



# English Martyrs'

CATHOLIC VOLUNTARY ACADEMY

## English Martyrs' Catholic Voluntary Academy

### Physical Education and Activity Subject Policy



*“At English Martyrs’ Catholic Voluntary Academy, we offer a broad-based curriculum which promotes the spiritual, moral, cultural and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of adult life.”*

#### Our statement of Intent for Physical Education and Activity:

English Martyrs’ aims for every child to experience an individual learning journey in Physical Education so that they have a healthy and active lifestyle. Sedentary living patterns and unhealthy dietary habits are becoming more prevalent in our society and there is strong and consistent evidence that doing regular, moderate-intensity physical activity provides a range of physical, intellectual and emotional benefits for everyone.

We aim to inspire and engage children’s interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community. We aim to foster children’s interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages. We aim to promote our Christian values through sports and positively encourage children to share, respect, support, trust and work together.



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By participating in physical activity before, during and after school, pupils can gain a range of physical, social, emotional and intellectual benefits. Physical activity opportunities can be provided through health and physical education activities, sport, recreation and games. Therefore, physical activity is an important dimension in pupils' broad scope of development during their years of schooling. It is important that children are given opportunities to participate in a range of enjoyable physical activities and good nutrition habits at an early age so they will be more likely to continue being physically active throughout the rest of their lives.

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

**In line with the National Curriculum (2014), English Martyrs' ensures that the following aims are put at the centre of the PE curriculum to provide the children with the knowledge needed to become healthy members of society.**

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

## Our Implementation: teaching and learning in PE

- The playground areas, field and hall are used to facilitate Physical Education. Swimming lessons are provided by qualified teachers from Derbyshire County Council and are delivered at West Park Leisure Centre, Long Eaton. Trained Teaching assistants from the school support these sessions
- Senior leaders, Teachers and a coach from First Grade Coaching liaise to provide high quality PE across the school
- Coaches from local sport clubs (e.g. Tennis/Cricket) and Erewash sports initiatives provide additional opportunities for extending the PE curriculum.
- After school sessions run for a 5 week period each half term for children in both Ks1 and Ks2, a sports club run once a week (delivered by a qualified coach) for Ks1 and KS2 with a different focus each half-term.
- Lunch time clubs provided focused activities for KS2/KS1/EYFS children helping to establish healthy lifestyles.
- The school has links with the local secondary schools who provide sports leaders and young coaches to support events and playtime activities.
- The school is part of the Long Eaton Super-six programme where a series of sporting events takes place around the local community.

## Physical Education in EYFS:

Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:



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## Expected

- Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

## Exceeding

- Moving and handling – Children can confidently hop and skip in time to music.
- Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

## National Curriculum expectations for Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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.

## National Curriculum expectations for Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should develop an understanding of communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

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.



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- 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.

## Contribution of PE to teaching in other curriculum areas

### **English**

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

### **Maths**

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

### **ICT**

Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

### **PSHE**

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

### **Christian Values**

Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance. PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

### **DT - Healthy Eating**

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

### Inclusion

- Class teachers or sports coaches will ensure that spare PE kit is available for any occasional circumstances



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where a child does not have their own in school.

- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

## Assessment & Recording

- Assessment is usually carried out by the class teacher or sports coach in the course of the normal class activity.
- This is done mainly through observations and sometimes through discussion with children.
- A photographic/video record is sometimes used to document some of their work.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Children are judged on how well they have acquired a skill in KS1 and KS2 they will be judged as emerging towards, meeting or Greater depth
- Physical Education / physical development is included as part of the end of year reports to parents.

## Health & Safety

All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes, epilepsy and asthma are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment including an annual check made by Derbyshire County Council Personnel
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert (Derbyshire County Council).
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher, coach or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc ).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. Earrings must not be worn
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.



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## Getting changed

Children from Reception to Year 4 will change together in their classrooms with whoever is responsible for the class at the time to be within the class to help with any issues or problems. The staff member is to follow the Department for Education guidance at all times. Children in years 5/6 will get changed separately, with either the girls or boys (depending on the children) will get changed in the classroom and the cloakroom.

- There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

### **This means that adults should:**

- Avoid any physical contact when children are in a state of undress
- Avoid any visually intrusive behaviour
- Announce their intention of entering changing rooms

(Further guidance can be found in the school's 'Safer working practice' documentation)

## School Sports Premium

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds. This document is available on the school website to view.

## Monitoring & Review

The subject leader will oversee the continuity and progression within annual and medium term plans. They will also monitor the quality of teaching and learning through observations. The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

**Policy written by:** Emily Coxhead (November 2019)

**Reviewed and updated by:** Emily Coxhead (March 2021)



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