

St Saviour's C of E Academy
Physical Education Policy
Summer 2020

Purpose

This policy outlines the purpose, nature, and management of P.E. Taught in St. Saviour's CofE Academy. The policy reflects the work of the teaching staff and has been compiled by the P.E. Co-ordinator. The implementation of this policy is the responsibility of the P.E. Co-ordinator, P.E. Coaching staff and all class teachers.

Mission Statement

The mission statement for physical education at St Saviours is to ensure that all pupils leave primary school physically literate and with the knowledge, skills, and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. We aim to educate minds to understand the importance of a healthy body and promote positive attitudes for sport and physical activity that will therefore be instilled throughout their lifetime. With a quality physical education and extra-curricular education in place, each child will feel encouraged and empowered to make responsible life choices that will impact their health and well-being.

We believe that a high quality and engaging PE curriculum should be an integral part of the whole school curriculum. Through PE and Sport, children can develop the important qualities of discipline, resilience, communication, teamwork, and aspiration. This will lead to improved performance across the curriculum as a whole.

Our PE curriculum is inclusive and ensures that all pupils, of all abilities, have access to the range of activities that we offer, whether that be in school or taking part in a range of tournaments. This will therefore encourage children from all abilities and backgrounds to lead healthy and active lifestyles now and in the future.

Aims

To help to develop physically in health and strength.

To provide opportunity for creative and aesthetic experience in movement.

To promote positive attitudes towards health and physical fitness.

To develop social awareness and team spirit through co-operation with others in fair and organised competition.

To provide the opportunity to practise and enhance self-discipline.

To develop skills in communication of movement ideas, through careful selection and application.

To provide a physical education curriculum that is accessible to all pupils irrespective of their ability.

To improve awareness of safety procedures.

To promote enjoyment and satisfaction through participation.

To provide the opportunity to lead activities and evaluate their own performances as well as those to their peers.

To provide the following range of activities: gymnastics, dance, swimming, netball, rounders, hockey, football, athletics, outdoor adventure, as well as general skills to progress co-ordination and fitness.

To allow children to access a range of various sports through competition.

Equal Opportunities

In our school, we believe strongly that all children, regardless of race, gender, or ability, deserve and are entitled to equal opportunity. Throughout every activity within the Physical Education Curriculum, children will have the opportunity to participate and in so doing, develop their personal skills, knowledge, and enjoyments.

P.E. In the National Curriculum

Physical Education is a vital component in a range of experience offered to children in this school. This importance is reflected in the commitment to provide all children, in each year group, with an average of two hours of Physical Education per week. It is reasonable to expect flexibility in the timing of sessions due to the complexity of the Primary Curriculum.

Areas of activity that we will cover:

FS – A variety of activities which encourage the achievement of the ELGs.

KS1 – Games, gymnastics activities and dance in each year.

KS2 – Games, gymnastics activities and dance in each year. At points during the key stage, pupils will also be taught athletic skills, outdoor and adventurous activities, and swimming.

Key Objectives

FS

Throughout this key stage P.E. Comes under the heading of Physical Development. Physical Development is about improving skills of co-ordination, control, manipulation, and movement. P.D. Helps children to gain confidence and feel positive about being fit and healthy. It helps children develop a positive sense of well-being. P.D. Is not merely confined to specific lessons but takes place throughout the whole school day.

KS1

Throughout the key stage pupils should be taught:

- a) about the changes that occur to their bodies as they exercise.
- b) To recognise the short-term effects of exercise on the body.

During the key stage pupils should be taught the knowledge, skills and understanding through dance activities, games activities and gymnastics activities.

Dance

Pupils should be taught to:

- a) use movement imaginatively, responding to stimuli, including music, and performing basic skills (e.g. travelling, being still, jumping, making shapes, turning, and gesturing.)
- b) Change rhythm, speed level and direction of their movements.

Create and perform dances using simple movement patterns.
Express and communicate ideas and feelings.

Games Activities

Pupils should be taught to:

- a) Travel with, send, and receive a ball and other equipment in different ways.
- b) Develop these skills for simple net, striking/fielding, and invasion type games that they and others have made, using simple tactics for attacking and defending.

Gymnastics Activities

Pupils should be taught to:

- a) Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.
- b) Develop the range of their skills and actions in short movement phrases.
Create and perform short linked sequences that show a clear beginning, middle and end and have contrasts in direction, level, and speed.

KS2

Throughout the key stage pupils should be taught:

- a) How to sustain energetic activity over appropriate periods of time in a range of physical activities.
- b) The short-term effects of exercise on the body.

During the key stage pupils should be taught the knowledge, skills and understanding through five areas of activity:

- a) Dance activities
- b) Games activities

Gymnastic activities and two activities from:
swimming activities and water safety

- e) Athletic activities
- f) Outdoor and Adventurous activities.

Swimming activities and water safety must be one of these activities unless pupils have completed the full KS2 teaching requirements in relation to swimming and water safety during KS1.

Dance

Pupils should be taught to:

- a) Create and perform dances using a range of movement patterns, including those from different times, places, and cultures.
- b) respond to a range of stimuli and accompaniments.

Games Activities

Pupils should be taught to:

- a) Play and make up small-sided and modified competitive net, striking/fielding, and invasion games.

b) Use skills and tactics and apply basic principles suitable for attacking and defending.
work with others to organise and keep the games going.

Gymnastic activities

Pupils should be taught to:

- a) create and perform fluent sequences on the floor and on apparatus
- b) Include variation in level, speed, and direction in their sequences.

Swimming and Water Safety

Pupils should be taught to:

- a) Pace themselves in floating and swimming challenges related to speed, distance, and personal survival.
- b) Swim unaided for a sustained period over a distance of at least 25m.
Use recognised arm and leg actions, lying on their front and back.
Use a range of recognised strokes and personal survival skills (e.g. front crawl, back stroke, breaststroke, sculling, floating and surface diving.)

Athletic Activities

Pupils should be taught to:

- a) Take part in and design challenges and competitions that call for precision, speed, power, or stamina.
- b) Use running, jumping, and throwing skills both singly and in combination.
Pace themselves in these challenges and competitions.

Outdoor and Adventurous Activities

Pupils should be taught to:

- a) Take part in outdoor activity challenges, including following trails, in familiar, unfamiliar, and changing environments.
- b) Use a range of orienteering and problem-solving skills.
Work with others to meet the challenges.

Scheme of work

Each unit of work will focus on the following:

Acquiring and developing skills

Pupils should be taught to:

- a) Consolidate their existing skills and gain new ones
- b) Perform actions and skills with more consistent control and quality.

Selecting and applying skills

Pupils should be taught to:

- a) Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group, and small team activities.
 - b) Develop and use their knowledge of the principles behind the strategies, tactics, and ideas to improve their effectiveness.
- Apply rules and conventions for different activities.

Evaluating and Improving Performances

Pupils should be taught to:

- a) Identify what makes a performance effective.
- b) Suggest improvements based on this information.

Knowledge and understanding of health and fitness

Pupils should be taught to:

- a) how exercise affects the body in the short term.
 - b) Warm up and prepare appropriately for different activities.
- Why physical activity is good for their health and well-being.
 Why wearing appropriate clothing and being hygienic is good for their health and safety.
 Activities will be balanced across each key stage, although not necessarily each year, but there will be clear progression throughout each key stage.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Multi skills	Dance - CC Toys	Multi Skills	Gymnastics - Bee Active	Rounders - Bee Active	Athletics
Year 2	Football	Gymnastics	Netball- Bee Active	Rounders- Bee Active	Dance CC African	Athletics
Year 3	Football	Gymnastics - Bee Active	Dance CC Greeks	Netball- Bee Active	Rounders	Athletics- Bee Active
Year 4	Football - Bee Active	Gymnastics - Bee Active	Netball	Rounders	Athletics	Dance CC Spanish

Inclusion

Pupils with special needs can develop their confidence and express their feelings through physical activity, where they may not in more academic subjects.

We acknowledge:

Pupils with learning difficulties who may find opportunities to excel.

Pupils with special needs who may need specialised resources and extra support.

Gifted and talented pupils who may need more challenge.

Teachers should be aware of pupils' differing abilities and differentiate tasks according to needs just as they would in any other subject.

How we support children with particular needs

The P.E. Lessons are appropriate for almost all pupils. Teachers will involve all pupils through differentiation and provide necessary support using resources and additional adults. A pupil whose difficulties are severe or complex may need to be supported with an individualised programme during the main part of the lesson. Planning for these needs will be supported by the P.E. Co-ordinator.

How we support more able pupils

More able pupils are taught with their own class and will be stretched through differentiated group work, questioning and extra challenges. More able pupils will also be indicated to the high schools and further developmental opportunities are available through after-school clubs and links with local sports clubs.

Class teachers will identify 'talented pupils', and as a school, we will endeavour to provide further opportunities to extend these pupils.

Assessment, recording and reporting

Feedback to pupils about their own progress takes place in the context of the P.E. Lesson:

Formative assessments are made by the class teachers' observations during P.E lessons.

Record keeping should be kept to a minimum: it should not be time consuming or interfere with teaching activities.

Summative assessment is carried out at the end of the year using a RAG rating system, showing which children are reaching the end of key stage target. These assessments are passed onto the next teacher to inform their planning.

Bee Active also use Honeycomb to allow teachers to view their assessment to help inform their own.

Reporting to parents takes place during parents' evenings and annually through a written report. Comments include control, co-ordination and mobility, skill, and confidence in a range of the physical capabilities of the body, co-operative skills, sporting behaviour and enjoyment, any particular skill, talent or difficulty.

Staff training

The P.E. Co-ordinator will be responsible for organising training of new staff and training on any new equipment and will provide model and support lessons as required.

Strategies for the Teaching and Learning of P.E.

The P.E. Curriculum is organised mainly as a subject outside the topic framework, although where possible, links will be made to other subject areas and additional coverage of P.E. May be sought in accordance with class topics.

P.E. Is timetabled due to the need for the hall or outdoor space both morning s and afternoons. It is taught to each class twice weekly throughout the year. (Equivalent of 2 hours).

Every lesson should include activities to improve children's skills in agility, balance, and co-ordination.

Not all areas of P.E./ Sport activity are covered each term. In key stage 2, a balance is sought between the three types of games: invasion, striking and fielding, net, and wall.

Apart from swimming, P.E. Is usually taught by class teachers or Bee Active. We have guest coaches and experts throughout the year, arranged through the P.E. School sports co-ordinator.

A variety of teaching and learning strategies should be used to foster independent learning: open ended tasks, demonstrations, step-by-step, teacher directed, skills practices, minor games etc.

Over the term, teachers should ensure that they cover the four strands of knowledge, skills and understanding, Acquiring and Developing skills, selecting and applying skills, evaluating, and improving performance, and knowledge and understanding of fitness and health.

Multi skills are taught to develop agility, balance and co-ordination skills which are fundamental to all physical activities.

In the foundation stage, outside physical activities can take place at any time.

Throughout the year, children are provided with support and opportunities to develop skills outlined within the Physical Development Early Learning Goals.

he P.E. Co-ordinator should:

Take a leading role in developing, monitoring, reviewing, and updating the policy and guidelines.

Be available to advise in the development of schemes of work designed to ensure continuity and progression in P.E. Throughout the school.

Support colleagues with planning, teaching, and assessing.

Monitor teaching and learning in P.E and advise the Principal of development needed.

Help to arrange staff development.

Order, organise and monitor equipment and resources for safety and replacement.

Liaise with other members of staff to identify needs for budgeting.

Instigate and co-ordinate applications for funding from supporting organisations to use to extend P.E. And sports provision.

Keep up to date with new developments and disseminate information to colleagues as appropriate.

Liaise with other P.E. Co-ordinators and outside organisations.

Co-ordinate visits by guest coaches.

Health and Safety

All staff are made aware of the BAALPE publication 'Safe Practice in P.E.' Teachers must be aware of children under their supervision who have any particular needs, e.g. Epilepsy, asthma etc. It should be noted that, in the case of an emergency, phones are within a short distance of all P.E. Lesson locations and First Aid boxes are available from designated areas in the Key stage 1 and key stage 2 departments. Risk assessments should be followed for P.E, where lessons are new, risk assessments need to be completed by the adult responsible (this is not the responsibility of the P.E. Co-ordinator, their help and support may be sought).

Weather Conditions

The field is often out of use in the Winter and Spring, but the playground surface is often suitable throughout the year. Children are required to have outdoor games every week and only in rain, snow or ice should prevent this. In the Summer, it is necessary to consider heat. There is very little shade on the field or playground and the children should be encouraged to wear a sun hat and sun cream. It may also be worth swapping games to early morning, avoiding the heat of the afternoons.

Jewellery

In line with school policy, children should only be wearing a watch and one pair of stud earrings in school. All items of jewellery must be removed before P.E. lessons. There may be some occasions where personal jewellery cannot be removed. In such circumstances, children will not be able to participate in the P.E. lesson for their own safety.

Clothing and Footwear

Children should always change into their P.E. Kit for physical education. For hall-based activities, children are expected to wear black shorts and a red round-neck t-shirt. The t-shirt should be tucked in to prevent baggy, loose clothing which can be a hazard. Dance and gymnastic activities should be undertaken in bare feet or black pumps, never in just socks. Warmer clothes are necessary for outdoor activities, which will continue during cold weather. Outdoor trainers should be worn and laced correctly. For all activities, hair should be tied back.

When taking P.E. Lessons, staff should be appropriately dressed and wearing sensible footwear to enable them to move freely and easily, as well as to set a good example to the children.

Non-Participation

If children are unable to participate in P.E. Due to illness or injury, this should be supported by communication from parents either verbally or in writing. Non-participants should be involved in the lesson as much as possible, as officials,

observers, recorders, or critics as enabling them to understand the work and be better prepared to re-join in due course. If children frequently forget their P.E. Kit, parents should be contacted through a letter as found on the shared site.

Apparatus

Throughout their development in P.E children should be taught how to assemble, lift, re-arrange and store apparatus safely. The table below suggests a development in these skills. This is a rough guide and may not be appropriate for all children.

Year	Equipment	Notes
Nursery/Reception		
1	Mats when appropriate	4 children to each mat – 1 on each corner
2	Mats and benches	4 children to each mat, 2 children to a bench. All children to face the direction of travel.
3	Mats, benches, planks, ladders, and light boxes/podiums	4 children to each mat, 2 to benches, planks, and ladders – all children to face the direction of travel.
4,5,6	All apparatus, size appropriate	As above

Although it is desirable that children should be responsible for their own equipment, it is realised that for children to set out and put apparatus away every lesson is not a realistic target, given the restrictions of time allocated to P.E and the restrictions on hall use.

Children will be taught about the appropriate use and placement of apparatus to ensure safety.

When lifting and carrying apparatus children should face the way they are going to avoid the risk of collision.

Always ensure that there are enough children to carry a piece of apparatus safely. Children will be taught where to place their hands and to lift together, by bending and straightening their legs and keeping their backs straight.

All apparatus is inspected annually. Staff should always ensure that the apparatus is in a good state of repair and never use anything which is not. Please report any damage to the P.E. Co-ordinator.

Resources, equipment, and facilities for Physical Education

Facilities	
Indoor	School hall (staff need to be out of the hall by 11:40am to allow staff to set up for lunch)
Outdoor	KS1 and KS2 playgrounds (with a variety of markings, including netball on the Junior playground.) Field area (with markings for football/team games in Winter and a running track and rounder's pitches in the Summer) Nursery and Reception outdoor areas with a canopy for wet weather.
Equipment	A range of equipment for a variety of games can be found in the P.E. Garage. Please put all equipment back in the correct place and supervise children when they are in the garage. Children also have responsibility for the lunchtime equipment.

Extra-curricular activities

The school will provide additional sporting activities as can be delivered by the current staff as well as via external agencies. We are part of the St. Bart's Academy Trust so are eligible to take part in Inter-school competitions that occur throughout the year. We aim to participate in as many competitions as possible. We are also part of the Newcastle School Games federation and participate in competitions across Newcastle and Kidsgrove throughout the year.

At St. Saviour's C of E Academy, we believe that opportunities for children to participate in and enjoy a variety of extra-curricular activities are very important. Clubs on offer during the year include:

Dance
Football
Netball
Rounders
Tag Rugby
Cross Country
Cheerleading
Street Dance
Parkour
Archery
Lacrosse

Written Summer 2020

Principal L Davis
Chair of Governors M Weller

Review Summer 2023

Signed 
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