OUR LADY QUEEN OF HEAVEN
RC PRIMARY SCHOOL

VICTORIA DRIVE
LONDON SW19 6AD

Physical Education Policy
2020

'We aim to deliver a broad and rich curriculum, appropriate and accessible to all pupils...we seek to prepare our pupils for their lives in the wider community. We help them develop as responsible and caring citizens, who are able to take ownership of their choices and actions in society as lifelong learners.'
(**Extract from Mission statement 2007)**

Article 28 (UNICEF Children's Rights and Responsibilities)
All children and young people have a right to a primary education, which should be free. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29 (UNICEF Children's Rights and Responsibilities)
Education should develop each child's personality and talents to the full.

Article 31 (UNICEF Children's Rights and Responsibilities)
Every child has the right to play and relax and join in activities.

PHYSICAL EDUCATION: INTENT

OLQH Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.
Our intent is to provide a broad and balanced P.E. curriculum to aid children's **confidence** in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate to ensure equity. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. This ethos aligns with our position as a **'Rights Respecting School'**. All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture, physical ability or any other personal characteristics.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport and physical exercise; both in and out of school – encouraging those who particularly excel to become **aspirational** and **determined** in their thinking.
Our children will have opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. PE at OLQH is an imperative element of the curriculum, which develops a need for healthy life styles, a balanced diet, positive growth mind-set and the **resilience** to **persevere** with activities that may be once have felt too difficult. We are passionate about the need to teach children how to **cooperate** and **collaborate** with others, as part of a team, understanding fairness and equity of play to embed life-long values.
We offer outdoor education opportunities for children throughout the school. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.
We encourage children to develop their **creativity** and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on **Personal, Social and Health Education** (PSHE) as well as our **Healthy Schools Accreditation** (HSL) and our **GOLD** Sainsbury's School Games mark.

'Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it' **Michael Jordan**

Aims:

Physical development:

• To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
• To be aware of the different shapes and movements that can be made with the body.
• To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
• To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
• To appreciate the value of safe exercising.

Social and emotional development:

• To develop a love of physical exercise.
• To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
• To develop confidence in their own skills and abilities.
• To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
• To realise that the right exercise for you can be fun and will give you energy for other things in life.
• To create and plan games and teach them to one another.
• To develop a sense of fair play.

Cognitive development:

• To develop decision making and problem solving skills.
• To develop reasoning skills and the ability to make judgements.
• To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
• To develop the ability to communicate non-verbally with the body
• To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
• To understand that using the correct technique will improve accuracy and individual performance.
• To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

• To develop a positive attitude to themselves and others.
• To experience a range of differing activities and realise that physical activity doesn't always have to be about winning a competition - doing your best is as important.
• To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
• To treat your team, the opposition and the referee with respect.
• To raise self-esteem through opportunities to celebrate sporting success.

PHYSICAL EDUCATION: IMPLEMENTATION

The PE Curriculum:

We provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.
In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week.
Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1, the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills. Units of work include a range of invasion; net / wall; fielding and striking games; gymnastics, dance, athletics; and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities (Year 5 and 6 residential trips).
A range of resources are used to support progression across the curriculum including: TOP sport resources, the LCP PE Scheme, Quickstick hockey and tennis resources as well as specific programmes introduced via specialist coaches.

Curriculum Differentiation
OLQH has adopted the 'School Sports Partnership' approach of using the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available
T = change the time allowed
E = change the equipment, e.g. softer or larger balls, different sized bats, etc.
P = change the people, e.g. size of the groups

Staffing/Staff development
Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class.
All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. 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 subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/ disseminate the information.
Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

Extra-Curricular

Our extra-curricular programme compliments and supplements the range of sport covered in curriculum time. A structured timetable throughout the year reflects a breadth and balance across the NC areas of activity, including gymnastics, games and athletics. We follow a range of inter-school fixtures, tournaments and festivals within the Putney Primary School Sports Association and the Wandsworth Borough sports partnership. At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied – including competitive and non-competitive as well as team and individual based clubs appropriate for all pupils.

Swimming

It is a National Curriculum requirement that all children should swim 25m by the end of Key Stage 2. Therefore, swimming lessons are compulsory for all children at OLQH, children attend swimming lessons at Putney Leisure Centre in Years 3, 4, 5 and 6 with qualified swimming coaches (6 months per class per year). They also participate in Lifesaving skills as part of their programme of lessons.

OLQH hats should be worn and we recommend appropriate swimwear i.e. an OLQH one piece costume for girls and OLQH trunks (not shorts) for boys.

Safety

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

• Children should dress in shorts, tracksuit bottoms and t-shirts.
• Children will work in bare feet for indoor gymnastics and apparatus work.
• Trainers are worn for outdoor games, together with tracksuits if it is cold.
• Jewellery is not to be worn. Watches should be kept safely in a container in the classroom.
• Long hair should be tied back and rigid headbands should be removed.
• Children will be trained to lift and carry any apparatus sensibly into position under adult supervision.
•Apparatus will be checked annually by 'Sports Safe' and each session, by teachers, when used.

Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs.

Links with other subjects

PE can link to other subjects, e.g. Literacy, (recount/report/ instructions),
Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas, as well as the appropriate use of audio visual and data logging equipment.

Diversity, Gender and Equality

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability.

PHYSICAL EDUCATION: IMPACT

Action Plan – refer to….

Records and Assessment
Assessment of PE is made through lesson observations, through discussion with the children and through their own self-assessment; alongside the monitoring of medium term planning, weekly planning and end of unit assessments.

Clubs and Competition Participation - annual survey

Number of children from KS2 participating in:

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
School Sports Clubs	81%	77%	79%	91%	84%	75%	**Covid 19**	**Covid 19**
School Sports Competitions	73%	69%	67%	88%	71%	*66%	**Covid 19**	**Covid 19**

* PPSSA District Sports cancelled on two occasions due to heavy rain – not rescheduled
* PPSSA All-inclusive swimming gala not organised this year – will initiate next year!

PE Funding annual review – see website

Swimming 25m percentage?

School Sports Partnership (SSP)
OLQH is a member of the Wandsworth SSP, Wandsworth School Games and Putney Primary Schools Sports Association. OLQH accesses curricular support, competitive opportunities for our pupils and training for staff via these partnerships. As a school, we aspire to the 7 High Quality National Outcomes which guide the work of all SSP's.
These are:
• Increased participation in high Quality Physical Education.
• Increased participation in high Quality 'Out of School Hours Learning'.
• Increased Participation in high Quality Informal Activity.
• Increased attainment and achievement through PE and Sport.
• Improved behaviour and attitude in PE, Sport and whole school.
• Increased participation in competitive and performance opportunities.
• Increased involvement in community sport and improved quality of community life.

Summary
At OLQH we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.