



St John's Church of England Primary School

Physical Education (PE) Policy

Date Approved:	February 2021
Headteacher:	Mrs Helen Langeveld
Chair of Governors:	Mr Robin Davis
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Love, Respect, Value

St John's Church of England Primary School is committed to high expectations for all and to embracing equality

'Church schools should have a special concern for the whole child- physically, emotionally, socially, morally, intellectually and spiritually.'

PE Policy

At St John's we aim to provide a high-quality physical education curriculum that inspires all pupils to succeed and excel in both competitive and non-competitive sport. We strive for our pupils to become physically confident in the skills needed for them to participate in a wide range of sporting activities across and beyond the curriculum. These opportunities include curriculum PE lessons, extra-curricular clubs, inter and intra sports competitions and through the local Schools Sports Partnership which enables access to events, expertise and sports professionals.

We endeavour to ensure that our pupils leave with an understanding and passion to lead full, healthy and active lives.

Purpose and Aims:

Aims taken from **The National Curriculum for Physical Education 2014**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Curriculum Overview:

Reception	Fundamentals : Unit 1 Introduction to PE : Unit 1 +	Fundamentals : Unit 2 Introduction to PE : Unit 2 +	Gymnastics : Unit 1 Dance : Unit 1 +	Gymnastics : Unit 2 Dance : Unit 2 +	Ball Skills : Unit 1 Games : Unit 1 +	Ball Skills : Unit 2 Games : Unit 2 +
Year 1	Fundamentals Ball Skills +	Gymnastics Sending and Receiving +	Dance Target Games +	Team Building Fitness +	Net and Wall Stretching and flexibility +	Athletics Striking and Fielding +
Year 2	Fitness Stretching and flexibility +	Ball Skills Dance +	Gymnastics Sending and Receiving +	Invasion Target Games +	Net and Wall Team Building +	Athletics Striking and Fielding +
Year 3	Fitness Gymnastics +	Dodgeball Stretching and flexibility +	Athletics Gymnastics +	Hockey Dance +	Rounders Basketball +	OAA Tennis +
Year 4	Cricket Netball +	Dance Gymnastics +	Gymnastics Athletics +	Tennis Tag Rugby +	Dance Swimming +	Cheerleading Football +
Year 5	Gymnastics Basketball +	Volleyball Y5/6 Stretching and flexibility +	Hockey Gymnastics +	Tennis Cricket +	Dance Swimming +	OAA Athletics +
Year 6	Netball Fitness +	Gymnastics Football +	Dance Athletics +	Tag Rugby Dodgeball +	Badminton Y5/6 Gymnastics +	Tennis Rounders +

EYFS

Physical Education in the EYFS is taught through the strand of Physical Development. Children have the opportunity to develop physical skills through accessing a range of equipment in the indoor and outdoor area. Children in Reception hone these skills through discreet PE lessons of dance, gym and games.

Key Stage One

In Key Stage one the children build on their natural enthusiasm for movement by developing fundamental movement skills. Over time, they become increasingly competent and confident, accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Children will have opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Teaching will enable children to master basic movements including running, jumping,

throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

In Dance they create movement, showing changes of rhythm, speed, level and direction. They express ideas and feelings through these movement phrases. In Games the children play simple competitive striking/fielding and invasion type games whilst learning how to control and select and use the appropriate equipment. During Gymnastics the children use both floor and apparatus to develop skills of balancing, travelling, taking off and landing, turning and rolling. They create sequences that incorporate these skills showing contrasts in direction, level and speed.

Key Stage Two

In Key Stage two children build on their KS1 experience by learning new skills and using them in different ways. They collaborate and compete with each other and learn to evaluate and recognise their own success. In Gymnastics, the children will develop a broader range of movement skills such as flexibility, strength, control, balance and technique throughout sequences of movement. Dance lessons will develop movement skills, flexibility, control and technique whilst performing dances using a range of movement. Throughout all disciplines, children will be encouraged to compare their performances with previous ones, evaluating and demonstrating improvement to achieve their personal best. The Games curriculum will see children continuing to apply and develop a broader range of skills: running, jumping, throwing and catching in isolation and in combination. They will apply basic principles suitable for attacking and defending. They will play competitive games and enjoy communicating, collaborating and competing with each other and within a team. They will learn how to evaluate and recognise their own success.

The range of activities is then extended to include swimming, athletics and outdoor adventurous activities and 'stretching and flexibility'. Swimming lessons will aim to enable children to swim on their front and back and to learn about personal survival skills. Children are challenged to improve style, speed and stamina in order to meet the Government target and swim at least 25m unaided. In Athletics, they take part in power, speed and stamina building activities by using running, jumping and throwing skills. Outdoor Adventurous Activities (OAA) involve children working in teams to overcome challenges using orienteering and problem-solving skills. Children across both Key Stages take part in intra and inter – school competitions throughout the year.

St John's will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum.
- Aim to develop the fitness of the individual by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible, into other curriculum area (e.g. use of athletics data in ICT).
- Develop programmes that meet the needs of all the children, providing equal opportunities.
- Involve the community where possible - e.g. Sports Day, clubs, inter-school competitions, outside coaching professionals and resources.

- Ensure children wear a designated P.E. kit for all lessons.
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified classroom programmes.
- Provide enjoyable experiences, where positive attitudes of sensitivity, co-operation, competition and tolerance may develop.
- Spend and allocate sports funding to help contribute and develop to providing a broad and balanced PE curriculum.
- By the end of KS2: Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- By the end of KS2: Ensure every child has to opportunity to represent St John's in a sports fixture by the end of KS2.

Time Allocation

The Government recommends all children should have 2 hours of PE lessons per week in curriculum time, alongside the offer of additional time through clubs and extra-curricular activities on the school site. Each class is timetabled 2 sessions in which they have priority of access over hall or playground. Teachers may choose to do PE work beyond the 2 hours but should ensure the hall or playground are not in use by another class. Children taking part in competitions and festivals may exceed this amount of time within a given week.

PE Lessons

Individual lesson plans may be taken directly from available resources (e.g. Cambridge PE Folders) and adapted to suit the class. If the class teacher is confident he/she may choose to plan the lessons in their entirety. This is, in many ways, preferable, but teachers should ensure they plan to the weekly learning intentions of the unit of work. This will ensure logical progression throughout the unit of work and means skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in Dance, or a full (age appropriate) rules tournament in Games.

Basic Lesson Plan

1. Warm up - 3 to 5 mins gentle exercise and stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups, designed to develop or teach a new skill.
4. Conclusion/ Application - transfer of skills learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

Further Points to Consider

- Insist on correct and safe PE kit - see section on Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.

- Implement an inclusive approach reflecting gender equality and equity for all- in general insist on mixed groups and sometimes mixed pairs.
- Select a mixture of competitive and non-competitive activities.
- Encourage honest competition and the idea of doing one's best - work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils – e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Count equipment in and out providing maths opportunities for pupils, where possible.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - eg when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.
- Ensure children are always demonstrating the St John's values and ethos during PE lessons, showing good sportsmanship. Dangerous play in sport, due to bad luck or frustration, can lead to unnecessary risk and therefore it is vital that children understand the importance of showing these values and how this affects the safety of themselves and others.

How is PE teaching monitored?

PE will be monitored once each year - primarily by lesson observations, but also by looking at planning, work scrutiny and talking to children.

HEALTH AND SAFETY

PE KIT

In KS1, children wear the school PE kits (green T-shirt, black shorts or tracksuit bottoms). Children should be encouraged to bring trainers for outdoor games. Indoors, children should take part in bare feet.

KS2

Children wear the school PE kit. For outdoor activities, children wear trainers and clothing appropriate to the activity. For Dance and Gymnastics indoors, children will have bare feet.

Swimming: Dark, plain swimming costumes (not bikinis or underwear). Dark, plain swimming trunks (not boardshorts or shorts).

General Points

- Teachers, if participating, should also wear appropriate clothing to model good practice as

well as hygiene.

- Jewellery and watches must be removed (loose religious items may be taped down). Any earrings that cannot be removed must be taped. If a child has a watch (or other permitted jewellery), a box will be provided where items can be kept safely.
- All long hair must be tied back.
- Children who wear tights with their school uniform need to bring a change of socks to wear for their PE lesson.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury, or at the teachers discretion should go to another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

Children Without Kit

At the beginning of the academic year parents will be informed of the PE kit requirements and they will have the opportunity to discuss any serious reservations with the Headteacher or PE co-ordinator. A child who has forgotten their kit should first be reminded by the teacher. If this persists, the class teacher will speak to parents to resolve the issue. Children are to take responsibility to organise their own kit and sharing/borrowing will not be permitted.

ACCIDENTS

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. Class First Aid rucksacks are to be available at all PE sessions and for trained first aider to administer basic First Aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send a responsible child to inform the school office with the Red Emergency Card. After the incident the teacher must complete an accident report form which is available in the office.

If a child for a medical reason is unable to participate physically they will be a supportive peer and observe and give feedback as appropriate.

MEDICAL CONDITIONS

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

TRANSPORT TO SPORTING EVENTS

In cases of whole class activities and events, the school will organise coach travel when appropriate.

If the event does not warrant the cost of coach hire (ie a small group event or after-school match), parents must take responsibility for organising their child's lift to and from any sporting events off-site. If they are unable to transport their own child then they must take responsibility for organising their child's transportation with another parent. The school will willingly pass on contact details of parents who have spare spaces; however they do not take any responsibility for the children in that car and all lifts must be arranged privately between parents/carers.

OTHER ISSUES

Wet weather and fallen leaves can cause surfaces to become too dangerous for PE lessons. It is the responsibility of each individual teacher to check the surface before they begin their lesson, and make a judgement about its safety. This ongoing risk assessment and expectation must be explained to all staff. In extreme wet weather the rooftop playground may become unusable or the playground may become too slippery. If this is the case then PE lessons will take place indoors.

Sports events taking place off-site, e.g. matches or festivals, must be separately risk assessed in accordance with the school's policy. This must be completed by the relevant class teacher.

The regular swimming sessions have been risk assessed which all staff should be aware of and should be given to supply teachers taking classes swimming. The premises have been risk assessed by the site manager. The large mounted apparatus in the hall is safety checked annually by a specialist company.

EQUIPMENT AND RESOURCES

SAFETY

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE co-ordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established method of carrying Gymnastics apparatus (to ensure consistency throughout the school). Training for staff is carried out annually (by PE Co-ordinator) and large hall equipment is checked according to our Health and Safety policy. annually.

INCLUSION

At St John's, Inclusion in Physical Education means that all children have access to and are given confidence in all activity areas, regardless of race, gender and ability. We aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.

- Structuring activities so all are fully involved. For instance, a team cannot score in a benchball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader. They may then be further extended.

RECORDING AND ASSESSMENT

The PE Curriculum Framework will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to in line with overall school policy.

During swimming lessons distances achieved and National Swim Awards passed should be noted and the PE coordinator informed - certificates will then be presented in assembly.

EXTRA-CURRICULAR SPORT

St John's is fully committed to providing extra-curricular sporting opportunities. These will include:

- Clubs (lunch-time and after-school) available to all age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports through the Queens' Schools Sports Partnership.
- Friendly matches against other schools/groups.
- When children are being chosen for school teams several factors will be taken into account. Children must demonstrate a commitment to regularly attending training sessions; they must also demonstrate the school values during their training and lesson time e.g. showing good team-work skills. After this has been taken into account, the eldest children will be given priority for the school teams.

LINKS WITH OTHER AGENCIES

These include:

- Participation in local sports competitions with other primary schools.
- Visits and liaison with outdoor education centres and agencies.
- Involvement with Queens' School Sports Partnership.
- Liaising with the local School Sport Co-ordinator.

STAFF TRAINING

- All staff will be encouraged to attend courses and review resources.

- The PE co-ordinator will have a program of team-teaching set out through the year to support staff. This will be targeted to newly qualified teachers, new staff and in areas where existing staff would like to develop confidence and expertise.
- Staff INSET time PE training: observation of model lessons.

DISSEMINATION and REVIEW

All staff and governors will receive a copy of this policy. A copy will be available on the School Website.