

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all its fullness

Physical Education (PE) Policy September 2023

- A happy, healthy, safe place to learn how to look after our bodies and minds.
- An inclusive place that nurtures children's individual talents.

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PHYSICAL EDUCATION (PE) POLICY

1 Aims and objectives

1.1 Physical education develops the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. These include Fundamental skills, fitness, dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

1.2 The aims of PE are:

- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.
- To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising.
- To develop the children's enjoyment of physical activity through creativity and imagination.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- We will endeavour to instil the Christian values of self-discipline, resilience and humility through all physical activities.

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in PE lessons to engage the variety of learners. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other and they have the opportunity to use a wide range of resources.

2.2 In all classes, there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group e.g. different games.
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

3 PE curriculum planning

3.1.1 PE is a foundation subject in the National Curriculum. Our School uses the "Progression skills ladder" as a basis for its curriculum planning for PE. All PE planning must include warm up, taught skills, practice and application, revisit and cool down.

Year 1 will cover – Gymnastics, Dance, Outdoor and Adventure, Team and Invasion Games, Net and Wall Games, Athletics, striking and fielding games, Multiskills, Sports Hall Athletics and Fitness (yoga, circuits and aerobics).

Year 2 will cover – Gymnastics, Dance, Outdoor and Adventure, Team and Invasion Games, Net and Wall Games, Striking and Fielding, Athletics, Multiskills and Fitness.

Year 3 will cover – Multiskills, Dance, Gymnastics, Striking and Fielding, Outdoor and Adventure, Athletics, Net and Wall Games, Invasion Games, Sports Hall Athletics, Swimming, Fitness (Circuits, Zumba, Yoga, Cross Country).

Year 4 will cover – As Year 3 (no Multiskills)

Year 5 and **Year 6** will cover – Lacrosse, Sports Hall Athletics, Dance, Gymnastics, Football, Long Distance Running, Outdoor and Adventure, Hockey, Tag Rugby, Striking and Fielding, Athletics, Invasion Games, Net and Wall Games and Fitness (Yoga, Pilates, Zumba, Boxercise).

The governors of the school have decided that we should also follow the non-statutory guidelines for Key Stage1 in relation to swimming activities and water safety.

- 3.2** The curriculum planning in PE is carried out in three phases (long term, medium term and short term). The long-term overview, maps out the PE activities covered in each term during the key stage and is published on the School website. The PE Subject Leader works this out in conjunction with teaching colleagues in each year group.
- 3.3** We will provide 2 hours per week for PE in line with National Curriculum guidance. Each class is timetabled so they can access the hall/field/playground regularly.
- 3.4** Swimming lessons are provided by qualified instructors/teachers from Carlton Forum swimming pool, (Yr 3 & 4 only) from September to February.
- 3.5** The School is currently deploying the PE Subject Leader to cover PPA in Years 3, 4, 5 and 6. As part of this deployment, the Subject Leader will teach PE (one session for each year group).
- 3.6** Teachers are able to support their planning from a variety of resources such as Val Sabin, Twinkl, Hamilton Trust and Primary PT scheme of work. The Class Teacher and Subject Leader often discuss this planning on an informal basis.
- 3.7** We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each area, there is planned progression built into the scheme of work through ‘I can’ statements (skills ladder), so that the children are increasingly challenged as they move up through the school.

4 The foundation stage

- 4.1** We encourage the physical development of our children in the Foundation class as an integral part of their work. As the Foundation 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 three to five years of age. Agility, Gymnastics, Dance, Athletics and Team Games. Alongside this Foundation stage children are also developing multi-skills and fundamentals. We encourage the children to develop confidence and control

of the way they move and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

5 Contribution of PE to teaching in other curriculum areas

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

5.2 Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In Dance and Gymnastics, children make video recordings, take photographs of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work.

5.3 Music

Older children work in groups to produce exercise to music routines for the whole school 'Wake and Shake' and for dance productions linked to school shows.

5.4 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating and how to make informed choices about these things. As well as learning how to work together in a team, how to deal with competition and learning to control emotions associated with competitions.

5.5 Spiritual, moral, social and cultural Development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's level of ability and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

6 Teaching PE to children with special educational needs and disabilities

6.1 At our school, we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting

suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

- 6.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and adaptation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 6.3** Intervention is made through the Individual SEND termly targets for children with Special Educational Needs. The termly targets may include as appropriate, specific targets to PE.
- 6.4** We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

7 Gifted and talented children

- 7.1** We believe in creating opportunities and experiences to extend and develop even most gifted sporting pupils. Activities and competitions within the Faith Schools and Gedling Sports (school games) will be offered and encourage these children to excel further in sport. Links with outside clubs are also established and children will be encouraged to take part.

8 Equality

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

9 Safeguarding

- 9.1.1** All adults working with the children 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 with clubs.
- 9.1.2** Boys and girls in Year 5 and 6 are not expected to change together.

10 Assessment and recording

- 10.1** Teachers currently assess children's work in PE through the UKA Academy Awards, which is assessed twice a year, in line with the 'PE Yearly Overview' and at the end of each unit in line with the 'I Can' statements (Skills Ladder)
- 10.2** The PE Subject Leader co-ordinates the assessment, keeps photographic and video evidence of activities e.g. sports day, festivals and competitions. These are often displayed or presented in a portfolio in the school entrance hall or on the school website. Recognition of these assessments are also celebrated, as part of the 'Sports Award' Evening.

11 Resources

- 11.1** There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store and this is accessible to all adults. The hall contains a range of large apparatus and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field and playground for games and athletics activities and the local swimming pool for swimming lessons.

12 Health and safety

- 12.1** The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to come into School in their PE Kit on their set days. **PE Kit** consists of - in Summer – trainers, blue/black shorts, white t-shirt, white socks and in Winter – trainers, blue/black shorts, white t-shirt, white socks with tracksuit that must be blue/black for outdoor PE. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that **NO** jewellery is to be worn for any physical activity and long hair to be tied back. Children who do not attend School with their PE kit on will be provided with sport related activities to complete during the lesson. A text will be sent on the day to the parents informing them that their child has no PE kit.
- 12.2** First Aid equipment is available and all staff have received training in what action to take, including calling for assistance in the event of an accident. The First Aid kit **MUST** be taken on all out of school sports festivals/competitions.

12.3 Medical Conditions – It is the responsibility of the Teacher to take note of any medical conditions of individual children in their class (such as Asthma) so they can participate safely and as fully as possible. Any child who is not able to take part in PE for a long period must provide a written note from their parent or doctor stating reasons why their child cannot take part.

12.4 Regular checks are made on all equipment. The PE Subject Leader makes termly visual checks for wear and tear and security of major items. All staff are responsible for reporting signs of wear and tear. Any items constituting a danger should be taken out of use immediately. All items of equipment are inspected annually by an independent safety expert (Sports Safe UK).

13 Monitoring and review

13.1 The monitoring of the standard of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. Learning walks, planning, monitoring and pupil voice take place termly and the PE subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement through action plan.

14 Extra-curricular activities

14.1 The school provides a range of enrichment PE activities for children at the end of the school day for both KS1 and KS2. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents throughout the year, which changes on a half-termly basis. The school also plays regular fixtures against other schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

14.2 The school recognises and celebrates children's sporting achievement from 'Out of School' clubs. Children are encouraged to bring in certificates/awards into School, which are shown in celebration collective worship. At the end of the academic year, a 'Sports Award Evening' is held to celebrate individual and team sports achievements over the course of the present year, in school and out.

- 14.3** All pupils have the opportunity to participate in two annual sports days, which are both competitive. Members of the governing body, P.T.F.A and Sports Crew help run both of these events.
- 14.4** Throughout the School, all children are involved in a variety of intra house sporting festivals/competitions, which are organised with Gedling Sports, Sports Leaders, Extended Services (Faith Schools) and teachers. The PE Leader co-ordinates these.
- 14.5** All children will have the opportunity to participate in lunchtime sports activities. These are timetabled and displayed in school. Activities are ran by Lunchtime Staff and Sports Crew.
- 14.6** The subject leader will select a group of sports leaders (Sports Crew) to help run sport within the school. Part of their role will include running lunchtime sports, sports days, special sporting events, assist in Year 1 & 2 with recording data for PE assessments (when needed).

15. Staff Training

- 15.1** The PE Subject Leader will have access to specific training to support and develop their role.
- 15.2** All staff will be encouraged to attend courses. We will provide training through staff inset days and staff meetings. Observations of model lessons will take place.

Reviewed: September 2022

Review: September 2025

Reviewed by staff: Miss F Jackson

Governor :