

‘With Jesus we can **achieve** what we **dream** and **believe**’

## Overview

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. After two lock downs during the pandemic, it became apparent that children's mental and physical well-being have been adversely affected. PE in St. Michael's aims to encourage children to regain some of the fitness lost. Mindfulness and yoga have been taught in addition to the PE lessons, aiming to aid children with their mental health.

In St. Michael's children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

## Funding

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer.

We use the premium to:

- Develop or add to the PE and sport activities that we already offer;
- Increase staff confidence in the delivery of lessons.

There are 5 key indicators that we should expect to see improvement across: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;

- The profile of PE and sport is raised across the school as a tool for whole-school improvement;
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to all pupils;

- Increased participation in competitive sport.

As part of the funding criteria we are required to publish details (on our website) of how we plan to spend the monies and a review of the impact on pupil outcomes.

### Aims/Objectives

In order to promote active and healthy lifestyles all children should:

- be physically active
- adopt the best possible posture and appropriate use of the body
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance
- understand the need for personal hygiene in relation to vigorous physical activity
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In order to develop positive attitudes all children should:

- follow the conventions of fair play and honest competition
- cope with success and limitations in their performance
- persevere with and consolidate their performances
- be mindful of others in their environment

### Strategies

At St Michael's, PE will be taught through;

- Exposition (demonstration, explanation and instruction) by the teacher to the class, groups or individuals
- Practical activity and related discussion
- Co-operative group work
- Consolidation and practice of fundamental skills
- Opportunity to discuss and reflect on their work through a plenary
- Use of professional/qualified coaching to enhance current provision within school
- Links made to Mental Health and Healthy Schools
- Extended high-quality provision through after school activities making use of professional / qualified coaches
- Use of community facilities – local swimming baths

Children are entitled to high-quality PE lessons. See below for time entitlements. Individual class timetables make reference to the lesson times for PE lessons. These are reviewed annually.

Year Group	PE entitlement	PE entitlement
	Outdoor	Indoor
Nursery	Unlimited opportunity for outdoor play experiences.	40 mins
Reception	Unlimited opportunity for outdoor play experiences.	1 hour
Year 1	1 hour	1-2 hours
Year 2	1 hour	1 -2 hours
Year 3	1 hour	1 -2 hours
Year 4	1 hour	1 -2 hours
Year 5	1 hour	1 -2 hours
Year 6	1 hour	1 -2 hours

### Curriculum

The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the Foundation Stage Curriculum and National Curriculum 2014. The PE curriculum at St Michael's is based on these requirements and is detailed on the long term plans on Get set4 PE.

St Michael's have adopted GE SET4 PE as a scheme of work for the teaching of skills in PE. Each year group will learn PE in accordance with the long term planning. This will ensure continuity and progression through school in order to continue to improve standards in PE.

**In Key stage 1:****Pupils should be taught to:**

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

**In Key stage 2:****Pupils should be taught to:**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

**Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breast-stroke]
- perform safe self-rescue in different water-based situations

### Role of Curriculum Subject Leader

- With the Head teacher, to share a role in the monitoring and evaluation of the PE curriculum throughout the school.
- To encourage other members of staff in their teaching of PE and to give support and CPD where appropriate.
- To encourage staff to work within the guidelines laid down in the PE policy.
- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the Policy and Scheme and resources on a regular basis.
- To manage a budget to purchase in line with the school's needs.
- To support members of staff in the use of effective planning and assessment systems.
- To oversee an annual inventory of all PE equipment.
- To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.

### Outcomes

Planning for PE is initially shown in long term plans, which incorporates Get Set 4PE resource bank. Lesson plans (annotated from the schemes of work from Get Set 4 PE) show more detailed learning objectives and differentiated activities.

High-quality lessons should include:

- A statement of the learning objective
- Retrieval from the previous lesson/year group
- Reading and teaching of vocabulary linked to the lesson
- Teaching the children to warm up safely

- The teaching of skills and techniques
- The application and adaptation of learnt skills in games activities
- Modelling of correct technique
- Use of correct and specific technical vocabulary
- Performance and evaluation of each other's work
- Work which reflects the learning objective
- Teaching the children to cool down safely
- Teaching the children the impact PE has on their bodies

### Monitoring and Evaluation

**Summative and formative assessment** in PE is carried out by class teachers:

- Informally during the course of teaching through observation to inform future planning.
- At the end of each topic teachers to complete pupil assessments through observation in order to update the children's attainment and progress in that area of PE.
- These are used to assist in reporting to the parents and passed on to the following class teacher.

### Inclusion

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil.

**More Able and Talented** pupils and children with **Special Educational Needs and Disability** will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

### Equality

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

## Resources

All teachers have access to Get SET4 PE online planning and resource tool. An inventory of resources is carried out annually, to ensure that all lessons are well equipped.

All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually.

## Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's Risk Assessments. All staff have a copy of the **Health and Safety Policy** in school documentation file.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance through the lesson
- All jewellery should be removed and stored safely before each lesson
- If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings.
- All long hair should be tied back
- Suitable clothing should be worn for each lesson. Part of the PE budget is used to purchase spare PE uniform to ensure that all children can access PE lessons.
- Children come into school wearing their PE on the day they have PE.
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- For gymnastics when the apparatus is being used suitable footwear should be worn. (Barefoot only)
- Children who do not have a PE kit will be able to borrow a kit for the day. Getting changed at the start of the day and back into their uniform at the end of the day.

### Competitions

When travelling to sporting activity, a risk assessment is completed online on Evolve and the followed issues addressed:

- All children wear seat belts
- All supervising adults to be aware of risk implications and have read the risk assessment.
- All transporting adults to be fully insured
- Parent permission for taking children out of school obtained
- After school competitions children to be transported by their parents or a responsible adult who the child's parents have given permission. School to be informed.

### Out of School Hours Provision

St Michael's provides opportunities for children in wide variety of areas. These after school clubs are updated and changing according to the interests of the children.

After school clubs are available for children to attend from Reception to Year 6. Throughout the year each year group will be given the opportunity to partake in different sports outside of school.

All sports clubs are open to both girls and boys and are delivered by qualified coaches from LFC foundation, KMC or LSSP.

Policy updated by Maria Forbes Spring 2022

Adopted by Governors:

Presented to staff: