



Mission Statement:

**We walk in the footsteps of
Jesus so that we may have life in
all its fullness. John 10-10**

Physical Education Policy

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Throughout this policy 'parents' denotes those with parental responsibility.

This policy should be read in conjunction with the *Teaching and Learning Policy* and the following:

Assessment Policy Behaviour
Policy

Equality and Community Cohesion Policy
Home School Agreement

Health and Safety Policy and Procedures Medical
Policy

Safeguarding and Child Protection Policy Special
Educational Needs and Disability Policy

Mission Statement

At St. Oswald's Primary School, Physical Education (PE) is considered an essential part of education which contributes to each child's all-round healthy development. We aim to provide high-quality enjoyable, challenging activities, within and beyond the school day that enable children to become: physically confident and competent, experience success and grow as fit and active young people. PE and sport provide clear opportunities for children to develop and practice the School values including aspiration, co-operation, fairness and respect.

St. Oswald's also believes in the value of healthy competition. Competitive games are specified within the National Curriculum for children in Key Stage 2. Sporting success nurtures a pride in both the successful team and the School as a whole and helps to create a positive attitude towards PE within the curriculum. Children of all ages enjoy competition and playing competitively at school enables children to learn the values of good sportsmanship.

1.1 Aims and Objectives

We aim to ensure that children:

- are physically active for sustained periods of time;
- find enjoyment and a sense of purpose, achievement and fulfillment in physical activity;
- develop physical skills, habits and interests that will promote healthy living;
- develop physical confidence, control, agility and co-ordination;
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour;
- engage in competitive games and activities and develop the ability to cope with both success and disappointment and failure;
- learn how physical exercise affects the body;
- understand the need for safe practice in physical activities and know how to achieve this.

2. Approaches to Teaching and Learning

Within the School Curriculum, all children have two sessions of timetabled PE each week, as well as other opportunities to be physically active including lunchtime and afterschool sports clubs. In the Early Years, children have both structured PE sessions and child-initiated opportunities to be physically active in the outdoor learning environment e.g. using bicycles, climbing and building with large-scale construction apparatus.

2.1 Sports partnerships

Most lessons are taught by Class Teachers, at times, a sports coach works alongside the PE Leader and school staff: they provide annual CPD for all class teachers.

The PE Leader orchestrates an annual schedule of sporting fixtures. The school participates in LA and Diocesan sporting events.

3. Resources

Resources and equipment for PE lessons are carefully chosen to ensure that they are of good quality and support the development of skills at an age-appropriate level. Additional resources, such as balls and skipping ropes are provided to encourage competitive games and active play during lunch and break times. PE equipment is stored in the hall and playground cabinets.

4. Learning Environment

The school hall and two playgrounds are timetabled for PE lessons throughout the week. Wet weather alternatives are arranged, sometimes on a different day, to ensure children receive their PE lesson each week. Playground markings support a variety of games during PE lessons and playtime. Haven Point is used for swimming sessions.

5. Planning

The School's scheme of work ensures balance across the school year with indoor and outdoor sessions to cover National Curriculum expectations. Teaching resources that support the teaching and learning of PE have been developed across the Bishop Chadwick Trust and St Oswald's is implementing the use of the transition planning to aid progression across all physical areas. Children develop agility, balance and co-ordination across a range of activities. These include gymnastics, dance and games throughout the school, as well as outdoor and adventurous activity and athletics. All children are also taught swimming from Year 3 up to the end of Y6. Ensuring, all Y6 pupils met the minimum DfE swimming standard, any child who does not meet the standard by Y6 will receive additional swimming tuition during their summer term.

5.1 Competitive games

Children in the Early Years and Key Stage 1 learn to collaborate with one another and are taught to master basic movements including running, jumping, throwing and catching. In Key Stage 1, children participate in small-sided team games, developing simple tactics for attacking and defending. In Key Stage 2, children play competitive games during PE sessions, modified where appropriate, including cricket ('kwik' cricket), football, hockey, netball, rounders and tennis. Further opportunities for competitive games are provided through extra-curricular sessions and clubs.

However, competitive activities are balanced with non-competitive sports and physical activity in which children are encouraged to improve on their 'personal best' and/or collaborate with others. The School Sports Day includes both competitive 'track' races and carousel 'field' activities which have an emphasis on skills and contribution to a team.

6. Assessment

See Assessment Policy

7. Cross-Curricular Opportunities

Teachers make links with other curriculum areas, as appropriate. In particular, the dance scheme of work is closely linked to the class topic or other unit of work.

Not only do PE and sport provide a strong context for work in the classroom (e.g. newspaper and magazine articles, data handling), but communication skills and maths are regularly used in the context of PE: especially during collaborative activities and athletics.

7.1 Spiritual, Moral, Social and Cultural

PE also provides opportunities for pupils to develop other skills such as fair play, sportsmanship, teamwork and an appreciation of rules and the success of others. The culture of sport and games is also recognised e.g. through themed work linking to the Olympics, visits by sportsmen/women at different levels and participation in local events.

7.2 Sportsmanship

At St. Oswald's we want all children to enjoy their participation in sport. We teach our children how to play fairly in team games and individual sports. We encourage children to respond positively to referees and any decisions made during competitions. We ensure children use positive language when supporting their own team and shake their opponents' hands at the end of each inter-school match.

8. Enhancing the Curriculum

We believe extra-curricular sporting activities to be an important aspect of a child's physical education. Accordingly, a comprehensive programme of clubs is offered to provide further opportunities for children of all ages to participate in sports and other physical activities for another hour or more before or after the school day. These include team sports such as football, basketball, dodgeball and handball, as well as athletics, gymnastics, tennis, archery, golf and dance. The programme varies from term to term to achieve a balance throughout the year and reflect sporting seasons.

8.1 Opportunities for inter-school competitive sport

Both the Diocese and LA have a firm commitment to competitive sport in primary schools. Their competition structures feed into the national structure which enables talented teams/players to develop to their maximum potential. Competition begins against our local 'cluster' schools, with success leading on successively to regional finals.

Children also compete in tournaments arranged by other sporting associations/agencies. Teams that participate in any sporting event, regardless of the level of success, are congratulated during the weekly assemblies and noted on the newsletter.

9. Inclusion

9.1 Special Educational Needs and Disability

The School recognises that children who have special educational needs or a disability requiring particular support in another aspect of the curriculum may have relative strengths or particular talents in PE and that, for these individuals, PE provides a special opportunity for raising self-esteem and celebrating success.

Where children have difficulties accessing the curriculum in PE, teachers take into consideration particular needs or restrictions so that lessons are planned to enable all children to participate (e.g. children with health needs, such as asthma, may need additional breaks and access to their medication). Teachers will ensure that the variety of groupings and activities allows all children to develop their skills at an appropriate pace. Where necessary, children may have the use of specialised equipment to ensure they are able to access the lesson or teaching support staff may work with individuals if they would otherwise have particular difficulty in accessing this subject alongside their peers. A buddy system may also be employed. Pupils with specific behavioural needs will be given a structure within which to work successfully, e.g. enabling them to respond to instructions. If required, specific activities will be planned to take into account the requirements of individuals. The teacher may meet with parents, colleagues and/or external professionals to ensure that the specific needs of individuals are taken into account

See also Medical and Special Educational Needs and Disability Policies.

9.2 Gifted and Talented

We recognise that some pupils have particular ability and flair in the area of PE and sport and that it is essential that all pupils are challenged and given the opportunity to demonstrate and develop their skills. Within PE lessons, children with particular talent are introduced to more advanced techniques and may also be given the opportunity to use their higher level techniques and skills in a leadership role, e.g. demonstrating a gymnastic movement, choreographing a dance, taking the role of team captain.

Pupils with specific talents are likely to require additional opportunities to develop their skills at a higher level, receiving coaching from trained personnel and playing/performing with and competing against others of similar ability. Such opportunities are offered through extra-curricular clubs and inter-school tournaments, competitions and events, but it is also recognised that some children may need access to opportunities outside school, such as schemes for young people run by local clubs.

Although most competitions are aimed at older children, if a child lower down the School is known to be particularly strong in a sport (e.g. playing regularly at a high level outside school) he/she may be invited into the School Squad. This would always be at the discretion of the PE Leader/coach.

9.3 Non-participation

It is important that all pupils take part in physical activity and teachers make reasonable adjustments to accommodate children's needs. However, at times medical conditions, illness or injury prevent participation. The School anticipates that such a situation will be short term; for longer term conditions staff will work with parents to develop strategies that ensure as full participation as possible (see 9.1 above).

A note from the parent should be sent to notify the class teacher of a particular reason for non-participation. Should the injury or illness indicate that a child is unable to participate in vigorous exercise for more than one week, the School may ask the parent to meet with the Home-School coordinator to

discuss the level of participation that would be possible. A doctor's note may be needed to establish this. In the event of non-participation the child is expected to be constructively involved in the lesson, whenever possible, and may take a non-active role e.g. starting races, keeping score, taking measurements etc. Generally, the child should observe the session and give positive comments and encouragement to the participants, joining in with feedback sessions. Where a child is not able to join the lesson, e.g. having to stay indoors whilst others are outside, he/she may join the parallel class activity or be given an individualized activity. Not having appropriate PE kit does not justify non-participation. Teachers should ensure that parents have been given correct information to supply a PE kit. The school has spare kit to enable children who forget their kit to participate in lessons; however, suitable sanctions may be used if children regularly forget their kit. A letter will be sent to the parents to inform them if their child is regularly without appropriate clothing.

10. Health and Safety and Safeguarding

Health and safety is a priority. Outdoor play equipment is checked weekly to ensure it is safe for use and indoor gymnastic apparatus is checked annually. Teachers carry out their own checks each time equipment is used: in line with risk assessment. Steps are taken to minimise risk e.g. part or full closure of outdoor climbing equipment in wet weather. Teachers will stop lessons and exclude children from an activity if the child's behaviour compromises health and safety. The child will join-in again as soon as appropriately safe behaviour can be assured.

For health and safety reasons, children are expected to wear the correct kit for their PE lessons and for sport based clubs: this includes removing watches, earrings and tying long hair back.

St. Oswald's follows safety guidelines produced by the *British Association of Advisers & Lecturers in Physical Education (BAALPE)* <http://www.baalpe.org/>

Boys and girls change separately for PE in their last two years of school plus Y3 and Y4 when changing for swimming. In-line with the School's Safeguarding and Child Protection Policy, staff are also alert to any signs of a potential safeguarding issue that may become apparent during PE sessions.

11. Roles and Responsibilities

11.1 PE Subject Leader(s)

The PE Leader has responsibility to:

- develop and maintain professional relationships with PE Leaders at local schools and other partners to facilitate effective communication and partnership working: with regard to fixtures, coaching programmes and other joint activities;
- maintain an overview of the PE action plan drawn up in partnership with **Access**, liaising regarding the programme of professional development, coaching and other support.

11.2 Class teachers

The class teachers have responsibility to:

- make sure all sessions are safe in-line with Health and Safety Policy and Procedures
- supervise other staff assisting with PE lessons
- work in partnership with specialist coaches in their teaching: in particular liaising with them regarding individual pupil needs

11.3 Sport impact

Access has responsibility to provide, in-line with the Service Level Agreement, a focus on effective use of the School's PE and sport premium funding to improve the quality of PE and competitive sport within the School along with the promotion of healthy active lifestyles.

11.4 Parents

We firmly believe that the support of parents is key to the development of children as healthy, physically active individuals and to encouraging sporting success, helping children to manage perceived failure and promoting good sportsmanship.

Parents should:

- ensure their child is collected promptly from school following after-school clubs and competitions
- ensure their child has the correct PE kit
- ensure that school kit is returned complete and clean, promptly after an event.

12. Policy Review

This policy will be reviewed according to the cycle agreed by the governors' Curriculum Committee.