



St. Nicholas C of E Primary School

Physical Education (PE) Policy

Our Vision Statement

“To maximise the learning potential of every pupil within the love of God.”

Date reviewed: September 2020

Reviewed by: N. Duquesnay

Approved by Headteacher: October 2020

Date of next review: Autumn 2023

1. Statement of intent

St Nicholas School aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At the school, we offer pupils the opportunity to compete in sports and other activities, in order to help build character and reinforce values such as fairness and respect.

PE lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy and active lifestyle
- Encourage physical activity and exercise
- Develop competence to excel in a broad range of physical activities
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson
- Develop pupils' academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Promote team work and cooperation amongst pupils

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

2. Implementation

2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 Provision in PE caters for the needs of all children from the physically gifted to physically challenged through differentiation. Every child has the opportunity to achieve as high a standard as possible.

- Modify activities using the S.T.E.P. method where necessary: change Space, Time, Equipment, People.
- Suggestions for differentiation of challenges are alongside core tasks in PE.
- Set up parallel activities, e.g. ability matched games, standing or seated activities.
- Use adapted games from Youth Sport Trust's Sportsability package for children with higher support needs (contact Durham Local Authority for further information).

3. The Foundation Stage

- 3.1 We encourage the physical development of our children in the Reception class as an integral part of their work. As the Reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.
- 3.2 The Early Years Foundation Stage has access to a purpose-built and dedicated outdoor play area. The provision includes a range of wheeled vehicles, climbing frames, beams and bars as well as small play equipment such as bats, balls, nets, etc.
- 3.3 From February of each year, the children will participate in more 'formal' PE sessions. This will enable them to become more independent when getting changed and used to the format of a PE session.

4. Contribution of PE to teaching in other curriculum areas

4.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

4.2 Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. Since the introduction of teacher's iPads (Feb 2013) children can now record their performance and use them to develop their movements and actions. The iPads are also used to record/photograph activities and these are then transferred to 2Simple for teacher assessment purposes.

4.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

4.4 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way 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 performance. 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.

4.5 Enrichment and Enjoyment

Throughout the year the school is entered into a number of sporting festivals and tournament, including, football, rugby, swimming, cricket, gymnastics and netball. Our year 5 and 6 football teams also participate in the Blackpool School football league and High 5 League.

Annually, we enter children in the Blackpool Youth Games week.

We give pupils the opportunity to learn, enjoy, and compete during an annual Sports Week. During this week pupils participate and compete in a number of Level 1 sporting activities including 'Sports Day'.

5. Inclusion, Equal Opportunities and SEN

5.1 We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with specific motor skill learning difficulties, and tasks are set for individual children reflecting their Education Health Care Plan.

5.2 Pupils with physical or sensory disabilities are encouraged to participate as fully as possible at their own level. Adult support is provided as appropriate.

6. Impact

6.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives using PE Passport. Any additional assessment notes are made on the short term plans. PE Passport tracks their level throughout the year; proving them with a final level. Progress in swimming is saved and tracked on Swimphony. Photographs are also used for evidence. The end of year pupil report contains comments on abilities, skills and achievements in PE.

7. Resources

7.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to adults only. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children

use the school field and playground for games and athletics activities and the local swimming pool for swimming lessons.

- 7.2 All planning resources are kept on the staff server and are accessible for all teachers and teaching assistants.

8. Health and safety

We follow Blackpool Council's Health and Safety Guidelines for PE, which works in line with the 'Safe Practice in Physical Education and sport- 2012 edition' (This can be found with the PE co-ordinator). Each teacher has a 'duty of care' for the safety in planning and executing of their classes Physical Education lessons. Teachers use the 'Triangle model for managing risks in PES' to ensure safety. If there are considerable concerns then a risk assessment should be carried out by staff, in conjunction with their Head of School. Where there are implications for lifting and handling then the appropriate policy should be followed. Offsite PE activities will be led by each teacher in charge and are liable to Fitness Centre/sports stadium Health and Safety rules and guidelines, as required.

- 8.1 The general teaching requirement for health and safety applies in this subject.
- We encourage the children to consider their own safety and the safety of others at all times.
 - All children and staff are to change for PE into the agreed clothing for each activity area. Teachers decide what clothing is fit for purpose according to the activity. Teachers can refer to the 'Safe Practice 2012' book for guidance or ask the PE co-ordinator if unsure.
 - The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.
 - The policy of the governing body is that **no jewellery is to be worn for any physical activity**. Further guidance regarding jewellery and PE kit can be found in the school brochure.
- 8.2 At St. Nicholas CE Primary School we teach all our pupils how to carry equipment, such as mats and benches, safely. If there is any uncertainty then the teacher is asked to seek advice from the PE co-ordinator.
- 8.3 Procedures for use when taking children swimming are detailed in the Swimming Policy. Staff must have undertaken full safety training organised by the LA prior to leading swimming.

9 Extra-Curricular Opportunities

- 9.1 To provide children with opportunities to play sport and to help develop children's sporting skills further, we aim to deliver wide a range of extra-curricular sporting activities. Currently these include: boys and girls football, high 5l, tag rugby, tennis, multi-sports, athletics, gymnastics, dance and

Karate. The After School Care Club also provides opportunities for pupils to play outdoor games when the weather permits.

10 Monitoring and review

- 10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader.

The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

11 PE Premium

- 11.1 The Sport Premium is used to support all of St Nicholas' PE and Sport objectives and its vision. The premium helps to promote sustainable outcomes: high quality PE lessons and extra-curricular opportunities which enable all pupils to want to regularly participate in physical activity and excel both now and in the future. The Premium has, and will continue to allow us, to provide a more extensive programme of sports within curriculum time e.g. roller booting, karate and extra swimming lessons to ensure that the 25m is achieved.
- 11.2 The expenditure is posted annually on the school's website and its impact is measured as described above.