



**ST PETER'S
CHURCH of ENGLAND
PRIMARY SCHOOL**

Physical Education (P.E) Policy

Date of policy - July 2017

Physical Education (PE) Policy

Mission Statement

In this distinctive, inclusive, Christian school, where everyone matters, we nurture and develop opportunities for life long learning. We come together in a vibrant, creative community that also develops our spiritual and cultural lives through:

- Love
- Trust
- Care
- Respect
- Joy

ensuring that everyone successfully achieves their full potential.

Aims and objectives

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercising.

Social and emotional development:

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

Teaching and learning style

We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate.

We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on Personal, Social and Health Education (PSHE).

The PE Curriculum:

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week. There is also access to outdoor provision on a daily basis, where children can explore their physical developments.

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich Year 6 experiences through opportunities for outdoor and adventurous activities at Robin Wood outdoor centre.

A range of resources are used to support progression across the curriculum including: TOP sport resources, the Lancashire PE Scheme of Work and specialist coaches.

Additional to our curriculum time, there are also opportunities for children to experience physical exercise in other ways, including use of the 1km run track on each playground, annual Sport's day and through wake and shakes around school. We have a designated teacher who runs forest school, including outdoor adventurous activities: see the Forest School Policy for more detail.

Swimming:

It is the Blackburn with Darwen Policy that all children should swim by the age of twelve. Therefore, swimming lessons are compulsory for all children. At St Peter's, children learn swimming in Years 5 and 6 with qualified swimming coaches and school staff who have attended swimming training. Hats should be worn but goggles are not allowed unless a doctor's note is provided. The Borough's guidelines recommend appropriate swimwear i.e. a one piece costume for girls and trunks (not shorts) for boys.

Safety

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Children should dress in shorts, tracksuit bottoms and t-shirts.
- Children will work in pumps for all indoor and apparatus work.
- Plimsolls or trainers are worn for outdoor games, together with tracksuits if it is cold.
- Jewellery is not to be worn. Watches should be kept safely in a container in the classroom. Earring should be removed for all physical activity.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

Safeguarding

All adults working with children in school are to be checked for appropriate CRB clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs.

Curriculum Differentiation

The Lancashire Scheme of work offers examples on how to differentiate lessons for the more able groups of children and for less able groups of children. Teachers are encouraged to follow these examples.

Staffing/Staff development

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class.

All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. 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, specialist sports

coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/disseminate the information. Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

PE Kit

Indoor

Black shorts
White St Peter's T-shirt
Pumps
Normal school socks.

Outdoor

Black jogging bottoms
White St Peter's T-Shirt
Trainers
A plain green hoodie.
Normal school socks

Records and Assessment:

A whole school assessment of children's skills in PE is undertaken three times a year, on entry to Year 1, children are assessed against fundamental skill ability and this is carried out again at the end of Year 2. Otherwise, assessment for learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self- assessment. Assessment of learning is made through medium term (summative) assessments which are linked to the schools key skills.

Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas including boy's and girl's football, netball, cricket, rounders and cross country. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. 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 co-operation amongst our children.

Signed:

Date: 15/06/17

Policy review date - Summer Term 2020.