

Darwen St James'
C of E Primary Academy



PE Policy

2022/23

Mission Statement

Nurturing ambition through a living faith

Vision

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

Bible

Let us not love with words or speech alone but with actions and truth. John 3:18

School Aims

At Darwen St James' C of E Primary Academy children are central to all that we do, their education, well-being and development of the whole person.

The aims of the school are:

- To deliver high quality education in which a range of creative and stimulating experiences and activities are provided so that each child has the opportunity to develop their full potential.
- To promote and experience an understanding of Christian principles as a basis for developing the personal qualities relevant to a positive contribution to community life (both in and out of school).
- To nurture our children to develop emotionally and socially in order to help them enjoy and manage their lives to be effective learners, respectful, tolerant and responsible citizens.
- To create a high quality learning and working environment, promoting ownership by children and staff and developing a sense of responsibility and pride.
- To create a high performing team of staff and governors with the necessary knowledge, skills and understanding in order to meet the demands of education in the 21st century.

Equal Opportunities

The Equal Opportunities Policy of Darwen St James' C of E Primary Academy is part of the ethos of our school and is supported by the Mission Statement and the policy for Race Equality. This policy helps to ensure that we do not discriminate against anyone (adult/child) on the grounds of race,

gender, religion, nationality or national origins.

Rationale

Physical Education aids in the development of knowledge and skills, as well as a continuing development of competence and confidence, throughout school, in a variety of sports and games. It allows children to think openly and creatively in order to achieve a goal, and then allows an opportunity for further development in evaluating not only their own performance, but those of peers, in a mature and constructive manner. Physical Education gives children the opportunity to behave cooperatively within their class, developing teamwork skills, whilst also allowing ample opportunity to develop a competitive spirit, which the child can apply to many areas of life. It also develops a positive attitude towards failure, using a growth mindset. The curriculum itself aims to be varied and exciting, giving children the opportunity to experience different aspects of the sporting world, whilst continuously enhancing physical development and chances to see and feel the body in action. Physical Education also provides pupils with a chance to develop their essential skills as they apply teamwork, creativity, leadership and problem solving skills.

Aims

There are four core aims to our PE lessons:

1. Physical: - A 'through school' development of core skills, vocabulary and balance
 - Building stamina and fitness levels
 - Developing control and coordination
2. Principles: - Understanding and applying rules relating to various disciplines
 - Developing personal attributes, such as perseverance, which may relate to our Christian ethos; self confidence and independent thinking; working in a team and communicating effectively.
 - Applying problem solving skills, and another essential skills
3. Enjoyment: - Allowing children to have the opportunity to think creatively
 - Maintaining an interest and enthusiasm for sports
4. Awareness: -Understanding the importance of regular physical activity

-Recognising the effects of both participating in physical activity and failure to do so on the body.

-Importance of living a healthy lifestyle

Objectives

The PE curriculum which is taught aims to provide children with the opportunity to access a variety of different sporting activities:

Within the EYFS (Physical Development):

- Running and dodging
- Moving the body
- Dance
- Gymnastics
- Jumping and landing

Within Key Stage 1:

- Dance
- Gymnastics
- Kicking
- Running and dodging
- Striking and fielding
- Throwing and catching

Within Key Stage Two:

- Gymnastics
- Invasion games
- Dance
- Striking and fielding
- Athletics
- Outdoor activities (orienteering)

Planning and Teaching PE.

As a core subject in the National Curriculum, PE is allocated two, one hour slots within most class timetables. One lesson is taught by the class teacher alongside our PE partners, Progressive Sports, who provide CPD through team teaching. This follows a blended curriculum of both IPEP and Professional Sports scheme of work. EYFS follow a bespoke programme designed alongside Progressive Sports to aid in the children's Physical Development. The second lesson is part of the PPA cover provision and delivered by trained coaches from Junior Jam- this follows a similar overview to the schools and focused on key skills and application.

Planning.

Teachers are required to work with Progressive Sports to use IPEPlanner and their scheme of work, which provides staff with clear learning outcomes for each lesson. Each lesson should follow the scheme so that it includes a warm up, main body and cool down. Evidence of lesson coverage and attainment is to be collected through photographs and stored on Google Drive.

Each lesson should have a clear goal, which is met through a development of skills within small tasks in the lesson. This is the same for all key stages. The development of skills can be seen throughout the whole school, as topics are taught in sync. This then leads to an application of skills with a competitive element at the end of each term.

The wider school lessons should focus on the development of skills and relationships which relate to the sport studied at the time. A progression of skills should be evident, both throughout the lesson and through a group of lessons leading to an end goal. An opportunity for assessment and evaluation is given in lessons, either peer assessment during an activity and by the teacher. When giving the children opportunity to peer assess, attention should be paid to teaching about constructive criticism and using a growth mindset approach. This also applies to Junior Jam lessons.

Within the Early Years, lessons should focus on the development of skills such as control, manipulation and movement, whilst also aiming to pay attention to both fine and gross motor skills. Many lessons allow for children to explore the environment and equipment whilst developing skills, in order to allow children time to gain confidence. This can also be an opportunity to introduce children to a variety of vocabulary relating to both the wider curriculum and the Early Learning Goals, such as positional language (up, down, next to, under).

Teaching.

A good PE lesson should follow six points:

1. Purpose: Lessons should have a clear objective and outcome, which the children are aware of and are eager to work towards.
2. Progression: The abilities of individual pupils should be developed throughout a lesson, through repetition and refinement of certain skills. This should build upon prior knowledge or skill.
3. Pace: High levels of activity should remain throughout the lesson, with limited time 'setting up'. Teachers should give high expectations in terms of effort of the children and participation within the lesson.
4. Coherence: Teachers should establish links between subjects, through PE.
5. Challenge: A variety of tasks should be available, both physically and mentally, so that children can feel challenged and pushed to achieve.
6. Differentiation: Children should be challenged appropriately, using equipment, distance and time, so that good progress can be made by all children within the lesson.

Teaching should be conducted by both the Progressive Sports coach and class teacher, with varying levels of input from the teacher depending on their own skills and development.

Inclusion.

As a school, we strive to give every child the opportunity to participate in all areas of the curriculum, wherever possible, and this is also the case in PE. Through the teaching, we provide all children the chance to develop and enhance their skills and confidence within sport, by setting suitable and personal learning goals for children and then responding appropriately to specific needs. In rare circumstances whereby the participation in a lesson for a child may result in lack of enjoyment or a physical risk, then the teachers are to act within accordance to the Inclusion policy and communicate effectively to all involved, including the SENDCo, parents, child and headteacher.

All children are to have access to PE activities regardless of race, gender, religion or cultural differences.

Special Educational Needs.

In line with the Inclusion policy, all children with special educational needs are to have access to all areas of the PE curriculum wherever possible. It is the responsibility of the teacher to provide provision for any child with special educational needs so that they can participate in the lesson. They are required to meet any sensory, physical, emotional or behavioural needs accordingly and liaise with any agencies and/or teachers specifically so that any child can take part. Any specialist equipment which may be required should be discussed with the PE co-ordinator and the SENDCo so that modifications can be made where appropriate. It may also be appropriate to have the help of a Support Assistant to work with any children who may be struggling. It is important to focus on the child themselves and their abilities, rather than their disability.

More able children.

More able children may be enhanced through extension activities, as they would in any other lesson, which enables them to continue to develop their skills. Where this is not possible, it may also be acceptable to give those children additional roles, such as teaching another child in the class or being a referee.

Any child who is spotted to have a skill in a sport should be encouraged to participate in this sport as much as possible through extra-curricular clubs, both in and out of school.

Cross curricular links.

Teachers are encouraged to bring and use their specific subject knowledge into the teaching of PE. Although links may not be obvious, wherever possible teachers should refer to those links when they are in play.

1. Science:

- a. Health and fitness
- b. The human body (respiratory system)

2. English:

- a. Speaking and listening
- b. Extending vocabulary

3. Geography:

- a. Map reading (orienteering)

4. Music:

- a. Rhythm
- b. Tempo

5. Information Communication Technology (ICT):

- a. Use of stop watches
- b. Video recording equipment
- c. Internet

6. Personal, Social, Health Education (PSHE):

- a. Exercise and healthy eating
- b. Working collaboratively
- c. Making informed choices

7. Mathematics:

- a. Speed
- b. Distance
- c. Time
- d. Measurement
- e. Recording
- f. Data handling

Christian values.

The Christian values and ethos of our school is important and can be seen through all areas of the curriculum, including PE.

Perseverance

Perseverance can be seen continuously throughout PE lessons; children who may not find PE easy persevere to achieve and in those who represent the school in teams.

Hope

Our children are full of hope and enthusiasm when it comes to sports, especially competitive sports, team games and competitions. They hope and pray that they do their best and that they win, but if they don't they are respectful and show great sportsmanship towards the winning side.

Courage

Some more challenging activities in PE may ask the children to be brave and attempt something they may have felt unable to do otherwise.

Love and friendship.

This is most evident in team games, when children work together for a common goal.

Assessment and recording.

Teachers will work alongside Progressive Sports to assess children throughout the course of the term. This will be conducted in two ways. Firstly, a small selection of children will be chosen weekly to assess individual skills- evidence of this assessment will then be gathered and documented on the assessment grids used throughout foundation subjects, with photographic evidence. Secondly, the application of skills will be assessed through the competitive game at the end of the term.

Photographic evidence can also be kept by the subject leader, showing the development of skills and the coverage of PE lessons. This can then be used to further the development of PE lessons within the school.

Health and safety.

Health and safety is an important aspect of PE, as failure to be aware of the risks could result in injury.

Before the lesson:

Teachers should check the area to be used for PE for any hazards. This may include checking for loose surfaces outdoors or checking that the hall floor is clean and dry. Teachers should also endeavor to check and familiarize themselves with PE equipment before the use of the children. Any hazards with equipment should be reported to the subject leader.

Clothing.

All children participating in a PE lesson should wear appropriate clothing:

- Trainers or pumps
- Shorts (leggings may also be appropriate for some girls.)
- T-shirt
- Jumper (may be worn whilst outside if appropriate) Any child without a PE kit may borrow one from the spare kit box in the PE cupboard, but this must be returned to the box at the end of the lesson. The teacher is responsible for this.
- Hair is to be worn up as it can cause a hazard. All jewellery is to be removed or covered where possible.
- Teachers are expected to follow a similar dress code for teaching PE and to set an example to the children.

Accidents.

A well-stocked first aid kit should be kept in the area being used for the PE lesson, within easy reach of the teacher. Any accident should be treated appropriately by a trained first aider. Any procedures should then be followed in line with the schools health and safety policy.

Security

Buildings intended for use in PE should be checked to ensure that they are secure places. If the lesson is taking place outside then gates and other access points should also be checked prior to the lesson. Any problems should be recorded and passed onto the appropriate staff member. PE store cupboards should be kept closed and access should not be given to the children, unless stated otherwise (i.e: sports prefect may be accompanied in the cupboard). Children who are not participating in the lesson are still the responsibility of the teacher and should be sat at the side of the area with an appropriate activity.

Extra curricular opportunities.

A wide variety of after school sports-based clubs are available throughout the school year and are used to form sports teams which play in regular fixtures against other schools. The clubs are not limited to those more able children, but open to any child who wants to try. The main aim of sports clubs is to encourage a further enjoyment for sports. Some further activities take place within the school day and are open to all children who wish to take part. These teams will be chosen and formed

based on behaviour and who would enjoy the most. All additional sports activities foster a team spirit for the school and cooperation between children across year groups.