ST. MATTHEW'S C.E. ACADEMY

Physical Education Policy

Reviewed: APRIL 2024
By: B DICKINSON

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Supplemental Review November 2024 - Mrs S Russell

Physical Education Policy

Mission Statement:

St. Matthew's C.E. Primary School and Nursery is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

Vision Statement:

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.
We can all **'Be blessed by God, be happy and aspire to be…'**

Introduction

Rationale

The school believes that physical activity, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well being.

Progressive learning objectives combined with a range of teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and challenging learning experiences for all pupils. Through the selection of suitably adapted and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to develop their individual potential and take part in lifelong physical activity.

Providing a balanced range of individual, paired and group activities, in addition to cooperative and competitive situations, aim to cater for preference, strengths and needs of every pupil. These activities experienced within a broad and balanced physical education curriculum aim to promote a broad base of knowledge, skills and understanding.

The activities offered during directed teaching time and through extra curricular activities, seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving.

Pupils are encouraged to appreciate the importance of a healthy lifestyle and understand the importance of exercising to maintain a healthy and fit body.

Aims

- To provide a balanced programme, which encourages maximum participation from all individuals, allowing for equal opportunities through provision of a broad and balanced curriculum
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being
- To develop the ability to work independently, and communicate with, and respond positively to others
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency (Acquiring and developing)
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (Selecting and applying)

- To improve observational skills and incorporate the use of ICT in enabling the children to observe, evaluate and improve their performance (Improving and evaluating)
- To develop positive attitudes to a physically active lifestyle by developing an understanding of the importance of exercise in maintaining a healthy lifestyle
- To give children the opportunity to question and explore by providing a series of physical challenges, which help them realise their full potential and enable them to develop their self esteem through success
- To provide challenges which will help children to develop strength, stamina, flexibility and mobility
- To develop concepts of fair play and good 'sportsmanship' by learning to have consideration for and co-operation with others and the ability to deal with both success and failure.
- To understand the unique contribution of P.E and School Sport to the physical, social and intellectual development of children in the primary school
- To introduce new sporting activities and skilled coaches into the primary school as a means of encouraging and motivating children to participate in and pursue their personal interests in physical activity out of school

Staffing

- P.E is taught by a mixture of Class Teachers & PPA cover teachers provided by Junior Jam.
- In the cases of supply cover, the supply teacher is provided with a complete lesson plan and is informed as to safety and accident procedures (see safe practice section).
- The school uses a specialist sports coach, provided by SportsCool, to enhance the delivery of other curricular activities outside of school hours and at lunch times.
- The school employs specialist swimming teachers at Fulwood Leisure Centre to deliver curriculum swimming.
- It is the responsibility of the individual teacher to wear appropriate clothing and footwear, to enable them to move freely and easily. Teachers should remove all jewellery and set a good example to the pupils.
- PE is rarely cancelled and the school values regular and frequent lessons to develop children's skills and abilities. On no account is PE used as a sanction.

Staff Development

- Where an area is identified as a general need across the whole school, it will be addressed through INSET delivery by specialist coaches that are bought in.
- ALL staff are encouraged to access relevant PE professional opportunities.
- Wherever possible, PE Subject Leader is to access relevant courses with information disseminated to colleagues at staff meetings.
- The Sports Coaches (SportsCool) work with staff to help deliver other physical activities at unch times.

Entitlement

- The school is committed to deliver the Government Public Service Agreement of providing 2 hours of quality PE and school sport within the curriculum.
- Each class has timetabled access to the hall and outdoor areas over the academic term (Apart from Year 4 who participate in swimming as one of their P.E sessions)
- Swimming lessons take place at Fulwood Leisure Centre, in blocks, for Year 4 pupils.
- The PE curriculum is split into termly units of work
- Staff use PE Passport with supplementary units of work to plan and deliver their own PE lessons
- Pupils are to have a good balance of the three types of games across KS2 (net/wall, striking and invasion).
- All PE lessons should include the sharing of learning objectives, a warm-up, time allocated for skill development, time allocated for selecting and applying the skills, a cool down and plenary.

Children should be encouraged to reflect on what they have achieved and how it could be improved. Key skills, ideas and vocabulary should also be highlighted

The following should be considered when planning to ensure continuity and progression in P.E:

- Making links between previous experience and new skills
- Setting tasks which develop new knowledge and understanding
- Moving from familiar to unfamiliar contexts
- Planning to include elements of difficulty, variety and quality within each activity
- Incorporating the needs of every child including those with SEN and those with physical disabilities

As the children move into KS2, progression should involve:

- The application of existing skills and knowledge to more complex situations, e.g. working in larger groups, using different apparatus etc.
- Increasing confidence to work independently
- Developing children's abilities to assess their own work and that of others, against criteria decided by themselves.

Out Of School Hours Learning (OSHL)

- All OSHL PE opportunities are to provide an extension and enhancement of the PE curriculum.
- The school provides regular OSHL PE opportunities for all children in the school, using sports specialist coaches from SportsCool. OSHL provision is audited to identify areas for development, which are addressed by the PE subject leader.
- OSHL activities are currently provided for both Key Stages and are open to every pupil although Pupil Premium children are targeted.

Adults Other Than Teachers (AOTT's)

- All AOTTs are to work with, be directed by and are to be appropriately monitored by teachers and other sports specialist coaches.
- Parents are encouraged to help with transport for their own children to and from competitions. Due to insurance and child protection issues, they are not allowed to transport other children.

Safe Practice

- All teachers are to work to the 'Safe Practice in Physical Education, School Sport and Physical Activity' guidance that is available to all staff.
- All teachers and AOTTs who take lessons or OSHL clubs are made aware of any health issues with the pupils in their class (such as asthma and epilepsy).
- When taking a class swimming, teachers are made familiar with the emergency action plans of the swimming pool.
- When swimming, lifeguards are present who hold the appropriate qualifications and resuscitation awards.
- Gymnastic equipment undergoes safety checks every year via an external company. Any repairs are either carried out immediately, or the faulty equipment is not used.
- All jewellery should be removed; tape for earrings is not permitted. Sikh children are permitted to wear religious garments including a necklace, bracelet and turban.
- Parents will be contacted immediately to come and remove any jewellery to prevent children missing PE.In the case of parents not being able to be contacted, children will all have an active role in PE. This may require a change of activity, working in a safe zone away from other children/ obstacles or having a stationary activity linked to the lesson. E.g. observe a group's routine in gymnastics and comment on good techniques with one thing they can improve.
- Muslim children are required to remove head garments or wear a tight fitting head scarf.
- Long hair should be tied back during PE and OSHL lessons.

- When working in the hall children should either ALL have bare feet or ALL have footwear on.
- Tights are not to be worn during any PE activity.
- If off site taking part in sporting activities an EVOLVE form will be submitted with relevant Form 5 and other information.

Safety Rules for the Class

Pupils should be taught to:

- Respond readily to instructions
- Recognise and follow relevant rules, laws, codes and safety procedures for all activities or events, in lessons, interschool competitions or extra curricular activities
- Understand the safety risks of wearing inappropriate clothing, footwear or jewellery.
- How to lift, carry, place and use equipment safely and correctly i.e. appropriate way of carrying mats/benches

First Aid

In the event of a minor injury that needs first aid, the child should be seen by a member of staff with a first aid certificate.

In the event of a serious accident, the teacher should use the following procedure:-

- Stop the lesson immediately
- Immediately alert the Headteacher or a senior member of staff
- Always seek advice from a first aider to assess the child's immediate needs
- Inform the parent/ guardian

Cross – Curricular Issues

- Creative curriculum- where appropriate, links will be made to themes. (Dance)
- Wherever possible links are made to other curriculum areas during PE lessons. For example children are to think about how their bodies feel and react to exercise (science).
- Teaching of PE is to encourage the values of fair play, teamwork, leadership and communication, thus supporting the PSHE curriculum.

Equal Opportunities And Inclusion

- All children should be included fully in PE lessons, whether they have a long or short-term disability or special educational needs.
- A child should only be excused from PE if a letter is brought from their parents, or they have a doctor's note.
- When a child does not have a PE kit, they can borrow one of the school's PE kits.
- If a child is not taking part in the PE lesson they should be encouraged to observe what is happening and comment on individuals' performances and make suggestions on how to improve. They could actively be involved through time-keeping, scoring or umpiring / refereeing small activities.
- Lessons should be appropriately adapted, taking into account gender and ability issues.
- Adaptation should be applied through variations in task difficulty, resources used, space to work in, use of support staff and teaching methods.
- Adaptations should provide appropriate challenges for the group / individuals they are aimed at.
- Children with special educational needs should be supported appropriately in lessons and activities should be suitably adapted (through consultation with SENCo, where necessary).
- More able pupils are taught with their own class and stretched through adapted group work, questioning and extra challenges
- PE lessons should encourage mixed gender participation and teams.

The Learning Environment

- Prior to any PE activity, the teacher checks the working area for hazards and takes any necessary action.
- During the school year, children use the playground/ MUGA and hall.

Equipment And Resources

- All gymnastic equipment is kept in the hall. All other equipment is stored in the PE cupboard and the outside store near the nursery.
- No pupils are allowed to remove or put back equipment from the storerooms for safety reasons.
- Staff are aware of the equipment available and are informed of new equipment via staff meetings.
- PE subject leader is responsible for the purchasing of equipment according to the needs identified through inventory and consultation with staff.
- Pupils are taught to handle equipment according to Lancashire guidelines.

Leadership And Management Roles

- The PE subject leader is responsible to the Headteacher of the school.
- The PE subject leader is directly responsible for: -

1. The curriculum and budget.
2. Regularly reviewing the policy document and scheme of work.
3. Encouraging and supporting staff in the implementation of the agreed procedures.
4. Liaising closely with staff running OSHL sporting activities.

The Headteacher is responsible for the swimming and transport budget.

Allocation of budget is determined by the PE subject leader through audit information and consultation with teaching staff.

It is the responsibility of the Senior Leadership Team and the PE subject leader to seek and access any additional external funding and opportunities (e.g. Awards for All, Preston Sports Forum etc).