

# St Matthew's C of E Primary School

## Physical Education Policy

*St. Matthew's Church of England Primary School's mission statement*

*We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Christian school, we endeavour to develop the spiritual and moral values of all members of the St. Matthew's family, and a meaningful, loving relationship with God. We want our children to be cheerful and independent individuals who reach their potential and are proud of their achievements. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.*

*Our motto: Live, Love, Learn*

Policy Adopted	
Date	By Whom
20.11.2019	Achievement Committee
Date for next review: Nov 2022	
Signed by Chair of Governors	
Date of Signature	

### **RATIONALE**

Physical education offers opportunities for children to become skilful performers who acquire and develop skills with increasing competence and confidence in a range of physical activities. They develop their ideas in a creative way, learning how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking. Children are able to set targets for themselves and compete against others both individually and as team members.

### **AIMS**

Our aim is to deliver a physical education programme, which promotes physical competence, self-esteem, confidence and tolerance. We aim for children to take the initiative, lead activity and focus on improving aspects of their own performance. We also aim to provide children with an opportunity to extend their physical skills through extra-curricular activities that draw upon the skills taught in the curriculum and help forge links between the school and the community. Above all, children will develop positive attitudes to participation in physical activity and will make informed decisions about the importance of maintaining an active lifestyle.

At St. Matthew'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/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.

### **PE CURRICULUM PLANNING**

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out all the PE topics covered in each of the three terms by all classes in the two key stages. The Subject Leader works this out in conjunction with teaching colleagues in each key stage and also with the Headteacher. This is the model followed by all teachers at St. Matthew's. It will be reviewed annually and amended as necessary by the Subject Leader.

Our medium-term plans, which have been adopted from national and local schemes, give details of each unit of work for each half term. These plans define what we teach and ensure an appropriate balance and distribution of work across the three terms. The Subject Leader keeps copies of, and reviews, these plans and may often discuss them on an informal basis.

Class teachers complete a weekly plan, which details PE lessons. This will list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans with copies monitored by the Headteacher.

We plan the PE activities so that they build 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 planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

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### **Early Years Foundation Stage**

Physical Development has links with all seven areas of the Early Years Foundation Stage. In addition to this, children in the Early Years Foundation Stage have an indoor hall session once a week and outdoor sessions throughout the week.

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Early Years Foundation Stage, 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 three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle 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.

### **Key Stage 1**

Within Key Stage 1, children have the opportunity to build on skills acquired in the Early Years Foundation Stage. Children will also have the opportunity to explore a range of basic skills, actions and ideas such as, running, jumping and turning, throwing or kicking a ball and responding to music in dance. They use movement imaginatively to communicate ideas and feelings. Through practise and observation, they learn how to improve and make movements more controlled, effective and/or expressive. They recognise that their bodies feel different depending upon the activity being done.

### **Key Stage 2**

Building on experiences from Key Stage 1, children have the opportunity to practise new skills across a range of activities such as, dance, gymnastics, games, swimming, athletic and outdoor adventurous activities. Over time, and through practise, their movements and skills become more accurate and controlled. They learn to pace themselves in challenge activities. They use creativity and plan their own gymnastic sequences. They learn how to improve through observation and discussion. The children learn about rules and conventions of taking part in different activities safely and why exercise is important to their wellbeing.

Children are given opportunities to work alone, in pairs and small groups and are encouraged to use space safely.

### **OUT OF SCHOOL HOURS LEARNING**

After school, there are many opportunities for children to develop their skills further by taking part in a variety of activities and sports. The school sends details of the current club activities to parents at the beginning of the terms and in our weekly newsletters. Suggestions for clubs and activities are always welcome from our School Council and staff. By providing alternative clubs, we aim to cater for a range of children's interests.

### **SAFE PRACTICE**

As in all aspects of school life, it is expected that teachers should do everything that is reasonably possible to minimise any risk to the health and safety of the pupils and themselves.

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. The policy of the governing body is that NO jewellery is to be worn by a child for any physical activity, other than those of a religious significance e.g., cross, crucifix, kara, and taweez. For more

issues relating to issues on Health and Safety refer to the latest edition of the PE document "Safe Practice in Physical Education". This is available from the Subject Leader.

Risk Assessments cover the school hall and both PE storerooms. The PE Subject Leader will liaise with the school's Health and Safety lead to undertake this task. St. Matthew's has a maintenance contract with Crown who check the large gymnastics equipment on an annual basis. In addition, risk assessments will need to be undertaken for all activities which take place off the school site and for which parental permission is required. Risk assessment forms for completion are stored in the staffroom.

Any defects in equipment or fittings should be reported immediately to the Headteacher and steps should be taken to alert other members of staff to the problem. As with most things in school, adopting a common-sense approach should be sufficient to prevent the majority of incidents, but staff should be aware at all times of the dangers of complacency and the importance of on-going risk assessment. Teachers should not be afraid to cancel or curtail some or all of the activities.

## **DRESS CODE**

### **Pupils**

Children must change for P.E and have hair tied up. When children have forgotten their kit, it should be logged and if possible spare kit provided. Children regularly without kit should have a standard kit letter sent home to parents. If the situation does not improve the Headteacher should be informed.

### **Staff**

The governing board expects the teachers to set an example by wearing appropriate clothing when teaching PE. As a minimum, all staff should wear appropriate footwear i.e., trainers or bare feet. Long hair should be tied up.

## **EQUAL OPPORTUNITIES**

All children take part in physical education irrespective of ability, race and gender.

## **CHILDREN WITH SPECIAL NEEDS**

All children with special needs take part in physical education. Children complete the activities within their ability, some with adult support.

PE forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's differing needs. Assessment against the National Curriculum's **programme of study** allows us to consider each child's attainment and progress against expected levels.

## **PROGRAMME OF STUDY**

### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

### Key stage 2

Pupils should continue to apply 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, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. 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 [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Intervention will lead to the creation of an Education and Health Care Plan (EHCP) for children with Special Educational Needs and/or Disabilities. The EHCP may include, as appropriate, specific targets relating to P.E and have the involvement and advice of the Advisory Service.

### **MORE ABLE PUPILS**

Pupils are recognised as More Able (talented) when they demonstrate high level ability within a full range of PE contexts, or have the potential to do so. We identify and provide extra opportunities for these pupils.

### **EQUIPMENT AND RESOURCES**

There is a wide and detailed range of resources to support the teaching of PE across the school. We keep most of our games' equipment in the small PE store, and this is accessible to children only under adult supervision. The hall and large PE store contain a range of large, heavy apparatus, and we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. The Subject Leader also keeps a detailed list of all the current resources that teachers can use to aid their teaching of P.E. The children use the school playground and field for games at KS1 and these areas for athletics and games at KS2.

The Subject Leader is directly responsible for the ordering of equipment and resources.

### **MONITORING AND EVALUATION**

The class teacher is responsible for the standard of children's work and the quality of teaching in PE lessons. It is the responsibility of the PE subject leader to support colleagues in the teaching of PE, to be informed about current developments in the subject and to provide a strategic lead and direction for the subject.

### **ASSESSMENT AND RECORDING**

The main method of gathering evidence and assessing achievement in physical education will be made through teacher assessment and listening to pupils' answers, discussions and evaluations etc. The PE Passport system is used to assist in this purpose. The monitoring of the standards of children's work in PE is the responsibility of the Subject Leader. The monitoring of the standard and quality of teaching is the responsibility of the Headteacher. The work of the Subject Leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction, in consultation with the Headteacher, for the subject in the school.

**Written/amended by Mr T Woodward (PE Subject Leader)**