

Physical Education and Sports Policy

2025-26



Our Light Shines Always

We want the best teaching, the best opportunities and the best support and encouragement for every child.

We are a friendly, happy, Catholic school, where everyone is valued for their individuality and special gifts.

Named personnel with designated responsibility for Physical Education and Sports:

Academic year	Designated Lead	Chair of Governors	Review Dates
2022-23	Chris Wallace	Christine Baker	September 2023
2023-24	Chris Wallace	Christine Baker	September 2024
2024-25	Chris Wallace	Christine Baker	September 2025
2025-26	Chris Wallace	Hugh Stolliday	September 2026

Safeguarding Statement:

At Our Lady & St. Anne's Catholic Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Our Lady & St Anne's Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Statement of School Beliefs:

Physical education may be described as learning to move and learning through movement. It allows pupils to develop and refine movement skills, whilst supporting their health and fitness. It gives all pupils, whatever their abilities, the chance to experiment, practise, make decisions and perform. Physical education provides opportunities for pupils to be creative, competitive and be involved in different challenges as individuals or in groups and teams.

At Our Lady & St. Anne's Catholic Primary School, we believe that physical activity is vital to the development of the pupil as a whole. It contributes to the pupils' physical, emotional, mental, intellectual and social development. It also raises aspirations and is a positive contribution to pupils' experiences of school life. A broad and balanced PE curriculum with progressive learning, appropriate challenges and targets and supportive resources will help develop a full range of skills amongst pupils, including: cooperation, teamwork and communication; working alone on their own initiative and leadership, preparation and planning.

The school also recognises that PE has a vital role to play in raising awareness, and developing good practice and promotes positive attitudes towards healthy and active lifestyles. Our beliefs are developed within the main aims below.

Aims and Purposes

Children, through P.E., should:

- develop a range of physical skills
- develop stamina and strength
- express ideas creatively
- develop an appreciation of fair play, honest competition and good sportsmanship
- develop their qualities of movement
- learn how to cooperate and work as a team, but also how to lead a team effectively
- develop coordination and dexterity, self control and confidence
- develop self-confidence through the understanding of one's own capabilities and limitations
- learn how to select, develop and apply skills and ideas which suit activities that need different approaches and ways of thinking

- set targets for themselves and, where appropriate, compete against others individually and with team cooperation
- perform with increasing control, competence and confidence in a range of physical activities and contexts
- develop positive attitudes to participation in physical activities and competitions
- develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercise, combined with an appropriate diet and active lifestyle

Key Aims across the school

- to provide a well-balanced programme of physical education which will include; games, gymnastics, athletics and dance (also outdoor adventures and swimming)
- To provide students the best possible physical activity experiences regardless of race, age, ability or location, so as to encourage a lifelong healthy lifestyle pattern.
- To provide a supportive environment for enjoyable participation in a wide variety of physical activities, through the development of skills and good codes of behaviour.
- To provide the safest possible environment for all participants.
- To promote a positive attitude towards physical education and develop personal qualities such as self-esteem, decision making and self- control
- To provide equitable opportunities for all students to participate.
- To develop and apply skills in a cooperative manner using appropriate levels of experiences and/or competition as required.
- To provide talented and gifted students the opportunity to reach their potential and provide an age-appropriate participation pathway.
- To encourage participation in community sport and physically active recreation.
- To engage in competitive sports and activities through House competitions to help develop values and positive attitudes such as, team spirit, co-operation and respect for rules and others.
- To encourage participation of the whole school community in supporting physically active experiences.
- Developing a 'fitness for life' ethos across the whole school community by promoting the importance of a healthy lifestyle to all pupils
- Developing confidence in staff with the teaching of PE across the school
- Continuing to build on the legacy of the 2012 Olympics / Birmingham Commonwealth Games 2022 and recognise the importance of upholding the Olympic and Paralympic Values across the school

Organisation

The curriculum in this subject has been organised to ensure that children in both key stages have access to all areas specified in the national curriculum and go beyond its statutory requirements. The school provides 2 hours of high quality PE to each pupil, every week. The delivery is through PE lessons. Units of work are usually blocked and will rotate every half term.

The four strands of knowledge, skills and understanding from the P.E. National Curriculum are built into each unit of work:

- acquiring and developing skills
- selecting and applying skills, tactics and compositional ideas
- evaluating and improving performance
- Knowledge and understanding of fitness and health

All pupils will have the opportunity to play in competitive sports, games and activities, both against self and against others, in school and against other schools. Our PE curriculum covers the six areas set by the National Curriculum Key Stage statements:

- Athletics
- Outdoor and adventurous activities (Key Stage 2 only)
- Dance
- Games
- Gymnastics
- Swimming

Pupils in KS1 & 2 will also have the opportunity to attend a wide range of club activities both in and out of school hours.

Equal Opportunities and Inclusion

Every pupil has equal access to the national curriculum for physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

In PE, as with all subjects, we seek to provide for the particular needs and aspirations of every child regardless of physical ability, special educational need, gender, race, religion or culture.

Differentiation

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN policy. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention

augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs. Teachers and any other adults working with the children will be made aware of any pupils who have special educational needs or medical conditions.

Safety

The provision of a healthy and safe environment for students and teachers in the school is essential. Coaches, teachers and any other members of the school community involved in the school physical education program need to ensure safety issues are addressed and follow school policies where applicable.

Safety issues should include:

- understanding the short and long-term medical conditions of students (this includes previous and existing illnesses and injuries);
- ensuring that the equipment and facilities are safe and in good working order;
- ensuring that all children are dressed appropriately for PE lessons; no jewellery should be worn and long hair should be tied back;
- enforcing the use of recommended protective equipment required for a particular game or sport;
- ensuring children understand how to lift, move and use apparatus safely under the supervision of a responsible adult;
- providing access to appropriate first aid facilities and equipment;
- incorporating a suitable warm-up and cool-down into each lesson.

Safety must be paramount when planning PE activities. Safety aspects should be discussed with children prior to a task. Staff must make children aware of any potential hazards prior to the start of a lesson, for example furniture around the edge of the hall over which children could trip if it had not been brought to their attention. Children should be made aware of safe practice relevant to the activity they are undertaking.

The large apparatus is checked regularly and there is a risk assessment available for teachers and other staff to follow. All equipment and facilities are checked annually for safety through the LEA's 'buy back' service.

PE Kit

All children should have a PE kit which they will wear when coming in to school on their allocated PE day.

Children must wear the following kit for PE lessons:

- White t-shirt
- Black shorts
- Plimsolls, trainers or barefoot (depending on the activity)
- Navy or black tracksuit bottoms (and school jumper) for outdoor PE when cold

For swimming, children must wear the following kit –

- One piece bathing suit
- Swimming cap for pupils with long hair (if required by swimming pool)
- Goggles (optional)

We also insist that:-

- No jewellery is to be worn during PE lessons. For swimming, if jewellery cannot be removed they will not be able to participate in the lesson.
- Long hair is to be tied up.

Children will come into school wearing their school PE kit on their designated PE day. They will wear the kit all day as fitness and active lessons will be weaved into the whole day.

Activities such as gymnastics and dance may be undertaken in bare feet where appropriate.

Children will only miss PE on health grounds if a parental request has been received by the class teacher and would not be safe for them to do so (for example – a child with a broken arm.) Otherwise, it will be assumed that a child well enough to attend school is well enough to participate in all areas of the curriculum. If a child is unable to take part in the physical activity, they will be expected to join in with the lesson, e.g., refereeing, coaching.

Staff should also be appropriately dressed that enables to teach the PE lesson effectively and demonstrate/ coach skills if necessary.

Out of school hours learning

At Our Lady & St. Anne's we provide pupils with relevant sports programmes that is open to all, through extended schools. Clubs are led by teachers, staff and qualified coaches. The clubs are rotated each half term and different pupils are invited to join each time. Parents and carers are encouraged to contribute to the cost of the clubs.

The school is regularly involved in festivals and competitions which take place at other local primary schools, local secondary schools or other sports venues.

Inclement Weather

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class-based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Foul weather means severe conditions that are either dangerous or will make the children uncomfortable for the remainder of the day. Cold weather and light drizzle are not severe conditions and require teachers to use their discretion to judge the individual situation and the age / ability of their class.

Competition

Competition is encouraged at all levels of ability. Children should regularly participate in small-sided games with and against children of a similar ability. In areas such as gymnastics and dance children should be encouraged to evaluate their performance and set themselves informal targets for development. Teachers are responsible for finding a suitable level of competition for their children by altering the make-up of their teams and groups. Children will be able to compete in inter-sports competitions either in their class or within a key stage phase (KS1, LKS2, UKS2). All children take part in both a competitive and a non-competitive 'fun' sports day. Further competitive opportunities are provided through school representation in a number of areas.

Planning

The PE curriculum is planned to provide a balance of activities within the Programmes of Study. Planning is in line with the current National Curriculum learning objectives to ensure progression through the key stages.

Swimming is taught across both Key Stages to allow all children to be safe in the water and be able to swim 25m unaided when they leave the school in Year 6. Teaching is conducted by instructors at the pool with support from the class teacher.

Assessment and Recording

We use a range of formal and informal assessment procedures to inform our teaching. We assess pupil performance in every PE lesson so that we can correctly pitch subsequent lessons and then at the end of a unit we identify pupils who have exceeded, met or not met the key skills for that particular unit. In some instances, it may be necessary for the teacher or co-ordinator to take photographs or video record pupils participating in PE lessons for assessment purposes. At a basic level, assessment can be achieved by:

- watching pupils work
- talking to pupils about what they have done
- pupils self and peer evaluate
- pupils need to be taught how to compete, compare and keep record of their personal best times. This should be encouraged in all lessons but should be recorded for athletics, fitness and sports day.

Assessment is anchored in the NC objectives. These objectives define what a child should be able to understand, know and do at any particular point in time. Our teaching staff will be using the Complete PE system to go into detail of each child's abilities, as well as supporting teachers in the future who will use this data to support progression in all aspects of PE.

Staff Continued Professional Development (CPD)

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the PE SMT or relevant sport agencies/professionals.

Sustaining high quality CPD to ensure sustainability of high-quality teaching and learning is a high priority for Our Lady & St. Anne's.

Monitoring and evaluation

Class teachers, members of SMT and the PE coordinator are responsible for monitoring teaching and learning in PE, focusing particularly on pupils' progress. Monitoring takes place in accordance with our school monitoring policy. The coordinator, Head Teacher and governing body monitor the implementation of the PE policy. The coordinator is responsible for reviewing the policy on an annual basis.

This policy will be reviewed annually.