

St. Mary's Church of England Primary School

'Be the BEST You Can Be'

Physical Education Policy at St Mary's Church of England Primary School

At St Mary's, we believe that in everything, we should do the best of our abilities. For every child we want health and happiness, excellence, aspirations, resilience and togetherness: that is at the HEART of everything we do. This is mirrored by our Physical Education Policy, which is planned and taught so that children are able to reach their full potential.

Intent

Our curriculum policy at St Mary's Church of England Primary School, we intend to develop children's knowledge, skills and understanding of Physical Education, so that they can perform with increasing competence and confidence in a range of physical activities. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives. Our curriculum enables our pupils to be successful, confident, and responsible individuals and citizens.

Our Physical education curriculum enables children to develop and explore physical skills with increasing control and coordination. It encourages children to work and play with others in a range of group situations. It allows us to develop the way in which children perform skills, and apply rules and conventions, for different activities. PE can show children how to improve the quality and control of their performance. It helps teach children to recognise and describe how their bodies feel during exercise. At St Mary's we aim to develop the children's enjoyment of physical activity through creativity and imagination. Through PE we develop an understanding in children of how to succeed in a range of physical activities and we give children the tools to evaluate their own success; providing specialist support where individual children have particular gifts or talents. Pupils are empowered to use their literacy, oracy and digital communication skills to purposefully share and articulate their learning with others.

Implementation

Class teachers are responsible for planning the curriculum for their class using the Getset4Pe resources and provision. Teachers make decisions about resources and equipment they use and how they differentiate them appropriately. They do this using their professional knowledge and expertise, sharing best practice and providing support for each other, focussed on outcomes for individual pupils. At St Mary's we use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. In all classes, children have a wide range of physical

ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

Setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as balancing on one leg)

- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump)
- Grouping children by ability, and setting different tasks for each group (e.g. different games)
- Providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment). At St Marys Church of England School, we use the National Curriculum Programme of Study in conjunction with the Get Set 4 PE scheme of work.

The Get Set 4 PE scheme gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance, distribution and progression of work across each term. PE activities are built upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

In the Foundation Stage, we encourage the physical development of our children in the nursery and reception classes as an integral part of their work. As the nursery and reception classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged two to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills; both gross and fine motor.

On a Monday, Tuesday, Thursday and Friday each class will have a 15 minute daily boost session, this can be the daily mile, Just Dance, Joe Wicks etc.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the internal and external PE cupboards. The hall also contains a range of large apparatus for example benches which we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field and playgrounds for games and athletics activities, and the local swimming pool for swimming lessons.

PE Kits

Teachers and pupils should wear the appropriate clothing. Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery. 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 are still required to go swimming for the theoretical aspect. 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 each year, parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head teacher. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem, an informal conversation with the parents would be appropriate.

Accidents

For minor injuries (bruises and bumps), children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes, a qualified first aider should accompany the child to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send a TA or two responsible children to inform the school office. After the incident, the teacher must complete an accident report form, which is available in the office.

Health and safety

Children should only refrain from physical activity during a PE lessons on health grounds, if their parents/carers request this, either by direct contact with the school or in a note to their teacher. However, if the teacher deems their health to have changed from the beginning of the day they may grant them permission to be included in a different role during the lesson. Nonparticipating pupils should take the role of an evaluator, scorer, coach etc. In this particular subject, we place particular emphasis on health and safety. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. There is no jewellery is to be worn for any physical activity and appropriate footwear must be worn. In the event of no kit, children will be given a spare school PE Kit and it will be at the teacher's discretion to determine whether the child's school shoes are suitable for physical activity.

Maintenance

BANES health and safety team annually inspect gymnastics Equipment. This includes all fixed and movable apparatus. Teachers check equipment before its use for wear and tear, and discard unsuitable equipment.

Extra-curricular activities

Our school provides a range of PE-related activities for both KS1 and KS2 children at the end of the school day. Pupils are included in the selection of after school clubs and their input of sports is considered in the clubs on offer. These activities are led by different members of both KS1 and KS2 staff. All activities on offer encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term and keeps updates in the form of our school newsletter and website. The school also plays regular fixtures against other local schools and enters several competitions organised by local academies. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children

Impact

Teachers assess children's abilities in PE using the assessment and progression grids, which are part of the Get Set 4 PE scheme of work. These are used to evaluate individual needs and to help with future planning. Assessment by the teacher will involve observation, discussion and completed PE work. At the end of each academic year teachers assess and record levels for PE, where the PE Coordinator and all other members of staff can access them. At regular times across the year, the Curriculum Leader and the PE Coordinator will undertake learning walks and discussions to monitor the effectiveness of our PE provision. The monitoring of the standards of children's work and the quality of teaching in PE is the responsibility of the PE coordinator. The Curriculum Leader provides a strategic lead and direction for PE in the school. The PE Coordinator is responsible for supporting colleagues in their teaching of PE and for keeping informed about current developments in the subject. The PE Coordinator gives the Principal and governors a summary report each year, in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.