



# Great Marsden St John's Primary - C of E Academy.

## Physical Education Policy

Agreed by Local Governing Committee in March 2023  
Policy will be reviewed by March 2025 or before if required.

### **Our Vision**

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

### **Our Mission**

We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.

Ephesians 3

### **Our Values**

LOVING God

LOVING Others

LOVING Ourselves

LOVING Learning

LOVING Life

### Policy Statement

At Great Marsden St Johns CE Primary school we believe that a high-quality physical education curriculum should inspire all pupils to succeed and excel in physically-demanding and competitive activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness as well as developing an enjoyment of sport. Children should be inspired to further develop the skills they develop in PE lessons in out-of-school activities organised by both the school and local organisations. The school should also signpost children to local clubs who can further support children in their physical development.

Physical activity should help children to develop the ability to work independently, and communicate with and respond positively towards others as part of a team which will help to embed values such as fairness and respect. Physical activity in school should promote an understanding of safe practice, and develop a sense of responsibility towards pupils' own and others' safety and well-being.

In order to support our healthy schools ethos, pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the criteria for achieving National Healthy School Status and especially those for Physical Activity, which the school is working towards.

Aims:

The purpose of study of the national curriculum for physical education (2014) states:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims of NCPE (2014)

The national curriculum for physical education aims to ensure that all pupils:

Develop competence to excel in a broad range of physical activities  
Are physically active for sustained periods of time  
Engage in competitive sports and activities  
Lead healthy, active lives.

The School's aims for pupils in Physical Education are:

To enjoy and succeed in physically demanding activities

To develop an increasing ability to select, link and apply skills, tactics and compositional ideas

To develop the ability to work independently as well as communicate with and respond positively towards others whilst making a positive contribution to their own and others learning

To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising, and the need to sustain this throughout life

To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being

To provide a programme of activities which extends and enriches curriculum provision

### **Provision - Curriculum**

All pupils are entitled to a progressive and comprehensive physical education programme which embraces current Statutory Orders of the National Curriculum and the statutory EYFS Framework and takes into account individual interests and needs.

The school provides all pupils with the entitlement of 1 hour of high quality Physical Education a week. This it delivers through 1 lessons of 60 minutes duration.

Pupils have access to a balanced curriculum programme of study. The curriculum intention and overview can be found in the PE Curriculum Statement and Curriculum Overview here <https://stjohnselson.co.uk/classes-curriculum/ourcurriculum/physical-education>

### **Provision - Physical Activity :**

To support the healthy school ethos, the school encourages all children to take part in additional sports activities. This will include before and after school clubs. The PE coordinator will monitor pupil participation in out of school learning in order to ensure a wider as possible range of children are involved.

The aims of the additional physical activity programme are to extend and enrich the work being done during curriculum PE and to provide some pupils with opportunities to enable them to develop the skills they need to access curriculum PE. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

The school offers a wide range of lunch-time and after school activities. These are open to any pupil in the relevant year group. To ensure the quality and sustainability of additional physical activity, the school will use coaches qualified to the minimum expectation of Lancashire County Council.

PE and sport premium funding is used to increase the range of opportunities available to pupils. The PE subject leader will monitor uptake and report back via the PE and sport premium reporting template, details of which can be found below.

### **PE and Sports funding**

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that the Primary PE and Sport Premium should be used to:

- Develop or add to the PE and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

The school is required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. Our detailed plans are available on our website: <https://stjohnselson.co.uk/key-information/sports-premium>

Our PE and sport Link Governor whom with the PE subject leader liaises on all matters PE and sport premium is Mr Martin Sansam.

### **Equipment and Resources:**

Resources are kept in the store cupboard in the hall. Netball posts are available in the outdoor shed.

Resources returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Be told of any safety procedures relating to the carrying or handling of resources.

Pupils should not be allowed to access the PE store cupboard without direct supervision. Any damage done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Teaching books and other resources for teachers are located in the PE equipment cupboard. A list of available resources is attached to this policy.

### **Safe Practice:**

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education, Physical Activity and School Sport" (2020) guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety. A copy of the afPE manual is held by the PE Co-ordinator.

### **Risk Assessment/Managing Risk:**

Good teaching and therefore safe teaching in PE are achieved where a balance between appropriate challenge and acceptable risk is illustrated and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as 'forethought', is an essential part of effective teaching, managing and learning.

Where this process reveals a risk that cannot be sufficiently managed, then the planning needs to be reviewed.

The importance of safety in PE is stressed whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground. Teachers in school are encouraged to carry out dynamic risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Following Lancashire County Council advice, a Level 2 award is the normal baseline qualification for each activity a coach is expected to teach, diverting from this standard only if the coach is observed prior to acceptance and demonstrates good coaching qualities and is working towards a Level 2 qualification where appropriate. Teaching assistants will not be asked to cover PE lessons.

## **PE Kit:**

All children must wear full PE kit for every lesson according to the uniform policy. Every classroom has spare kits, which the class teacher is responsible for.

Royal blue round-necked tee-shirt

Royal blue shorts

Black elasticated or Velcro pumps (no laces)

Trainers should be worn for outdoor games lessons

Blue tracksuit bottoms may be worn for outdoor games in colder weather

Children in Year 4 also require a swim suit and towel. This should be a one piece for girls. Boys should not wear shorts. Children with long hair also require a swimming hat. This is the requirements of the local swimming baths.

Jewellery must be removed before every PE lesson. If earrings cannot be removed they must be covered with micropore tape. Staff should always give a verbal reminder to students and, where necessary, visually monitor the group and/or individuals. Particular vigilance may be required when dealing with body jewellery. If items cannot be removed, staff need to take action to try to make the situation safe. In most cases, this may mean providing tape to cover earrings.

The decision as to whether it is safe or possible to wear glasses or hearing aids will usually be determined by the nature of the activity. Where the sensory aid needs to be worn for safe participation by the individual, then the staff, wherever possible, need to amend the activity (such as providing more space and time) or the equipment (such as using a soft ball instead of a harder one) in order to try to make participation while wearing a sensory aid as safe as possible for the wearer and others in the group.

Staff also need to be mindful of their own adornments, and remove them prior to teaching physical education. The wearing of rings and large hooped or drop earrings, for instance, has been responsible for unnecessary injury in the past, and represents a hazard to both staff and students involved in the lesson.

Long hair worn by both staff and students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent vision being obscured.

## **Religious and cultural clothing**

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

If children wear tights for school, these must be removed for PE. It is understood that some pupils will wear leggings or tracksuit bottoms (with tight leg-bottoms) in PE for religious reasons.

Any clothing worn to comply with a faith commitment should be appropriate to the PE activity. Clothing should be comfortable and allow for freedom of movement, while not

being so loose as to become a hazard. Headscarves (such as the hijab), where worn, should be tight, secured in a safe manner, particularly at the side of the face, and unlikely to obscure vision or catch on anything that may put the wearer at risk. In swimming lessons, unacceptable exposure of the body should be managed through adjustments in swimming attire to accommodate religious and cultural sensitivities while not compromising the safety of the students concerned.

For classroom-based movement in a limited space or playground activity (eg 'wake and shake' type activities), it is acceptable for children to remain in their school uniform as during this type of activity, children work within a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced. Clothing for PE - staff

Clothing and correct attire for a particular PE activity represent important features of safe practice that apply in equal measure to both staff and students. Staff should always endeavour to change into appropriate clothing for teaching physical education. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

### **Footwear**

All staff and students need to change into footwear that is appropriate for the lesson location and, ideally, for the PE activity being taught. Children need footwear that is capable of transmitting feel for the movement and the surface they are working on.

In gymnastics, barefoot work is the safest, whether on floor or apparatus, because the toes can grip.

Staff will avoid situations where some children wear training shoes and others have bare feet.

Trainers are acceptable for outdoor PE only.

All footwear should be of the correct size and correctly fastened in the manner of its design to ensure appropriate support for the ankles. It is important that teachers check to ensure footwear has the required specification and provides the necessary support for safe participation. This is particularly important if pumps have been borrowed.

### **Changing Provision**

This principle is about ensuring dignity, decency and privacy where needed, be it for reasons of physical development or other individual needs.

Children change for PE within their classrooms. This is so correct supervision can be maintained at all times.

In Upper Key Stage 2, a screen will be used to divide the classroom so that girls and boys can change separately.

### **Staff Continued Professional Development (CPD):**

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. 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 or through INSET. All staff who attend any CPD course must provide feedback/ disseminate the information they have received.

Policy written by K Jefferies (March 2023) based on LCC model policy