole class. Whilst these issues concern all areas of the curriculum, the nature of physical education makes a child's success or failure more public. Therefore, in both planning and teaching of physical education, these issues need to be addressed and all participants should be encouraged, supported, praised and awarded regardless of ability.

Out of hours school learning / Any other adults

At Saint Elizabeth's we aim to provide the pupils with a variety of extra-curricular clubs in order to support and challenge those pupils interested in a particular field. Our clubs are open to both genders and for safety reasons are aimed at specific year groups. Some of the clubs may enter competitions / festivals but this does not discourage the pupils who have never played the sport or have limited skills or knowledge. Most of the extra-curricular clubs are run by members of staff who have expertise or interest in that area of sport.

If the club is run by an outside agency or coach, then these procedures are followed.

- Qualifications are verified
- CRB checked
- Policy is given for reference
- Fire procedures, health and safety and first aid are explained and understood
- A member of staff is assigned as a point of reference / support
- Pupils are still expected to follow school codes and rules
- A register is taken every session

Evaluation

This policy will be observed in practice by the Headteacher and the Subject Coordinator on a regular basis as part of the monitoring process.

Date of Review: September 2021

