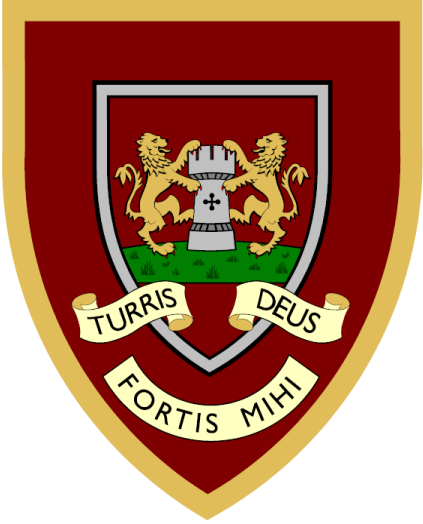


Holy Family Catholic Primary School



Physical Education Policy

Approved by:	Bernadette Nesbit	Date:
Last reviewed on:	February 2025	
Next review due by:	To be monitored and updated as required	

Intent

PE at Holy Family aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and their future. Physical fitness is a key part of leading a healthier lifestyle and our bespoke curriculum ensures every child has the opportunity to have an outstanding experience in PE. Our curriculum teaches self-discipline and that to be successful in life you must work hard, show resilience and have the determination to believe that anything can be achieved. We want to teach children how to independently cooperate and collaborate with others, as part of a team and as a leader, understanding fairness and competitiveness of play to embed life-long values. We ensure children reflect on their own, and others', performance and use clear communication within PE lessons. Children are taught the importance exercise has on their physical and mental health which motivates them to exercise beyond their Primary years.

Implementation

Pupils at Holy Family participate in 2 sessions of weekly, high quality PE lessons. Our PE programme incorporates a variety of activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses over a range of sports. We deliver high-quality teaching and learning opportunities that inspire all children to improve their skills and apply them to a game situation. We provide opportunities for ALL children to engage in extra-curricular activities after school, in addition to competitive sporting events throughout the year. Our year 4 children attend swimming lessons; children who do not meet the Curriculum targets for swimming in Year 4, repeat swimming in Year 5 through the Sports Premium funding. At Holy Family, we have purchased a scheme of learning which helps teachers deliver a purposeful PE curriculum. GetSet4PE gives teachers the knowledge and skills needed to ensure children engage, enjoy and progress in PE and begin to express themselves in a variety of sports. Our lessons always have a warm up, skill practice, application to a game situation and then cool down. We are lucky enough to have Xcite Sports (outside agency) work with each class for a full term – teachers use this opportunity for CPD purposes as well as Active Fusion (outside agency) and Scotties Heroes (outside agency) who lead after school clubs for our children. Scotties Heroes is aimed at delivering personal development sessions as outlined in the Ofsted framework. These clubs change each half term ensuring ALL children have the opportunity to take part.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Holy Family, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives. In addition to this, our school promotes competitive sport and, via attended inter-school competitions on a regular basis, will give all children the opportunity to play sport competitively which will

increase participation outside of school. Though our work in the past academic year (2021-2022) the school achieved school games gold for the first time.

Expectations

It is expected that most of the following items are evident in every PE lesson:

- A warm up which includes staff explaining to the children the importance of warming up and the importance exercise has on the body
- Skills being taught within the lesson
- Clear teaching points to improve skills
- Peer and self-reflection on skills being shown
- Application of skills to game situations
- A cool down which includes staff explaining to the children the importance of cooling down and the importance exercise has on the body
- Engagement
- Questioning
- A love of learning
- Developing independence and team skills
- Developing communication and leadership
- Working collaboratively as a team
- Being resilient
- Being reflective
- Being fair but competitive

The National Curriculum

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.

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The co-ordinator will be responsible for:

- The implementation, review and update of the policy.
- Providing schemes of work for all aspects of the P.E. Curriculum.
- Consultation and advice on resources and activities for other teachers.
- Attending P.E. courses and cascading relevant information.
- The organisation of extracurricular activities.
- The ordering, storage and inventory of P.E. resources, apparatus and equipment.
- Monitoring and evaluating how the curriculum is delivered.
- Auditing the needs of staff and arranging CPD.

Equal Opportunities

All children must have equal access to similar activities and be encouraged to develop to their maximum potential regardless of race, gender, class and physical capability or disability. All children will be taught a broad, balanced and differentiated curriculum. Children may be taught in mixed ability groups or sometimes in gender groups in order to develop confidence and raise self-esteem.

Health and safety

To ensure safe practice teachers should:

- Have an understanding of the subject/activity being taught.
- Train the children to be quiet, well behaved and respond promptly to instructions.
- Wear suitable footwear themselves and advise any adult helper to do so.
- Plan to use the apparatus most suited to the individual theme as well as the age and experience of the children. Hall apparatus should be set out with due regard to space limitations and safety.
- Check all equipment before the children use it. Site it sensibly and see that no obstructions are in the way of the use of the apparatus.
 - Check the condition of the floor. Any visible dangerous objects should be removed from a play area.
 - See any apparatus used inside or outside is counted and put away to prevent accidents happening to unsupervised children and to minimise loss of equipment.
- Children who require medication should have access to it, during P.E. lessons.
 - Ensure all children will wear appropriate dress for PE activities.
- Ensure no jewellery is worn during PE lessons.
- Know that mats do not ensure safety and will not prevent all injuries in Gymnastic work, so make sure they are used only where teachers wish children to jump onto them.
 - Teach warm up and warm down activities.
- Give appropriate consideration to weather conditions and the nature of the activity.
- Instruct children in the safe use and movement of apparatus.
- Ensure children always take some form of footwear with them to the hall.
- In the case of an injury, stay with the injured child and send a reliable child for assistance.
- Report any damaged equipment to the P.E. Co-ordinator.
- Know the children under your care.

- Teach the pupils the safe practice and understanding of: a) Concern with their own and others' safety at all times. b) The importance of warming up for exercise to prevent injury, to be aware of changes to their body that occur during exercise and to recognise the short and long term effects of exercise on the body. c) How to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition. d) Lifting, carrying and using equipment safely. e) The principles of good hygiene. Why particular clothing, footwear and protection are worn for different activities and the safety risks of wearing inappropriate clothing, footwear and jewellery.

P.E. Dress Code

- No jewellery to be worn for P.E. Parents are responsible in ensuring children do not wear jewellery to school. Staff are not required to remove any jewellery. Tape should not be used for covering piercings.
- Staff should wear appropriate dress and footwear for P.E. lessons which they change into.
- All children participating in P.E. should wear appropriate dress – blue/black shorts and white t-shirt. Tracksuits may be worn in cold weather when participating in PE outside.
- All children should have appropriate footwear for the lesson.
- Long hair should be tied back – soft ties, no slides.

P.E Kit

PE is part of the National Curriculum; therefore, pupils cannot choose to opt-out as PE is a statutory requirement. The only instances in which a pupil will be permitted to miss PE are if they are injured or ill, and they have a signed letter from either:

· A nurse.

· A doctor.

Letters should specify why your child is unable to participate and should be dated. Where the child cannot participate, they must complete other school work under the supervision of a teaching assistant. Failure to bring P.E kit could potentially result in children not being able to take part fully due to health and safety. The procedure to tackle persistent forgetting of PE kit is: Teachers to speak to parents at the end of the day; a second time will result in a letter being sent home; and finally a third time will result in a meeting with a member of the leadership team. Children, such as pupil premium or free school meals, could be offered funding for kit with cases being revived on a case by case basis.

Indoor P.E.

- Plain black or navy shorts and white t-shirt.
- No leg coverings (long) to be worn on large apparatus.
- Bare feet.

Outdoor P.E.

- A harder sole trainer may be worn on the playground or grass.
- Tracksuits may be worn for particular lessons.
- Football boots and shin pads are necessary for playing football (if not achievable in lessons, no football boots or shin pads for any child and a focus on non-contact skills).
- For swimming, boys require swimming trunks (not shorts) and girls a one-piece costume.

Non Participation in P.E. Activities

- Missing a P.E. lesson should never be used as a form of punishing a child for inappropriate behaviour in other lessons.
- Children who do not participate in P.E. lessons because of injury or illness must bring a note to explain reasons or parents should communicate reasoning with class teachers.
- Children should still be encouraged to play some part in a lesson even when a note has been received (they could keep scores, umpire small sided games and be part of teaching points and reflection).

School Sports Day

The P.E. co-ordinator will be responsible for the organisation of Sports Day. It may take the form of a carousel of activities or competitive running and throwing events. It will be a whole school event. The children will represent their house.

Extra-Curricular Activities –

Children will have opportunities to participate in a range of after school activities. These will be organised by the P.E. co-ordinator and will include Football, Scotties Heroes, Active fusion, Multi-Sport clubs and many more depending on pupil voice.

Monitoring & Evaluation

The PE co-ordinator will monitor the delivery of PE within the school informally and through lesson observations. These will take place within the school's identified programme of monitoring and evaluation. This will provide individual feedback to teachers, a general overview of good practice and areas for development and identify areas for CPD.

Assessment

Teachers will use the assessment tool on the GetSet4PE scheme of work which provides a checklist of skills that children should aim to achieve in each activity. Teachers should use this to guide their teaching and identify any gaps in learning.

Greater Depth in PE

Characteristics of Greater Depth PE:

- Children who can persevere with a task and improve their performance through regular practice.
- Children who take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs.
- Children who have the confidence to lead a warm up / task or group showing signs of a good sports leader.
- Children who take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm.
- Children who show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises.
- Children who show the ability and confidence performing skills in a competitive format.
- Children who show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary.
- Children who are able to work effectively as a team showing great sportsmanship and encouraging of others.
- Children who are able to effectively transfer skills in PE lessons from one sport to another sport.
- Children who are able to review, analyse and evaluate their own and others' strengths and weaknesses.
- Children who set personal challenges and are able to achieve these challenges.

Oracy in PE

Oracy is an essential part of primary PE, helping children develop communication skills, teamwork, and a deeper understanding of movement and strategy. Through activities like peer coaching, group discussions, and tactical planning, students learn to articulate their ideas and listen to others. For example, during a team game, pupils might discuss strategies by explaining their roles, giving instructions, and providing feedback using phrases like "We should spread out to create space" or "Try passing the ball quicker." Encouraging children to verbalise their thinking not only enhances their confidence and teamwork but also strengthens their ability to reflect on performance and improve their skills.