



# **P.E. Policy**

Date: September 2021

Review: September 2024

*Learning to live life in all its fullness...*



# **Roundhay St John's Church of England Primary School**

## **Physical Education**

### **Our Vision Statement**

*Inspired by Jesus' promise of life in all its fullness, Roundhay St John's Church of England Primary School aims to provide education of the highest quality within a Christian context.*

*Christian values guide our decision making and permeate every area of school life.*

*This is an inclusive school that respects the beliefs of all. We aim to create opportunities to explore the meaning of Christian faith as a gift to be experienced and enjoyed.*

*Through this we aspire to enable every child to flourish and each person to feel valued.*

### **Introduction**

This school is committed to safeguarding and promoting the wellbeing of pupils and young people and expects all staff and volunteers to share this commitment. This policy has due regard to our church school ethos and aims.

### **Rationale and ethos**

A high-quality Physical Education (PE) curriculum is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement, impacting on attendance, behaviour and pupil attainment.

At Roundhay St John's, we believe that physical education experienced in a safe and supportive environment is vital in its contribution to a pupil's health and their physical and emotional development. The physical education curriculum aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work, The PE Hub, is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **Aims**

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

At Roundhay St John's we provide learning situations that:

- enable pupils to acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts;
- provide stimulating and challenging opportunities to help promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance;
- enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle and make informed decisions about the importance (and value) of exercise in their lives
- develop positive attitudes towards participation in physical activity;
- provide a safe environment for physical activity and an understanding of the need for safety;
- provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating good sporting behaviour;
- promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background;
- develop links between Physical Education and other aspects of the curriculum;
- enable pupils to solve problems, develop their ideas in a creative way and to find alternative solutions to physical challenges on their own and with others;
- set targets for pupils to compete against themselves and others both individually and as members of a team;
- encourage perseverance;
- provide opportunities to take initiative, lead activity and focus on improving aspects of their own performance;
- enable pupils to discover their own aptitudes and preferences for different activities;
- provide a firm foundation for life-long participation in sporting activity.

### **Outcomes**

Intended outcomes that we deem to be desirable from the PE programme include:

|                                 |  |                          |
|---------------------------------|--|--------------------------|
| Skill acquisition               | Skill application                            | Movement appreciation    |
| Knowledge                       | Understanding                                | Enjoyment                |
| Awareness of safety             | Competition                                  | Health/fitness principle |
| Leadership                      | Creativity                                   | Honesty                  |
| Self-control                    | Problem solving                              | Responsibility           |
| Tolerance                       | Respect                                      | Communication skills     |
| Self esteem                     | Challenges                                   |                          |
| Sense of achievement/well-being | An understanding of rules & how to officiate |                          |

## **PE and Sport Premium Funding**

PE and Sport Premium Funding is used to make improvements to the PE and sporting opportunities in place and to extend these with new and additional opportunities. Our intention is that improvements we provide now will benefit pupils in future years. Please refer to the school's website for the latest report on the impact of PE and Sport Premium Funding.

## **Entitlement and Progression**

In Nursery and Reception, physical development is one of the prime areas of learning within the Early Years **Foundation Stage** Framework. Nursery children are provided with opportunities for the development of motor skills throughout the day. In particular gross motor skills are continually facilitated in the outdoor area and timetabled opportunities for the use of a larger indoor hall space are employed to further explore movement to music. In Reception, PE is taught once per week in a 1 hour dedicated session. In the Spring term, the children will change for PE within this session. Across the EYFS provision, pupils are provided with many other varied opportunities throughout the school day to develop their gross motor and moving and handling skills. Teaching and learning is often achieved through play and the exploration of the space around them.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, 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

Pupils in Key Stage 1 will receive 2 x 1 hour of PE teaching per week.

In **Key Stage 2** pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, 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

Pupils in Key Stage 2 will receive 2 x 1 hour of PE teaching per week.

### **Swimming and Water Safety**

Pupils at Roundhay St John's have access to swimming instruction in key stage 2, currently this is in Year 5.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

The school's PE Long Term Plan (LTP) sets out the intended teaching sequence for progression of skills across the school, this is linked to the PE Hub scheme of lessons. The PE Subject Leader is responsible for updating the LTP.

### **Inclusion**

All pupils will be given equal access to PE. Lessons are planned to include more stretching work for pupils whose ability is significantly above the expected standard as well as those who come from lower starting points and need more structured support. We remain vigilant about removing barriers to success; particularly for pupils who come from disadvantaged backgrounds or have special educational needs or disabilities.

### **Safe Practice**

In all areas of P.E. safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by Association for Physical Education. A copy of which is kept by the PE Subject Leader.

The school has extensive arrangements in place to ensure the health and safety of everybody and all staff must have due regards to the school's health and safety policy. All educational visits are undertaken in accordance with the school's Educational Visits Policy and the Educational Visits Coordinator is Mrs C. Sutherland, School Business Manager.

A risk assessment programme is coordinated by the school business manager for all aspects of school life. Risk assessments are in place for the teaching of PE. Please ensure you have read and signed the risk assessment for these activities before undertaking the activity with pupils.

There is a safeguarding protocol in place for inviting visitors into school and this must be adhered to when inviting visitors into school for the purposes of curriculum delivery or enrichment.

## **Resources**

All resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the pupils in order to enhance learning. Resources are kept in the store cupboard in the hall and in the outdoor P.E store in the Key Stage 1 playground. A list of resources and where they are kept is on the back of each cupboard door. Resources should be sanitised where appropriate, returned in good condition and put back in the correct space. It is every user's responsibility to keep the cupboard tidy, orderly and safe.

Pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resource
- Staff should teach pupils how to carry, move and lift equipment safely.

## **PE Kit and changing policy**

In the interest of health and safety appropriate kit should be worn for PE activities.

### Indoor Clothing

White T-shirt and black/navy shorts/track suit bottoms/leggings.  
Bare feet, unless on medical grounds.

### Outdoor Clothing

White T-shirt and black/navy shorts/track suit bottoms/leggings. Black or red jumper, hoodie or sweatshirt. No logos.  
Footwear suitable for the task and season – trainers are ideal.

Jewellery should be removed before the lesson.  
Long hair should be tied back.

To maximise teaching and learning time, KS1 pupils will come dressed in PE kit on both days that PE is timetabled.

Pupils in KS2 will come dressed in PE kit on ONE of the days that PE is timetabled, as decided by the class teacher(s).

Pupils in lower KS2 (years 3 & 4) will change together for PE in their classrooms. Upper KS2 pupils will change in separate areas.

### Failure to produce appropriate kit

The reluctance of some pupils to produce appropriate kit should be avoided if the child understands the necessity of changing for P.E. lessons and is familiar with the timetable. Staff will encourage and support all pupils to meet the requirements. In repeated instances parents will be informed. The exception to this is for swimming. Pupils will be left in school with another class.

### Staff Dress

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible jewellery should be removed to set a good example.

## **Leadership and Management Roles**

The Governors will know about current and projected expenditure of the Sport Premium funding on the school website and will regularly scrutinise current and projected expenditure with the Head Teacher and understand the impact the grant is expected to make.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities. He will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum.
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile within the school, through displays etc.
- Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work
- Assist with recording keeping and assessment of the subject.
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly share current and projected prioritise and outcomes with pupils, parents, staff and senior leaders including governors
- Have a formal, long term strategy for PE, sport and physical activity.
- Ensure all coaching staff delivering PE on the school site are quality assured
- Informally observe PE lessons to compile a picture of teaching competency across the school

Teachers should:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils'

active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.

- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for the planning and teaching of PE as set out in this Policy

The Teaching Assistant (TA), when available during PE lessons, will:

- Support the class teacher in delivering PE and , in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher

### **Assessment and Recording**

Pupils are formally assessed against the National Curriculum's end of year expectations. This information is monitored and evaluated by the subject leader and shared with the next year's teacher. The assessment tool from the PE Hub scheme of work is used to assess pupils' progress at the end of every teaching block.

### **Monitoring and Evaluation**

Monitoring and evaluation of this subject is the responsibility of the Subject Leader. A range of strategies are used including: pupil interviews, staff interviews, pupils' work and planning scrutiny as well as data analysis to explore standards of attainment and progress.

An Annual Subject Leader Report is produced and shared with governors. This report will clearly reflect the strengths of the subject and the current key areas for further development which will form the basis of the subject action plan.

In all aspects of monitoring, the subject leader will ensure that the policy is being followed consistently across the school.

### **Links to Other Relevant Policies:**

Physical Activity; PSHE; Health and Safety; Safeguarding; Accessibility

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