

St. Luke's C of E (Aided) Primary School



2021-2022

Physical Education (PE)

1. Rationale and Ethos

Our vision at St Luke's is '*Let your light shine, live life to the full, respect and care for all, create a happy and safe world for everyone*' and we encourage all of our children to shine in their own individual ways. We want them to show and grow their talents to be the best that they can be. We aim to teach them well and help them achieve the best that they can, offering a range of opportunities across the curriculum. We would like all pupils to learn to be kind, good people who know their God, as well as helping others. Staff encourage children to work well as part of a team and on their own, to listen carefully to others and be happy to share what they think. The skills taught and learnt as part of PE will assist the children of St Luke's with this vision.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils ((England) Regulations 2000
- Education Act 2003
- Equality Act 2010

We believe that '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 in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

2. Roles and responsibilities

The Head teacher, Mrs J. Dunn, has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The Head teacher will also ensure teachers:

- have good knowledge of the subject(s) and courses they teach;
- have effective support for those teaching outside their main areas of expertise;
- present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
- check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
- design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
- use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
- create an environment that allows the learner to focus on learning

The Lead teacher, Miss S. Phillipson, will take responsibility for;

- leading the development of this policy throughout the school;
- working closely with the Head teacher, governors and SENCO;
- being accountable for standards in this subject area;

The Lead teacher will also monitor standards by:

- auditing the subject area
- reviewing the scheme of work
- monitoring teachers planning
- lesson observations
- scrutinising children's work
- discussions with pupils

3. Aims and objectives

- To ensure that all pupils develop competence to excel in a broad range of physical activities.
- To ensure that all pupils are physically active for sustained periods of time.
- To ensure that all pupils engage in competitive sports and activities.
- To ensure that all pupils lead healthy, active lives.

(The National Curriculum in England Framework Document (DfE) 2014)

- To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

4. Staff training

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, via National College

training or through INSET. Any staff member who attends a CPD course should provide feedback/ disseminate the information.

5. Curriculum design

The PE curriculum will be taught through a range of teaching and learning styles to meet the requirements of the National Curriculum. Teachers follow an agreed long-term plan to ensure there is relevant progression and that skills are being learnt, remembered and built upon.

Lessons are delivered to mixed-ability teaching groups based on age; however, a variety of teaching and learning styles will be used to ensure effectiveness and differentiation. All teachers will endeavour to create a supportive environment for all pupils.

Early Years Foundation Stage (EYFS)

EYFS work towards Early Learning Goals (ELGs) as opposed to the National Curriculum. Our PE teaching begins as soon as children start school in Foundation 2 and is in line with new guidance on EYFS teaching. We teach the children to show good control and co-ordination in large and small movements. They should move confidently in a range of ways, safely negotiating space. In relation to health and self-care, children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Children are encouraged to regulate their own behaviour and show an understanding of their own feelings. They work towards their own goals and should be listening and responding to the teacher and peers in an appropriate manner.

6. Accident procedure

For school based activities staff should follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use an emergency drill. There should be frequent practices involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. PE equipment is stored in the PE area, which is in the school hall.
- Children are taught to manage and use apparatus safely and effectively.
- Equipment will be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the school office.
- Staff are all first aid trained.
- Staff have knowledge of the environment in which learning is taking place. They must check areas for hazards before any activity takes place.

8.1 Handling Apparatus

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.
- Children are taught how to lift apparatus correctly. They should know:
 - never to touch apparatus unless instructed to do so by the teacher
 - how many children should be holding it
 - where they have to grip the apparatus
 - how to carry apparatus – never drag it across the floor
 - to have knees bent, back straight and head up ready to lift. They must walk when carrying the apparatus

- only to lift when everyone is ready.
- that when the apparatus has been positioned, children must sit on the floor to await instructions
- to always have plenty of children lifting the apparatus.
- to avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
- that mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- when ready to use the apparatus, teachers should complete a risk management of the equipment with the children.

7. Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We teach PE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PE, teachers take into account the targets set for the children in their Individual Education Plans (IEPs), some of which may be directly related to PE or physical targets. All children are suitably challenged and tasks are set to be appropriate to the abilities of all.

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

We recognise that within the school we may have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields.

8. Monitoring, evaluation and review

Assessment is usually carried out by teachers in the course of the normal class activity. This is done mainly through observations and sometimes through discussion with children. Teachers are encouraged to ask children to self-assess their own abilities and confidence before and after a lesson to monitor progress. Photographic/video record is sometimes used to document some of the children's work. Physical development levels and progress is recorded by the EYFS teachers and

levels of attainment are recorded on Depth of Learning for all pupils to monitor progress and identify gaps in learning. Physical Education and physical development is included as part of the end of year reports to parents.

To review the coverage, the subject leader will oversee the continuity and progression within annual and medium term plans. This will ensure teachers are following the agreed long term plan and ensuring the progression of skills. The lead teacher may also monitor the quality of teaching and learning through observations, as well as support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

9. Safeguarding

In all areas of PE safety guidelines should be strictly adhered to, in order to promote safe practice and fulfil the safety requirements of the National Curriculum. Health and safety is an integral part of pupils' learning in PE and children are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

10. School PE Kit

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

Indoor clothing

- Plain white, green or gold T-shirt, or with school logo
- Dark shorts
- Children must have bare feet for gymnastics unless they have medical reasons not to
- Indoor pumps

Outdoor clothing

- Plain white, green or gold T-shirt, or with school logo
- Dark leggings/ shorts/ tracksuit bottoms
- Trainers
- A hoody or school jumper may also be worn at the discretion of the teacher.
- Trainers must be worn outside. Indoor pumps are not suitable as the grip is insubstantial

12.1 Failure to produce appropriate kit

The reluctance of some children 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 children to meet the requirements. The staff monitor pupils not actively taking part in the lessons or not bringing their kit, children will play the role of coach or secret stats collator. In repeated instances, parents will be informed. The exception to this is for swimming. Pupils will be left in school with another class.

Due to the coronavirus pandemic, children are currently attending school in their PE kits and so are not changing at school.

All teachers must ensure that children tie long hair back; finger nails are appropriately short to prevent injury to themselves or others and personal effects including jewellery have been removed. In the event of new piercings; if a child is unable to remove earrings, they must be covered with appropriate tape.

11. Links with other policies

The PE policy should be read in conjunction with the following policies;

- Safeguarding
- Behaviour
- Anti-bullying
- SEND
- Inclusion
- Equality and Diversity
- Complaints Procedure

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively.

Last Reviewed: December 2021

Next Review: September 2022