

**St Mary Magdalene's
RC Primary School, Burnley.**

Physical Education & School Sport Policy



School Mission Statement:

St. Mary Magdalene's is a Roman Catholic School.

Within our community, we seek to live within the Catholic faith as a family.

Each child is a gift valued as a unique individual made in the image of God the father, Son and Holy Spirit.

We seek to share our ethos through prayer, forgiveness, loving, sharing and caring. In all aspects of life, we follow the teachings of Jesus and, through prayer, we are guided by asking ourselves

'What Would Jesus Do?'

'Love one another as I have loved you'

Review

This policy will be reviewed annually or in response to Government of LA initiatives/incidents.

Sports Coach Co-ordinator: Mr Richard Johnson.

Policy Authors: Mrs B Parkinson; Head Teacher & Mr Richard Johnson; Sports Coach and Behaviour Mentor

Governor Ratification:

Date: _____

Signed: _____

Name (Print) _____

To be reviewed annually

Intent

At St Mary Magdalene's RC Primary School, we have a strong ethos towards PE and School Sport. PE is embedded into our school curriculum and is delivered by an employed Sports Coach and class teachers who regularly undertake PE inset sessions. Lessons are aimed to be engaging, inclusive and with a strong ethos towards developing a physically active child. Our school promotes a healthy lifestyle and engages with clubs in the community to get children being active outside of school time. As the majority of our children have experienced a lockdown of staying indoors for long periods of time, our school are committed to making sure our children are staying as fit and healthy as possible, through PE lessons, active playtimes and providing parents with physical activities for children when at home.

Implementation

- We currently follow the Lancashire PE Scheme of Work which includes a wide range of sporting activities. We have a strong emphasis on developing fundamental skills in KS1, before introducing more games situations when our children get into KS2. Children are assessed regularly and all assessments are completed by the Sports Coach.
- We provide a full extra-curricular programme for all year groups in school. These clubs occur before and after school and we encourage every child to take part in these clubs to develop their skills learnt in PE, as well as making sure they are staying physically active whilst socialising with their friends.
- Our school has strong links with the Burnley Schools Partnership (BSSP) and we provide a full coaching programme. We feel this is important as we want children to attempt a vast amount of different sports, delivered by high quality coaches. Every class through the curriculum will have access to a full unit of work delivered by a qualified coach.
- The BSSP also provide a full competition calendar which is accessed by the school. These competitions include Level 1, Level 2 and Level 3 competitions both competing in schools, as well as competing against other schools. The school will attend all events and these include all inclusion competitions, as well as every child should have an opportunity to represent the school and participate in school.
- We provide a swimming programme, as we encourage all children by the time they are in Year 6 to be able to swim 25m.
- This year we are introducing a walk to school initiative, as well as providing our Year 4 and Year 5 classes with Bikeability training. We hope this will encourage our child arrive to school through walking or cycling, staying active in the process.

Impact

On our school website it states 'Inspiring our children to become lifelong learners who adopt healthy lifestyles and enjoy, participate and compete in sport whilst trying their best' and this states our desire to make sure children enjoy PE and School Sport whilst staying healthy. Our aim next year is to maintain the high standards of PE in school and increase the amount of levels of physical activity through organised and structured playtimes. After Ofsted feedback, we are taking an in depth look into our curriculum and will be looking at using the new Primary PE Passport Curriculum service.

Introduction

This policy outlines the teaching, organisation and management of the Physical Education curriculum taught and learned at St Mary Magdalene's RC Primary School. The school's policy for P.E. is based on the programmes of study outlined in the New National Curriculum for England (2014). It aims to outline a clear vision for Physical Education and School Sport, reflective of our school's mission statement values. The policy has been drawn up as result of staff discussion and has full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

This policy should be used in conjunction with the Lancashire Scheme of Work for PE and the schools Health and Safety Policy.

St Mary Magdalene's RC Primary School believes that access to high quality PE, in a safe and supportive environment, is vital to a child's physical development and emotional wellbeing. We believe a high-quality physical education curriculum is the basis on which the foundation for an active lifestyle and engagement in competitive sport is built.

We support that fact that regular high quality PE provision also;

- Develops a child's physical literacy.
- Promotes confidence and self-esteem.
- Provides an understanding of teamwork.
- Helps develop leadership skills.
- Helps to embed values such as fairness and respect.

Aims and Objectives

Through continued involvement with The School Sports Partnership and the provision of regular high quality PE, the school aims to:

- Develop children's competence to progress and excel in a broad range of physical activities.
- Ensure pupils are physically active for sustained periods of time.
- Provide increased opportunities for pupils to engage in competitive sport and activities.

We believe that in school, **healthy active lifestyles** are developed through a focus on enjoyment. Therefore the school also aims to:

- Engage pupils by offering a breadth of appealing activities, that include plenty of exercise and promote wider health and well being messages.

Teaching and Learning

Our principal aim at St Mary Magdalene's is to develop the children's skills and understanding. We do this through a mixture of whole class teaching, individual and group activities. Alongside this, in order to meet the differing needs of pupils and the intended outcome of the lesson, a variety of teaching approaches are often used, eg. Transmitting information about a new skill, might involve a visual (ICT), verbal or action based teacher-led approach, whereas an exploring or problem solving activity, may support a more child-led approach.

- At St Mary Magdalene's, we endeavour to plan PE activities that encompass the differing learning styles and individual needs of the children.

We recognise that in all classes there are children with differing physical abilities. Therefore, we aim to provide suitable learning opportunities for all children by matching the challenge of the task to their needs or ability. We achieve this through a range of strategies:

- Setting open ended common tasks.
- Setting tasks of increasing difficulties.
- Grouping children by ability/non ability and setting differentiated tasks for each group.
- Providing a range of challenge through the provision of different resources and boundaries.

PLANNING and ORGANISATION

Curriculum for PE

Curriculum planning is carried out in 3 stages (long, medium and short-term) We follow the Lancashire Scheme of Work which ensures all aspects of National Curriculum coverage are taught progressively and supports progression outlined in the Primary School Physical Literacy Framework.

To ensure a broad and balanced coverage of the curriculum, the long-term whole school plan is devised by the PE sports coach. The whole school PE planning maps out the termly PE provision for each year group (Reception- year 6).

Medium and short-term planning are the responsibility of the class teacher in conjunction with the sports coach.

- In Key Stage 1 and 2, the school uses the Lancashire Scheme of Work, as a basis for medium and short term planning for PE. The Lancashire Scheme covers all areas of National Curriculum for PE and provides a progressive scheme of high quality learning opportunities.
- As our 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 3 -5. Planning in Foundation stage is also supported by the Lancashire Scheme of Work for Foundation Stage which provides content and progression for the development of Physical Literacy.

The Foundation Stage

Alongside the Early Learning Goals and in line with the Primary School Physical Literacy Framework, through creative (and structured) free play provision, the children in EYFS are introduced and encouraged to develop:

- Spatial awareness and control.
- Co-ordination of small and large core movements.
- An understanding of the key factors that support healthy lifestyles (Eg. Taking part in regular physical exercise, food choices)

KS1

Pupils will be provided with opportunities to:

- Develop core movement skills including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.
- Participate in team games, developing simple tactics for attacking and defending and become increasingly more competent and confident to engage in competitive and co-operative physical activities.
- Perform dances using simple movement patterns.

KS2

Pupils will be provided with opportunities to:

- Implement and develop a broader range of skills including; running, jumping, throwing and catching. Learn how to use them in different ways and how to make effective sequences of movements.
- Play competitive games whereby children will learn to communicate, collaborate and compete with each other.
- Develop flexibility, strength, technique control and balance through athletics gymnastics.
- Perform dances using a range of movements patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their success.

Swimming and Water Safety:

- **Autumn term** – the whole of the Year 4 class participate in swimming lessons during this term
- **Spring term** – non swimmers from Year 4, 5 and 6 take part in swimming lessons, to give them the best possible opportunity of achieving their 25m.

Swimming lessons take place at the St Peter Centre where children are taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.
- By having one term each, from year 3 the children are then able to improve upon and become more confident proficient in the following 2 years, with the aim of all children being water confident and able to swim 25 meters by year 5.

Cross Curricular Links

PE benefits from links to many subjects within the primary curriculum and, where possible, opportunities will be sought to incorporate physical activity into other subject areas.

For example Orienteering can be linked with Geography and Maths. Literacy and Music provide many stimuli for Dance and Movement. Children will have opportunities to develop their language skills, and collaborative work will extend their PSHE and Citizenship skills.

Competitive School Sport

The school will continually aim to increase pupils' participation in extra-curricular sport by:

- Providing a co-ordinated Programme of intra and inter school competition
- Providing Inclusive competition opportunities.

Extra-curricular clubs will be run by;

Staff members (The Sports Coach, Teachers)

Qualified coaches

Outside agencies

Registers of attendance are kept for each activity

Activities are promoted via assemblies, newsletter, letters, PE noticeboard and school website.

SCHOOL GAMES PROVISION

We believe that competition is a healthy and productive part of school PE and Sport and encourage all children to participate in competitions, regardless of ability.

Level 1 – School Games

To support the provision of Level 1 School Games, a range of extra-curricular activities, clubs and events are offered throughout the year such as:

Football	Sports Day
Gymnastics	Change 4 Life
Multi Skills	Dance
Netball	Cross country
Athletics	Dodgeball
Tag Rugby	Bikeability

Level 2 – School Games Competitions

As a school we have strong links with other schools in Burnley. We regularly participate in friendly competitions with other schools, which includes A, B and C teams. We also attend every competition created by the Burnley Schools Partnership.

Level 3 – County Level (Lancashire School Games)

In order to support Level 2 and 3 School Games provision, school is affiliated to the Burnley School Sport Partnership which provides access to:

- Specialist support from the SSCO with intra (L1) and inter (L2) school competition co-ordination and delivery.
- Organised competitions at local (Level 2) and county level (Level 3)
- Inclusive competitive opportunities.

Healthy Active Lifestyles:

The school aim is to ensure all our children have access to regular exercise. In order to achieve this the school will provide;

- Intervention groups 'Change 4Life' opportunities for targeted, 'inactive' young people.
- Facilitate the development of School – Club Links enabling pupils to participate in sport inside and outside school.

High Quality Leadership and Volunteering

The school aims to improve the quality and quantity of leadership opportunities for pupils, enabling them to become more independent.

- Provide leadership opportunities in curriculum PE Lessons.
- Introduce Young Sports Leader training – Young leaders timetabled to deliver activities at play times.

EQUAL OPPORTUNITIES – Provision for all young people

At St Mary Magdalene's we provide a broad and balanced PE curriculum for all pupils. The Sports coach modifies the programmes of study as necessary in order to provide all pupils with relevant appropriately challenging work at each key stage. It is our aim that children should have equal access to resources and activities enabling them to develop their skills to the best of their ability. Children of all physical abilities are encouraged to join inclusive clubs and engage in inclusive competition.

The SENCo and PE sports coach will jointly advise teachers on the support which can be provided for individual children with particular educational needs, including high ability (Able and Talented). Specialist equipment will be purchased as required to meet specific needs.

The Burnley Schools Partnership organise a full inclusion programme, where the school take children across all year groups to activities with other schools. This programme is popular in the town and is ran annually.

Gifted and Talented

More able pupils are taught with their own class and stretched through differentiated group work, questioning and extra challenges.

High achieving pupils are identified on the school's Gifted and Talented Register. They are encouraged to take part in extra-curricular activities and interschool competition and linked, where possible to a local club. The Burnley Schools Partnership also organise a Gifted and Talented Camp where selected children from school take part in tests and see how their scores develop over three camps throughout the academic year. This programme is organised by Burnley College.

Health and Safety

The general teaching requirement for health and safety applies to all areas of PE. We continually encourage children to consider their own safety and the safety of others at all times.

- Jewellery – Children are not allowed to wear earrings. If children are considering having their ears pierced, they are encouraged that this should take place at the beginning of summer break, thus allowing time for the healing process before the start of the new term. Wristwatches must be removed before PE lessons.
- Clothing and Footwear – For hall based activities children are expected to wear black shorts and white T-shirts, and black PE plimsoles. Dance and Gymnastics should be undertaken in bare feet or black plimsoles. For outdoor activities, which may/will continue during cold weather, children are encouraged to bring tracksuits or other suitable waterproof warm clothing. Trainers should be worn for outdoor activities.
- Long hair must be tied back.
- For swimming, close-fitting swimwear should be worn – not 'baggy' swimming shorts. For girls Swimming hats are also to be worn. Goggles may also be worn when swimming but only after a note has been received from the child's parent/guardian. Children who are not able to remove earrings will not be allowed to swim.
- When children 'forget' their kits, a letter will be sent home to parents. School have now a full set of spare PE clothing if a child is to forget their kit. This kit will be kept in school at all times.
- Where possible, children unable to take part in PE lessons will be provided with an alternative activity linked to the session.
- Staff Dress code – When taking P.E. lessons staff should be appropriately dressed and wearing suitable footwear to enable them to move freely and easily, as well as to set a good example to the children.

- Teachers are responsible for checking the safety of the area and any equipment used and reporting faults to the office.
- Equipment around school is checked annually, especially gymnastics equipment where an outside agency come into school and check all equipment.

The BAALPE publication 'Safe Practice in PE' is available to all staff.

Movement of Apparatus

Throughout their development in P.E. children will be taught how to assemble, lift, rearrange, dismantle and store apparatus safely. Development of these skills is given in the following table, but it should be realised that this is intended as a rough guide and may not be appropriate for all children.

Year	Equipment	Notes
EYFS	To be set up by staff	
1	Mats (When appropriate)	4 to each mat , 1 each corner
2	Mats and Small Benches	4 to each mat, 2 to a bench (All children to face direction of travel)
3	Mats, Benches, Planks, Ladders	4 to each mat, 2 to benches, planks and ladders(All children to face direction of travel)
4/5/6	All Apparatus (Size appropriate)	2 to each mat and lighter apparatus, 4 on heavier or bulky apparatus (All children to face direction of travel)

Although the aim is that children should be responsible for their own equipment, it is realised that for the children to set out and put apparatus away every lesson is not a realistic target, bearing in mind the restrictions of time allocated to P.E. and the restrictions on hall use. However, the children should receive enough practice and guidance to be able to do it safely and efficiently. Children will be taught about the appropriate carrying, use and placement of apparatus to ensure safety.

Children are **not** allowed in the P.E. cupboard unsupervised.

Climbing Frame and Mats

- The climbing frame should always be constructed and checked by an adult. Clear guidance and expectations should be given to the children prior to using the apparatus. They should be used for Climbing, Traversing and Descending.
- Mats will be used in a precautionary way when children are working at height, e.g Climbing Frames (The prime purpose when used in this way is to protect the skull in the event of an unforeseen fall. If it is expected that a child may fall, then the activity should be modified to eliminate the risk).
- Teachers will use professional judgement in deploying mats safely.
- Children will be made aware that mats are not designed to function as a safety net. They will be taught that mats are a form of apparatus which can be used to practise floorwork or provide 'target areas' for controlled feet first landings from height, e.g. Nestling tables and benches etc.

Assessment For Learning

The curriculum is currently assessed through CORE TASKS in the Lancashire Scheme which are linked to the learning objectives and skills identified in the medium and short term plans. The Sports Coach (subject leader) and teachers record those achieving or underachieving against the skill and those who are working in advance of the skill. This is either done as a continuous process during a unit of study or as a CORE TASK assessment lesson at beginning or end of course of study. Core tasks assessments involve ongoing discussion between teachers and pupils about how to improve the quality of their performance. The results are recorded by the Sports Coach and shared with other staff members. The marks entered give the sports coach and teachers the necessary information to report to parents at the end of the year.

- Verbal reports can be given during Parent's Evening consultations in the Autumn and Spring terms.
- A written report is completed in the Summer term.

Rewards And Sanctions

All sporting achievements are celebrated regularly in weekly assemblies and on the school website. Children are given clear guidance on expectations of behaviour for both PE and School Sport Activities.

Resources

Indoor PE equipment is stored in the PE cupboard in the hall. The Sports Coach and Teacher's have access to The Lancashire Scheme of Work and Core Task activities on the network. Outdoor equipment is stored in the outside PE store.

DANCE

- Lancashire Scheme Dance Units
- Wake and Shake

Roles And Responsibilities

The Head Teacher and Governing Body will

- Lead, manage and monitor the implementation of P.E., including monitoring teaching plans and the quality of teaching within the school.
- To keep the Governing Body informed about the progress of P.E. within the school.
- Ensure that PE remains a high profile in the school's Development Plan.
- Deploy support staff to maximise support for P.E. if required.
- Work with the Sports Coach/Subject Coordinator to monitor the progression of activities and consistency of approach across both year groups and Key Stages through class observation.

The Sports Coach - Subject Coordinator will:

- Be enthusiastic about P.E. and demonstrate good practice at all times.
- Keep under review the written policy document for P.E. and Lancashire Scheme of Work, including regular monitoring and evaluation of the content and method.
- Encourage and support staff in the implementation of the agreed procedures, and closely monitor the progression of activities and consistency of approach across both year groups and Key Stages through class observation.
- Purchase and organise all P.E. resources, ensuring they are readily available and well maintained.

- Monitor short-term planning for each year group.
- Support and guide staff, encourage the sharing of ideas and, in collaboration with the Head teacher, organise in-service training as appropriate.
- Act as the school's PESSCL (PE and School Sports Club Links) co-ordinator.
- Liaise closely with staff running extra-curricular sporting activities and support as appropriate.
- Initiate sporting events involving children, parents, staff, and encourage parental support for activities wherever possible.
- Liaise with local schools over sporting events.
- Be aware of national and local developments in P.E. through reading relevant materials and attending courses.
- Work to achieve equality of opportunity throughout the school.

Class Teachers will

Support the Sports Coach and Deliver a high quality, inclusive PE curriculum, that provides both the support and challenge necessary to encompass the needs of all children in their class.

Aim to engage pupils by offering a breadth of appealing activities, that include plenty of exercise and promote wider health and well being messages.

Teaching Assistants will

Support the class Sports Coach and/or teacher to deliver the above.

Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings twice a year (autumn and spring) to discuss children's progress.
- sending an annual report (summer term) to parents in which we explain the progress made by each child and indicate how the child can develop their learning.
- holding annual welcome meetings at the start of each school year to explain relevant developments in their child's education, the expectations for each year group and to explain to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- do their best to keep their child healthy and fit by encouraging them to take part in regular physical activity. Ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school and for taking part in activities
- inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school, physical activity and learning in general.
- fulfil the requirements set out in the home/school agreement.