

Physical Education Policy



Policy developed by Mr Cooke (PE leader): October 2021

Policy approved by Governors: November 2021

A handwritten signature in black ink, appearing to read 'Fiona Taylor'.

Chair of Governors

A handwritten signature in black ink, appearing to read 'M. Grogan'.

Headteacher

Policy shared with staff and shared on the school website: November 2021

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

PHYSICAL EDUCATION POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Introduction

This document is a statement of aims, principles and strategies for the teaching of Physical Education at St. George's Central CE Primary School and Nursery.

Why is Physical Education Important?

At St George's Central, Physical Education is a highly valued area of the curriculum. We understand that, through Physical Education, our children are able to benefit physically, mentally and emotionally, fostering positive attitudes and laying the foundations for a healthy lifestyle. We aim to ensure that all children 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 and lead healthy, active lives.

What is Physical Education like at St. George's Central CE Primary School and Nursery?

All pupils participate in games, outdoor and adventurous activities, gymnastics, dance, and athletics, using indoor and outdoor environments where appropriate. Wherever possible, specialist coaches are employed to enable the children to receive expert tuition in a wide range of sporting activities. Furthermore, Key Stage 2 children attend swimming lessons and are also offered opportunities to attend residential outdoor and adventurous courses. With the use of REAL PE and the Jasmine platform, a consistent and whole-school approach to PE is provided, based upon the development of fundamental movement skills and the development of the whole child. Lessons target physical development, whilst also prioritising cognitive, social, personal and creative competence. We encourage pupils to compare their performances with previous ones and demonstrate improvement to achieve their personal best. Pupils are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

Planning

PE planning is carried out in three phases (long-term, medium term and short term). The long term plan maps key questions studied across topics throughout the year. This has been an agreed a whole school approach and, where possible, ties in to popular global sporting events as well as more localised school competitions. The medium term plans, linking to REAL PE, comprise of units of work, with a range of objectives to be taught. Individual lesson plans are also provided, which set out the teaching pattern of skill development and application.

Assessment

Teachers teach and assess lessons according to objectives given for each unit of work and development within the fundamental movement skills. Using the Jasmine assessment wheel, a best fit approach is used to assess each child within the different areas of PE. Children are assessed as developing, meeting or exceeding within each area of the curriculum. The PE leader is responsible for tracking this assessment data.

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Foundation Stage provision

PE is taught similarly in the foundation stage, with close links to the EYFS curriculum. Children begin to explore movement and are introduced to a variety of ways to improve physical development. The key movement skills are broken down and targeted in order to provide the foundations for sporting activities throughout the school. A well-developed learning environment encourages physical activity and stimulates physical development from an early age.

Knowledge Organisers

To assist with teaching and learning, a series of knowledge organisers have been created for each area of Physical Education. These organisers discuss progression throughout the topic, describe a range of suitable activities and highlight key vocabulary for each unit. To assist with home learning, they are also accessible via the school website.

Home Learning

Children are encouraged to keep physically active at home. The Jasmine Platform allows learners to explore a range of skills and activities which link to learning within school. Using class log-ins and passwords, teachers are able to set home-learning which mirrors the unit of work that is being taught within school.

Inclusion

We teach PE to all children, no matter their age or ability. We aim to provide a broad and balanced education that reaches and challenges all children. Teachers aim to provide learning opportunities matched to the needs of children with learning difficulties, and our work in PE takes into account targets set for individual children in their Individual Education Plans (IEPs).

Differentiation

Differentiation in PE will be achieved through 'STEP' principles:

- S – Space – Modify the space by increasing or decreasing the area in which a task is to be performed or the distance over which a task is completed.
- T – Task – Modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.
- E – Equipment – Modify the equipment by changing the size, height or layout of equipment.
- P – People – Modify the people involved by having children work alone, with a partner, as a leader or follower, or in a small group.

Participation

Participation of PE is mandatory for every child, unless they have a medical reason not to participate. Where possible, children will still be given an active role in lessons, either in a leadership or support role. Children who cannot participate at all must complete a non-participant form to explain why they are unable to take part and describe the activities taking place.

Kit

It is the legal responsibility of every parent/carers to provide an appropriate PE kit for their child. Indoor PE kits (described below) are kept in school and should be taken home and washed at the end of a half-term. Outdoor PE kits are worn to and from school, to ensure children are maximizing the amount of teaching time during each lesson. Jewellery must be removed prior to the lesson.

The indoor PE kit should include:

- Plain navy blue shorts
- Plain white T-shirt with the school logo
- Black pumps

The outdoor PE kit should include:

- Navy blue hoody/tracksuit top with the school logo
- Navy blue tracksuit trousers

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An 'Active School'

Increased levels of physical activity within children is shown to have a positive impact on academic achievement, cognitive functioning, behaviour, concentration, self-esteem and attendance. For this reason, we provide a wide range of opportunities to allow children to be more physically active. Both before and after school, sports based activities are run by a range of teaching staff and specialist coaches. Lunchtime supervisors and play leaders run a series of games and challenges throughout the school day. Staff have been trained in the use of active lessons to ensure that children are not always sedentary within class times. Also, each year group has an allocated gym slot in which their class are given the opportunity to complete extra physical activity using permanent playground fixtures. Combined with the extra opportunities provided by inter and intra-school sports events, a positive attitude towards physical activity is fostered, with the aim of developing a love for Physical Education both within school and later in the children's lives.

Sports Premium Funding

At St. George's Central, sports premium funding is used to make additional and sustainable improvements to the quality of physical education, physical sport and physical activity. More information regarding funding can be found on the school website.

The Role of the PE Leader

- To write a PE policy in consultation with other members of staff, governors.
- To provide a progression of skills document which will show expectations of what children should achieve in each year group.
- To write an annual action plan showing key areas of development for PE.
- To advise teachers on the PE curriculum.
- To ensure the adequate and appropriate provision of resources, and that teachers are aware of how to use the resources available.
- To arrange the purchase of PE resources within an agreed budget, including the allocation of the Sports Premium funding.
- To keep up to date with recent educational thinking about the teaching of PE and to attend courses and relevant training.
- To advise the Headteacher of strengths and areas for development in the PE curriculum and resources within the school.
- To monitor assessment data.

The role of The Governing Body

To ensure that:

- There is a current policy statement and curriculum for the teaching of Physical Education that is in line with the National Curriculum.
- Physical Education is included in the curriculum.
- Sufficient time and resources are devoted to Physical Education to enable the school to meet its legal obligations and to deliver a quality Physical Education curriculum.
- A named PE/Sports Premium governor will the governing body aware of all major issues related to physical education in the school and the spending of the Sports Premium grant.
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The role of the Headteacher

To ensure that:

- Physical Education is provided in accordance with the National Curriculum for all registered pupils at the school.
- Appropriate staffing and resources are made available to meet the aims and objectives of Physical Education within the school.

Conclusion

At St. George's Central we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

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