



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

# PE Policy

Reviewed May 2022

Next review May 2023

## Our Mission Statement

'Believe, Belong, Be the Best  
that you can Be'

*"You are God's dear children. Let  
love be your guide. Jesus loved us  
and died to save us." (Ephesians 5 v  
1 & 2)*

## **1. AIMS**

### **Pupils at Warton St. Paul's Primary Academy will leave Year 6:**

- Being physically active and enjoy taking part in physical activities.
- With lasting physical skills, habits and interests that will promote a healthy and active lifestyle.
- With positive attitudes to physical endeavour including perseverance, competition, fair play and sporting behaviour, and the ability to cope with success and failure.
- With an understanding of how physical exercise affects the body.
- With an understanding of the need for safe practice in physical activities and knowledge to achieve this.
- Being able to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

## **2. STATUTORY REQUIREMENTS**

### **EARLY YEARS FOUNDATION STAGE**

Children in the Early Years work towards Early Learning Goals. The Early Learning Goals for Physical Development are as follows:

#### Gross Motor Skills ELG

Children at the expected level of development will:

Negotiate space and obstacles safely, with consideration for themselves and others;  
Demonstrate strength, balance and coordination when playing;  
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### **Key Stage One**

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## **Key Stage Two**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## **Swimming & Water Safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

## **3. CROSS-CURRICULAR PE OPPORTUNITIES**

Children are encouraged to take part in extra-curricular clubs and competitions, especially in Key Stage Two. Each half term there are opportunities for children to enter competitions, which are organised by the local high school.

## **4. THE USE OF ICT**

At Warton St. Paul's we use ICT to enhance the PE curriculum. It can be used for teachers and children to assess achievements in PE. An activity or performance can be recorded or photographed and then marked against the success criteria for the lesson.

## **5. ASSESSMENT AND TARGET SETTING**

Children are formatively assessed during and after each PE lesson to ensure progress is made in a series of lessons. We use the Lancashire Scheme of Work for Early Years, KS1 and KS2 and these are planned according to the progression steps of each skill. Teachers assess and then plan according to the progression step met by most children in the class.

At the beginning and end of KS1 children are summatively assessed against the seven fundamental movement skills which children should be secure at by the age of 7.

Verbal reports are given to parents at Parents' Evenings and a written report on PE forms part of the report to parents at the end of each year.

## **6. SAFETY**

In all PE lessons both children and teachers have the correct attire appropriate to the proposed activity. Personal effects (e.g. jewellery, religious adornments, watches, hair slides, belts, hearing aids, spectacles) constitute a hazard if worn while participating in physical activity and should be removed beforehand whenever possible. This means that all earrings must be removed no matter what the activity. Any child with newly pierced ears should be found another task to do within the lesson, preferably linked to PE, e.g. the writing down of results, taking photographs, judging etc.

Exceptions to the rule of removing all personal effects should be closely managed. Discretion may have to be given for children of ethnic origin. Girls should remove tights. Long hair should be tied back. Pupils should be encouraged to have unbreakable lenses if they wear glasses. The final decision as to whether a pupil may participate in an activity rests with the teacher and the type of activity being undertaken. The teacher will perform an on-going risk assessment.

The kit recommended by the school for gymnastics, dance, athletics and games is shorts and a white t-shirt. Children are expected to wear plimsolls and may be asked to have bare feet during dance or gymnastics lessons.

Pupils will not be asked to undertake any PE activity without the correct safety equipment e.g., football shin pads.

Normally the children will change in the classroom under the supervision of the class teacher however, Year 5 / 6 may offer separate changing arrangements for the girls and boys.

The health conditions of each child should be known by the teacher, both temporary or long term and any immediate medication should be easily accessible.

Equipment must be suitable for the task, age and ability of the child. It is essential that children are taught correct methods for transporting large equipment and the teacher must be in complete charge of the situation at all times. The teacher checks equipment initially and then by the children before and during PE. Appropriate storage of equipment and apparatus should always be supervised by the class teacher.

All PE consists of warm up and cool down sessions to prevent accidents. However, in the event of an accident the teacher will send a child immediately for a first aider or another adult.

## **7. INCLUSION**

Pupils with special needs are able to develop confidence and express their feelings through PE. Physical activities provide excellent opportunities to develop fine and gross motor skills. All pupils should be fully involved in the lessons according to their ability.

We operate an Inclusive Policy; therefore, pupils with Medical needs will be supported appropriately. Reinforcement or extension work could be incorporated into the child's learning programme through homework activities, extra-curricular clubs or consultation with Parents / Guardians.

## **8. EQUAL OPPORTUNITIES**

All children have equal access to the PE curriculum.

## **9. PROFESSIONALS AND PE**

At Warton St. Paul's we work with professional sports coaches during the school day and for extra-curricular activities. The school ensures all visiting sports providers have current qualifications in their chosen sport, have suitable insurance and have been police cleared (Enhanced DBS) for working with children.

## **10. PARENTAL INVOLVEMENT**

Parents are welcomed to Sporting events and Sports day each year.

## **11. SWIMMING**

All the children in KS2 have swimming lessons during their time at school. These are organised as follows:

Year 3/4 Swimming each week

Additional top up sessions for Year 5/6 children who have not met the expected standard for swimming by the end of Year 4.

The children have one swimming lesson per week which is planned and led by a swimming instructor.

School staff support learning during the lesson and a lifeguard is present on the poolside.

## **12. CONCLUSION:**

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Behaviour for Learning Policy

Teaching and Learning Policy

Feedback and Marking Policy

Mental Health and Well-Being Policy

Special Educational Needs Policy

Equal Opportunities Policy

Health and Safety Policy

This policy will be reviewed according to the emerging needs of our school.

Signed .....Date ..... (Chair of  
Governors)

Signed .....Date ..... (Headteacher)