

St Saviour's C of E Academy  
Physical Education Policy  
Summer 2022

**Purpose**

This policy outlines the purpose, nature, and management of P.E. Taught in St Saviour's C of E 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 Saviour's 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.

**Intent**

Our philosophy of P.E. is to develop the whole child with essential learning skills; ensure all pupils reach their full potential in PE and sport and develop a lifelong participation in activity for a healthy lifestyle. The curriculum is designed to build development between fundamental and specialised movement skills where the fundamental skills are applied in a variety of opportunities.

It is our intent to develop behaviours as well as fundamental movement skills: a broad and holistic approach that improves personal, social, cognitive, and creative behaviours as well as teaching health & fitness and applying it to physical activity.

There is a specific focus on motor competence, breaking down skills to ensure basic skills of ABC (Agility, Balance, Control) are understood before adding it to a sport setting to understand rules, strategies and tactics. All children will take part in a physical module and a fitness module, which helps them to understand the importance of 'healthy participation'.

Through engagement in PE, we strive to develop in children a lifelong love of physical activity, whether it is competitive sport or an enjoyment in keeping active and healthy. Children will experience a wide variety of sports and outdoor activities to develop their physical confidence, their skill in using their body and their understanding of the sporting values.

**Implementation**

Each week children access a minimum of two hours of high quality structured physical activity. Children develop age-appropriate PE skills through a series of stimulating lessons which are planned, with clear knowledge and skills-based learning objectives and subject-specific vocabulary.

Children have the opportunity to develop competence in a broad range of physical skills. There is a focus on a greater development of fundamental movement skills at an early age. This will support with transferring these skillsets into other competitive sports, building a lifelong love of physical exercise. These include locomotor skills, object control skills and stability skills. Therefore, every PE lesson incorporates developing aspects of these fundamentals.

In the EYFS and KS1 pupils develop 'automaticity' i.e. being able to complete practical components that are isolated and practised. As they progress into KS2, pupils go through the process of 'internalisation' whereby they re-encounter direct knowledge and start to make connections independently and build in complexity and opportunities such as tactical awareness and expending or conserving energy. This means that some of the scaffolding is removed. By the end of KS2, pupils have enough direct knowledge to draw on their schema and to participate skilfully.

Pupils can self and peer-review and practise in order to progress at their own pace in developing skills using personalised goals set out through clear pathways.

### **Impact**

The P.E. curriculum educates pupils with the correct physical techniques for reasons of improving safety and physical understanding. The children can reflect on their own performance and development. Pupils can apply their skillsets and their knowledge of what they have learnt at school in a life-long love and commitment to sport and exercise to maintain a physically and mentally healthy lifestyle. Their confidence, social skills, and resilience through participating in physical activity enables pupils to develop their whole self.

### **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. CPD will be offered throughout the year internally and externally for all staff.

### **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. Nonparticipants 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.

Written  
Summer 2022

Review  
Summer 2024

Principal  
L Davis

Signed

Chair of Governors  
M Weller

Signed