

PE POLICY
ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



Purpose

This document is a statement of the aims, principles and strategies for teaching and learning of Physical Education at St Luke and St Philip's C.E Primary school. It was developed by the co-ordinator and staff and was presented to the governors for their approval. This policy should be read in conjunction with the policies on:-

- Teaching & Learning
- Inclusion
- Behaviour
- Assessment and Record Keeping
- Equal Opportunities

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.

Audience

This document is intended to give a clear outline of the school's approach to the curriculum to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

P.E. Vision Statement

In our school, we want our children to be healthy, active, skilful and happy.

Aims

Physical Education offers opportunities for all children to become physically literate with increasing competence and confidence in a range of physical activities. They develop their ideas in a creative way, learning how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking. Children are able to work independently or as part of a team to overcome challenges.

Objectives

- To deliver high quality physical education and school sport
- To deliver a broad and balanced curriculum
- To be inclusive
- To develop fundamental movement skills
- Application of fundamental movement skills into game situations
- To develop good sportsmanship
- To be able to evaluate and improve their performance
- To develop self-esteem, confidence and tolerance
- To encourage children to become independent learners by taking the initiative by leading warm ups and activities
- To provide children with an opportunity to extend their physical skills through extra-curricular activities

- To develop collaborative partnerships between the school and the wider community
- To develop positive attitudes towards participation in physical activity
- To make informed decisions about the importance of maintaining a healthy active lifestyle.

Curriculum Intent

PE provides pupils with the opportunity to learn how to be successful participants in physical activity. It allows pupils to understand what physical activity looks, feels like and how with practice they can improve their skill sets to reach high quality outcomes. Year 3 and 4 pupils will begin to experience a range of activities, leading them to demonstrate basic movements and begin to link skills together to work towards an intended outcome. They will start to understand the requirements of working within different group dynamics. By the time pupils reach years 5 and 6 they will have a deep and varied PE experience. They will be able to call upon an extensive range of skills and link these together to perform more complex movements and tasks. They will have the confidence to work well within a variety of group dynamics and apply tactical and strategic thinking in a range of contexts under pressure. Pupils will be able to evaluate their own performance and that of others.

Implementation

At St Lukes & St Philips there are 2 hours of timetabled lessons each week for every pupil, allowing pupils to develop themselves as a whole person, build a sound knowledge of basic skills, develop the values of the school's vision and to build a positive relationship with physical health. All staff have access to a bank of structured lessons through the LCC planning syllabus. Hall space and outside space are timetabled in order to give each class an opportunity to access PE lessons. Each lesson plan is pre-created but gives the teacher flexibility to alter elements in order to give the pupils the best, tailored learning experience. Lessons usually begin with a quick starter to engage and focus pupils. Pupils then work through a range of progressive activities around a theme or intended learning outcome. There are opportunities to extend and challenge individual pupils and provide support for others. Lessons may be taught in isolation or linked over a number of weeks. A game, performance or task may be the focal point and can be revisited to allow skills to be refined and developed.

Swimming lessons will be compulsory for all children in Year 2 from the Summer term. Lessons will be provided by employed and qualified swimming coaches at a local swimming pool. These lessons replace a weekly P.E. lesson for this year group. Children unable to swim 25m by the end of the Summer term in Year 2 will receive lessons again in Year 3.

Impact

At St Lukes & St Philips, pupils' PE experience should provide a depth of learning in a positive and engaging environment. Basic underlying principles and skills will have been practised and opportunities to develop these into more complex processes. Pupils will be confident to try new things and take risks. They will be able to make quick decisions and choices when planning tasks or performances. They will have a range of strategies for

solving problems and show resilience to keep going when they find things difficult. Pupils will understand the benefits of working in different group dynamics. They will have the confidence to lead and support others. They will understand the importance of physical activity in a wider context and possess the skills and enthusiasm to develop their learning further.

The role of the Subject Leader

- Take the lead in policy development
- Monitor the effectiveness of the PE curriculum through regular quality assurance checks, feeding back to Subject Leads and class teachers,
- Ensure progression, continuity and consistency throughout the school,
- Support colleagues in their development of planning, implementing and assessing PE.
- Keep up-to-date with developments in curriculum education and disseminate information to colleagues as appropriate,
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.
- Promoting the subject and championing the subject with colleagues and pupils.

Out of School Hour Learning

- Clubs take place at lunchtime and after school.
- All clubs are led or supervised by a member of school staff.
- By providing alternative clubs we aim to cater for a range of children's interests.

Safe Practice

- The AFPE 'Safe Practice' book is used as our guiding principle when it comes to Health and Safety.
- As in all aspects of school life, it is expected that teachers should do everything that is reasonably possible to minimise any risk to the health and safety of the children and themselves.
- Children should have the right footwear for PE.
- For gymnastic and dance activities, children should work with bare feet.
- All jewellery should be removed. If children wish to have piercing they are encouraged to have ears pierced during the long 6 weeks break.
- Teachers should ensure that all the activities are suitable to the age and ability of the children concerned.
- Any defects in equipment or fittings should be reported immediately to the Head Teacher and steps should be taken to alert other members of staff to the problem.
- Gymnastics equipment is inspected and maintained by Crown Gymnastics once a year who provide a professional safety check on all the equipment.

- A common sense approach should be sufficient to prevent the majority of incidents, but staff should be aware at all times of the dangers of complacency and the importance of on-going risk assessment.
- Prior to each lesson the member of staff is responsible for checking and managing risks of equipment and environment.
- When working outside during lessons staff must take a walkie talkie with them to enable contact with the school office in the case of an emergency.
- Children's inhalers are stored in class boxes and these must be taken into every PE lesson.
- More details can be obtained in the AFPE (Association for Physical Education) Safe Practice in Physical Education and School Sport handbook, held by co-ordinator and the Borough Swimming Policy.
- There are also generic risk assessments which can be found on the shared drive for example: use of hall.

Code of Dress

Indoor

Black shorts/leggings with shorts over them are to be worn (for the girls not wishing to show their legs), white t-shirt and black plimsolls. Loose tracksuit bottoms should not be worn for indoor PE as it causes a safety issue with gymnastic equipment and also prevents teaching staff from assessing the shapes and movements the children are making with their bodies.

Outdoor

Same as above plus black trainers.

Children must change for P.E, have hair tied up and remove any headwear for health and safety reasons. When children have forgotten their kit, it should be **logged** and if possible spare kit provided. Children regularly without kit should have a standard kit letter sent home to parents (this can be found on the shared network). If the situation does not improve the Head Teacher will be informed.

Staff

All staff should wear their white polo with the school badge, black bottoms, appropriate footwear and long hair should be tied up .

Cross Curricular PE

PE contributes to the development of other areas of the curriculum. In our school we have specific links:

PSHE and citizenship

Spiritual development: Through helping gain a sense of achievement and develop positive attitudes towards themselves.

Moral development: Through helping children gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions and accept authority and support referees, umpires and judges.

Social development: Through helping children develop social skills in activities involving cooperation and collaboration, responsibility, personal commitment, loyalty and teamwork, and considering the social importance of physical activity, sport and dance.

Cultural development: Through helping children experience and understand the significance of activities from their own and other cultures (for example: cultural dances and traditional games) recognise how activities and public performance gives a sense of cultural identity, and consider how sport can transcend cultural boundaries.

Maths

- Collecting and analysing data
- Using different forms of measurement to calculate distance
- Understanding and using grid references in outdoor and adventurous activities
- Using a variety of measuring and recording equipment to take pulse, heart rates and temperatures

English

- Developing children's understanding of technical vocabulary
- Alliteration for example; terrific travelling and brilliant balances
- Promoting verbal and non-verbal communication skills

Information, communication and technology

Through collecting, analysing and interpreting data to evaluate performance and identify priorities for improvement (for example: using video with digital tracking to analyse movement and technique, using spreadsheets to record and analyse results in athletic swimming activities, and using databases to build their ideas, improve and record their performance).

Working with others

Taking on a variety of roles in groups and teams in cooperative activities, working in a group with a collective goal and deciding on strategies to meet it. Cooperating with others by observing rules and conventions when competing against them.

Improving own learning and performance

Through recognising what they do well and what they need to do better, helping them to observe a good performance and to imitate it, and developing the confidence to try something new.

Science – Life processes and living things

- To know that taking exercise help humans to keep healthy
- To know that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- To know that humans have skeletons and muscles to support and protect their bodies and to help them to move
- To know the importance of exercise for good health

Music

- To explore, express and explain their ideas and feelings about music using movement, dance, expressive language and musical vocabulary
- To listen with concentration and to internalise and recall sounds with increasing aural memory
- To respond to a range of musical and non-musical starting points

Equal Opportunities and Inclusion (See School Policy)

All children take part in physical education irrespective of ability, race and gender.

Children with Special Needs (See School Policy)

All children with special needs take part in physical education. Children complete the activities within their ability, some with adult support.

More Able

Pupils are recognised as 'more able' when they demonstrate high level ability within a full range of PE contexts, or have the potential to do so. We identify and provide opportunities for these pupils. These abilities are also supported by differentiated activities within our lessons.

Equipment and Resources

All equipment is stored in the outdoor PE Shed/Garage or in the PE storage unit within the school building.

The Co-ordinator is directly responsible for the ordering of equipment and resources.

Monitoring and Evaluating

The class teacher is responsible for the standard of children's work and the quality of teaching in PE lessons. It is the responsibility of the PE subject leader to support colleagues in the teaching of PE, to be informed about current developments in the subject and to provide a strategic lead and direction for the subject.

Assessment and Recording

The knowledge, skills and understanding in the National Curriculum programmes of study identify the aspects of physical education in which pupils make progress:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

The main method of gathering evidence and assessing achievement in physical education will be made through lesson observations. The PE subject leader monitors standards of the children's skills and quality of teaching and keeps samples of teacher's planning, children's photographs/videos of skill progression and details of pupil interviews.

Continuity and Progression

The assessment of core tasks will be passed on to the new class teacher at the end of each year. Continuity and Progression are enabled by accessing the shared drive and class assessment documents.

Swimming

See The Borough's policy

EYFS

The Early Years Foundation Stage profile sets out the early Physical Education skills and knowledge as part of Physical Development, with an aim of all children meeting the relevant Early Learning Goals by the end of the year, in preparation for the National Curriculum.

RESPONSIBILITIES

- All relevant staff will ensure that the Physical Education curriculum is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to Physical Education are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in Physical Education regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and Physical Education materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;

- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

RELATED POLICIES

- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- SMSC and British Values
- Online safety
- Assessment, recording and reporting
- Marking and Feedback Policy
- Presentation

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Policy written by: Miss L Brown

Agreed by Governors:

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