

Believe and Achieve Together



St Mary's CE Primary School

Physical Education Policy

Adopted: January 2019

Reviewed: January 2023

Next Review: January 2026

*"I pray that you would be rooted and established in love.....
Filled to the measure of the fullness of God" (Ephesians 3:17-19)*

I can do all this through him who gives me strength.

– *Philippians 4:13*

Policy Statement and Curricular Aims

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and wellbeing. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. We endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential. A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also key to developing a pupil's ability to work independently and to respond appropriately to others, irrespective of their age, gender, cultural or ethnic background. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Aims

The School's aims for Physical Education have been developed in connection with the aims of the Physical Education National Curriculum 2014:

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.

Provision of Physical Education

The school provides all pupils with two hours high quality Physical Education, per week within all classes. This is delivered through two lessons of 1 hour duration which are delivered by a qualified games instructor, both in conjunction with the class teacher. This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

Units of work are appropriately linked. The outdoor play area is available to support all Physical Education learning & activity.

Curriculum Planning

Relevant planning is made available to all staff and they are evaluated by the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Teaching and Learning

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning. The structure of the scheme and additional lesson planning, enables continuity and progression.

Assessment and Monitoring

Ongoing formative assessments throughout lessons will inform planning. Overall performance will be reported to parents at the end of the year as part of a formal report.

As part of the end of year report, parents will receive information about whether the individual child is working in line with, above or below national expectations.

To ensure standards in teaching and learning, the subject leader and head teacher may monitor lessons and offer feedback. The impact of Sports Funding is formally evaluated and the report is published on the school's website.

Equipment and Resources

All resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. A Sports Funding budget is available to PE each year. The sports funding report on planned spending can be found on the school's website. Resources are kept in the cellar, an outside P.E store, and the school hall. Resources should be returned in good condition and working order. The 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 resources.

Safe Practice

All staff should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching and ensure that the necessary adults required are present before an activity commences. All pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

All children should:

- Tie long hair back
- Wear appropriate footwear for the lesson
- Have appropriate kit for the lesson making sure all clothing is tucked in safe
- Remove all jewellery, covering studs with tape.
- Respond to the whistle or teacher commands
- Recognise health and safety considerations within the area they are working
- Recognise the need to work in a safe space and not take risks with height

Differentiation

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and equipment, consistent with school-based intervention as set out in the SEND Code of Practice. Some pupils may need specialist equipment and approaches or alternative or adapted activities, consistent with school based intervention augmented by advice and support from external specialists, or with an Educational Health Care Plan. Any classroom support provided must extend into physical education lessons as appropriate. Coaches working with the children will be made aware of any pupils who have special educational needs or medical conditions. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

After School Clubs

The school offers a wide range of after school activities. These are open to any pupil in the school. Pupils are all encouraged to compete in local tournaments and competitions, such as cluster sport days, football matches, cross country tournaments. The P.E leader is responsible for arranging these and liaising with organisers, often in connection with the cluster coordinator.

Links to Other Policies

- EYFS Policy

- Assessment Policy
- Inclusion Policy
- Single Equality Policy
- SEND Policy
- Equality Information and Objectives
- Behaviour Policy