



Scotforth St Pauls Cof E Primary & Nursery School Physical Education Policy 2020

Intent

MISSION STATEMENT

We learn, grow and care in God's family

Pupils develop skills, knowledge and enthusiasm for on-going learning through an inspiring curriculum

Pupils grow in emotional and spiritual resilience, surrounded by God's love

Our aim is to help fulfil the potential of each child physically, intellectually, emotionally, morally and socially through a high quality PE curriculum. This will be focussing on learning through physical activities and sport whilst supporting our Christian ethos and values. This will enable the young people to be physically literate, leading to the development of a healthy and active lifestyle, with good self-confidence and self-esteem and a lifelong positive attitude to a healthy and active lifestyle.

- Physical activity and sport makes a valuable contribution to pupils' health and well-being, especially adhering to the '5 Key Indicators.'(See appendix 1)
- Physical activity provides pupils' with the confidence, skills and positive attitude needed for lifelong participation in physical activity.
- Research has indicated that PE time is not detrimental to academic performance and may help to improve it.
- PE provides valuable opportunities to promote personal, social and health education (PSHE), spiritual, moral and cultural development, and citizenship within the curriculum.
- Physical activity provides opportunity for pupils to learn to work together as a team and to recognise and respect the skills of others.
- Physical activity provides opportunities for pupils to take on board responsibility and learn leadership skills.
- Physical activity can play an important role in developing links with other local schools and the local community.
- Physical activity can help to raise the profile of the school.

Implementation

All children are entitled to a progressive and broad Physical Education programme which embraces the Statutory Orders of the National Curriculum and which takes account of individual interests and needs, and provided opportunities to build character and embed values such as fairness and respect.

- *The Curriculum*

Our school uses the Lancashire Scheme of Work and a cross-curricular scheme 'champions' as the basis for its Curriculum planning in PE.

At Scotforth St Pauls, we follow Lancashire scheme of work, which we adapt and modify to meet the needs of all our children. This scheme allows the children to have a series of purposeful and progressive sessions, which build upon the learning and skill development from the previous.

- EYFS- works mainly on the five fundamentals through a topic or book. Leading onto an assessment at the end of the year on the maturity of the skill. Alongside implementing our Christian values and team work.
- KS1- Continuing the development of the 11 fundamental movement skills through different medium of games, dance and gymnastics, also assessing the children against the fundamental movement skills with a core task at the end of each unit. Building on team games, tactics, communication and resilience through games.
- KS2- Embedding the fundamentals, applying and developing a broader range of skills through sports specific areas e.g. hockey, netball, rounders and swimming, plus all of the other activities: swimming and water safety, Outdoor Adventure Activities and athletics. Building on collaboration, communicating and competing against each other inside school and outside school.
- Assessment- Staff will assess children after each core task highlighting children above and children who are underachieving. We have just bought into a PE Passport App to help assessment. This is being trialled now.
- PE Premium used to evidence and enhance the progress on the key indicators (see Key Indicator Sheet on the website).

The Curriculum planning in PE is carried out in three phases, (long-term, medium-term and short-term). The Curriculum Map outlines the PE activities covered in each term. A record of this is kept to show curriculum coverage to highlight any omissions from the Curriculum Map, and prevent repetition and show continuity and progression. The medium-term plans give details of each unit of work, including core tasks. Class Teachers' short-term planning (from Lancashire Planning) builds upon the prior learning of the children, with opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in PE.

- *Assessment and Attainment*

Children are encouraged in PE to assess and evaluate their own performance with the help and direction of the teacher in charge.

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by the children against the learning objectives for their lessons and in the future will be piloting the PE Passport App using the I-pad. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Progress is reported to parents at the end of each year.

- *Monitoring and Evaluation of the Subject*

All monitoring exists to help improve the teaching and learning within the subject. The PE co-ordinator has distributed Lancashire Planning for the class teacher to adapt to suit the needs of their class. Formal class observations, and walkthroughs, are carried out in line with the schools monitoring processes. Evidence is also collated through blogs and in the future especially using the PE Passport App.

- *Safety*

Health and safety awareness should form an integral part of children's learning in PE and each member of staff should take responsibility in establishing codes of safety with the children.

All teachers when planning their PE lessons should refer to the 'Safe Practice in Physical Education School Sport & Physical Activity 2016' guidelines.

A brief risk assessment, if needed, should be included in lesson plans and children should develop their own abilities to assess risks. All teachers should follow the agreed school procedures for correct kit, no jewellery (except for religious purposes), long hair should be tied back and correct footwear in lessons. No earrings to be worn.

First aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible. Regular checks should be made on all equipment. The co-ordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the co-ordinator when any items need repairing or replacing. Any items constituting a danger should be taken out of use immediately.

An independent safety officer under a contract inspects all large items of PE equipment annually.

- All children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Children should be aware of safe practice when undertaking any PE activity, (e.g. not jumping or running in front of others, etc)
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Good class control is fundamental to safety and is linked to school's behaviour and discipline policy.

Teachers accompanying the children to the swimming baths must follow general school procedures for taking children out of school, taking account of numbers at every change of environment. They must be confident that the children are aware of all the rules relating to their safety and know the emergency drill used by the swimming pool staff. Children must be supervised at all times, including changing and taking a shower. A letter is sent out to parents regarding the wearing of goggles prior to the child going swimming which sets out the responsibility to parents to teach their child how to put on and take off goggles in the correct and safe manner and must be signed before a child can wear goggles.

In school, all pupils will get changed in the same room as the member of staff and each other, until the end of Y4. In Years 5 and 6 they will separate into boys and girls, with the member of staff either standing in the doorway between both rooms if on their own, or if staffing levels permit it, a member of staff in each room. The class teacher in accordance with our behaviour policy will manage changing times.

School sends a letter to parents regarding the option of wearing shin pads and/or mouth guard, especially when children are participating in quickstick hockey.

- *The Learning Environment*

As the hall is used for a large proportion of the physical activity, it is essential to ensure the area is appropriately cleaned. The teacher should assess the suitability for barefooted work in dance and gymnastics. For activities, taking place outside, the area should be free from hazards before activity takes place. PE displays will be used to support the subject in available areas.

- *Equipment and Resources*

Resources for PE should be stocked in areas that are easily accessible. Games equipment should be accessible to children only under adult supervision. All teachers should ensure equipment is returned to its correct place after use. We expect children to help set up and put away equipment as part of their work, including a range of gymnastics apparatus. By doing so the children learn how to handle equipment safely and respect resources.

- *Out of School Hours Opportunities*

The school provides a range of PE-related activities for children out of school hours. These encourage the children to develop their skills in a range of the activity areas. The school informs parents of the current

club activities on a regular basis on the newsletter and the website. Most clubs are available to pupils of all abilities. The school also participates in regular fixtures, festivals and events alongside other schools. Some of these activities introduce a competitive element to team games and allows the children to put into practice the skills that they have developed. These opportunities foster a sense of team spirit and co-operation amongst our children. Every opportunity is taken to provide realistic exit routes for pupils to continue their involvement in local community clubs.

- *Equal Opportunities and Inclusion*

The school is committed to allow all pupils their entitlement to participate in the physical education programme, in which there are no barriers based on race, gender, culture or ability. The school acknowledges its responsibility to both children experiencing difficulty, and displaying considerable talent. Children are encouraged to participate at their own level, with special needs provision provided through differentiation and support.

Each teacher is responsible for enforcing the equal opportunities policy of the school and not merely offering equal access. It is important that boys and girls are given the same praise, time, expectations and access to experiences during the development of skills and attitudes whilst participating in physical activities.

- *The Role of Parents and Adults Other Than Teachers (AOTT's)*

Any parents or AOTT's helping with classes or clubs are appropriately monitored and are made fully aware of the school policy.

- *Staff Development*

The PE co-ordinator will attend any relevant courses to enable them to increase their knowledge and awareness in all 6 areas of the PE National Curriculum and disseminate information and advice to staff. The school will also utilise CPD opportunities through the School Sports Network (SSN) according to the needs of the school that we buy into as part of our subscription.

- *Cross Curricular Links*

- English: children are encouraged to describe what they have done and discuss how they might improve their performance.
- Mathematics: children participate in a wide range of physical activity involving counting, timing and scoring systems and are often expected to record scores in a variety of formats.
- Computing: IT is used to support PE teaching when appropriate.
- PHSE: Children learn about the benefits of exercise and the importance of healthy eating. The teaching of PE offers opportunities to support the social development of our children through the way in which 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 performances. Their work in general enables them to develop a respect for other children's levels 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.

- *Impact*

Through the 'Five Key Indicators', our successful approach at Scotforth St Pauls Primary and Nursery results in all children experiencing a high quality PE and that all children have at least 2 hours curriculum slots throughout the week. We will continue to provide children with opportunities for competition inside

and outside school. The children also enjoy PE and sport, and this shows a good participation in extra curricular clubs. The profile of PE is elevated as a result.

- *Policy Review Date*

The PE subject leader in conjunction with colleagues at Scotforth St Paul's Church of England Primary and Nursery School drew up this policy.

Date of last review April 2020

Appendix 1

Key Indicators

- 1) The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.
- 2) The profile of PE and sport being raised across the school as a tool for whole school improvement
- 3) Increased confidence in knowledge and skills of all staff in teaching P.E and Sport
- 4) Broader experience of a range of sports and activities offered to all pupils.
- 5) Increased participation in competitive sport.