



# ST MARY'S CATHOLIC PRIMARY SCHOOL

## PE Policy [June 2015]

This policy should be read in conjunction with our Mission Statement and our Learning and teaching policy.

### **Introduction:**

Physical Education (PE), experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical, emotional, social and creative development and health. P.E. develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy life style. PE lessons are based on progressive learning objectives which, combined with varied and flexible teaching and learning styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

### **Aims**

- To enable children to develop and explore physical skills with increasing control, co-ordination and mobility
- To encourage children to work and play co-operatively/competitively with others in a range of group situations
- To develop an understanding in children of how to succeed in range of physical activities and how to evaluate and revise their own success
- To understand the need for safe practice in PE and how to achieve this
- To promote positive attitudes towards health, hygiene and fitness – building good habits for life
- To promote self-esteem and appreciate awareness of their own and others' abilities within PE

### **Objectives**

- Children will participate in a range of psycho-motor / movement activities in order to develop personal physical abilities (Practical skills)
- Children will develop spatial awareness to progress and improve their quality of movement (Kinaesthetic)
- Children will develop understanding of simple physiological changes that occur to their bodies during exercise (Physiology)
- Children will be given the opportunity to explore their imagination and co-operate with others to achieve shared goals (Teamwork)
- Children will be given the opportunities to develop responsibility and self-esteem through increased child-centred and led opportunities (Self-knowledge)
- Be given opportunities to enjoy and succeed in the subject as well as be stimulated and challenged (Differentiated learning opportunities)
- Be given the opportunity to develop areas of activities of their choice in extra-curricular time

### **Teaching and Learning Styles**

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 this is achieved through a mixture of whole-class teaching and individual/group activities. Children are encouraged to evaluate their own work as well as the work of their peers and given opportunities to collaborate and compete with each other.

In all classes there are children of differing physical ability. Recognising this fact, we provide suitable learning opportunities for all children and employ strategies such as common tasks that are open-ended and can have a variety of results such as a sprint race, setting tasks of increasing difficulty, grouping

children by ability and setting different tasks for each group and providing a range of challenge through the provision of different resources.

### **PE curriculum planning**

Our school uses the National Curriculum to inform planning in PE supported by TOPS Cards, Val Sabin schemes of work and ASA swimming awards.

### **The Foundation Stage**

We encourage the physical development of our children in the reception class as an integral part of their work. The physical development of our reception children relate to the objectives set out in the Early Learning Goals and we encourage the children to develop confidence in the way they move and how they handle 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.

### **Teaching PE to children with special needs**

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Pupils with special needs are able to develop confidence and express their feelings in PE, as it is a subject in which success does not depend on academic ability.

### **Assessment**

Feedback to pupils about their own progress in PE is achieved through discussion between child and teacher in the context of PE lessons and is also recognised by the use of award schemes, particularly in swimming.

Formative Assessment is used to guide the progress of individual pupils in PE. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning, to take them forward.

Suitable tasks for assessment include:

- Practical tasks directly observed by the teacher
- Small group discussions related to a practical task
- Specific assignments for individual pupils
- Individual discussions where children are encouraged to appraise their own work and progress

### **Resources**

The facilities and equipment available for the teaching of PE at St Mary's are steadily improving. There are now sufficient resources to enable all children to work in pairs on skill development areas. As a primary school, we have access to one large indoor hall, hard court areas and a grassed playing field, which includes a football/rugby pitch in winter and race track / rounders pitch in summer.

The school PE store in both key stages has portable football, netball and hockey goals, portable and fixed gymnastics equipment as well as mats and benches. Equipment is checked regularly by the PE co-ordinator and stock replenished as often as budget allows.

Children should be taught from the earliest age to move the PE equipment safely themselves. Mats should not be placed under the fixed climbing frame in the hall when in use as this encourages children to jump from heights.

## How excellence in PE is celebrated

- Displays of dance and gymnastics in assemblies and on other public occasions
- Participation in sporting competitions, notably athletics, netball, football, hockey, tag-rugby, cricket, swimming, dance and gymnastics
- An annual sports day event involving all pupils
- Individual children's excellence in achievement at weekly 'Celebration Assemblies'

## Health and Safety

- Use of equipment, apparatus and techniques in accordance with health and safety risk assessments
- Appropriate storage of equipment and apparatus
- Teaching pupils to understand the need for safe practice in physical activities and how to achieve this
- Personal hygiene and safety – appropriate clothing, weather, warm up, stretches, etc

## Clothing, personal effects and protection

To protect all children the policy on clothing and Jewellery in PE must be followed. There is an element of danger to the wearer and others if jewellery and clothing policies are not strictly enforced.

- **Children and young people must wear appropriate PE clothing for all PE activities** – this should be shorts and a T-shirt top or other appropriate clothing.
- **The wearing of vest and pants alone is not acceptable clothing for PE in any context.**
- Acceptable clothing is that which presents no risk of injury to the wearer or other children and young people.
- Clothing should allow unrestricted movement without being loose and when necessary provide protection for the activity concerned. Care should be taken to ensure that children and young people do not wear unnecessary amounts of clothing, particularly for indoor activities.
- Long hair must be tied back to prevent entanglement in apparatus and to prevent it obscuring vision.
- The use of swimming caps is a requirement in the swimming pool.
- There should be no objection to additional clothing or tracksuits for outdoor activity on a cold day.

## Sensory aids – spectacles and hearing aids

- The wearing of sensory aids will usually be determined by the nature of the activity (i.e. activities involving physical contact would not be appropriate).
- A balanced judgement should be made as to whether wearing the item constitutes a greater or lesser risk to the wearer and to the group in those activities where physical contact is absent.
- Spectacle wearers should be encouraged to secure their spectacles using appropriate tabs or bands prior to play. Parents should be asked to provide shatterproof lenses in spectacles or ideally plastic lenses whenever the participant relies on wearing spectacles during PE.

## Children and young people must be comfortable and warm when undertaking physical activity.

Risk assessment will address weather conditions and the need for:

- Additional clothing
- Shortened lesson/activity period
- Modified activity or revised groups.

## Footwear

- Barefoot working is recommended for activities such as gymnastics and dance. Where footwear is required, it should be light, pliant and close fitting.
- Training shoes **must not** be worn for gymnastics or dance as their hard plastic soles are inflexible and give poor grip. Footwear should be pliant and close fitting to enable feel for the apparatus with sufficient grip design on the sole to give good traction.
- Pupils should never participate in socks on polished surfaces.

- When organising indoor activities, a situation where some pupils have footwear and some are barefoot should be avoided and all pupils be attired similarly.
- Appropriately studded boots are recommended for invasion games and cross country running on grass. These studded boots should not be worn inside the building.

Children should have PE kit in school every day. If a child does not have PE kit notification should be sent home each time. Some modern school shoes are of a trainer type design, have high friction sole and could safely be worn for a PE activity as a one off. The teacher must carry out risk assessment in relation to footwear use

### **Jewellery**

The wearing of non essential personal effects continues to pose difficulties in many schools since such items should ideally always be removed in order to establish a safe working environment. Staff have a duty of care to ensure pupils are able to actively participate without unnecessarily endangering themselves or those working around them. The following procedure should be applied at the commencement of each lesson:

- All jewellery and personal effects such as watches, necklaces and body piercings must be **removed** for physical education and related activities.
- Staff should always give a verbal reminder to pupils to remove jewellery prior to PE lessons.
- If, under exceptional circumstances it cannot be removed (e.g. cultural practice or newly pierced ears), risk of injury should be reduced where it is practicable to do so.

This could be done by:

- Bracelets secured by the use of a wrist sweatband.
- Studs being secured by the use of micropore tape or masking tape (not sellotape or elastoplasts). In these circumstances care must be taken to cover the spike at the back of the earlobe effectively. This is not effective in swimming where tape may become dislodged by the water.

Such compromises are to ease particular issues of conflict – the element of risk can be reduced by such as those listed above, but the action taken does not make the situation safe. Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

Similar action may be agreed when a young person has had his or her ears newly pierced, but only for a short, agreed period such as six full weeks. Current medical opinion states that this time constitutes the normal healing process. Where any secondary infection may occur, then this period may need to be extended. It is important that a finite period is agreed with the child and his/her parents/guardians.

- Teachers and other school staff **should not** involve themselves in the process of earring removal or taping other than the provision of appropriate tape. The child must do this themselves.
- With very young children, parents should be asked to remove earrings and studs from children's ears before they come to school each day until such time as the child is able to remove the adornments themselves prior to a PE lesson.
- It is the parents' responsibility to train their children to take out and put in earrings. Such training will support the policy of the school and enable teachers to ensure children and young people are dressed safely for PE activity.
- Medi alert bracelets and necklaces may be worn by some children and young people. Again during the period of participation these items should be removed (as both teacher and child /young person are aware of the special circumstances relating to that child and will know how to react should difficulties arise).

When all other avenues have been explored, under most exceptional circumstances, the school may decide:

- If it is not possible to remove the jewellery or remove the risk of injury to the wearer or others, the young person must sit out and participate within the lesson in a non-active capacity (observing, evaluating, responding to questions and answers etc).
- Such action must be communicated formally to the parent/guardian as the young person will be excluded from National Curriculum statutory activity.

The PE and School Sport Team is available to support head teachers and governors in these situations.

### **Sun burn and skin damage**

Skin cancer is the second most common cancer in the United Kingdom. Those with fair hair are most at risk. At St Mary's we aim to create an appropriate environment for staff and children to stay safe in the sun. All are at risk when exposed to sunlight for long periods, but it is younger children who most need to be made aware of issues relating to sun burn, appropriate action and protection.

- Consider sun protection in relation to the length of PE lessons and other outdoor activities, sports day etc. Avoid the midday sun and take care with the timing of PE lessons where children may be required to wear less protective clothing.
- Hats with bibs and peaks are recommended.
- With regard to the use of sun blocking creams, please refer to the ESCC Guidelines on Sun Exposure in the A-Z health and Safety policy, <https://czone.eastsussex.gov.uk/schoolmanagement/healthsafety/main/Documents/sun-exposure.pdf>

### **Timings**

St Mary's is committed to providing two hours of physical education a week to every child. This includes both indoor and outdoor PE, and in Terms 1, 5 & 6 swimming lessons in the pool on school grounds

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

### **Extra-curricular activities**

A range of pre and after school activities are provided by staff and specialist teachers to provide children with the following opportunities:

- Extend their skills and knowledge beyond those encountered during curriculum PE lessons
- Represent their school in inter-area matches
- Take advantage of a lower staff to pupil ratio

### **Links with other agencies**

- Close liaison PE leaders at Beacon Academy – organises off-site training for school PE co-ordinator and may provide some lessons during curriculum time for specific classes
- Liaison with local agencies and sports clubs
- Visit to, and liaison with, outdoor education centres and agencies