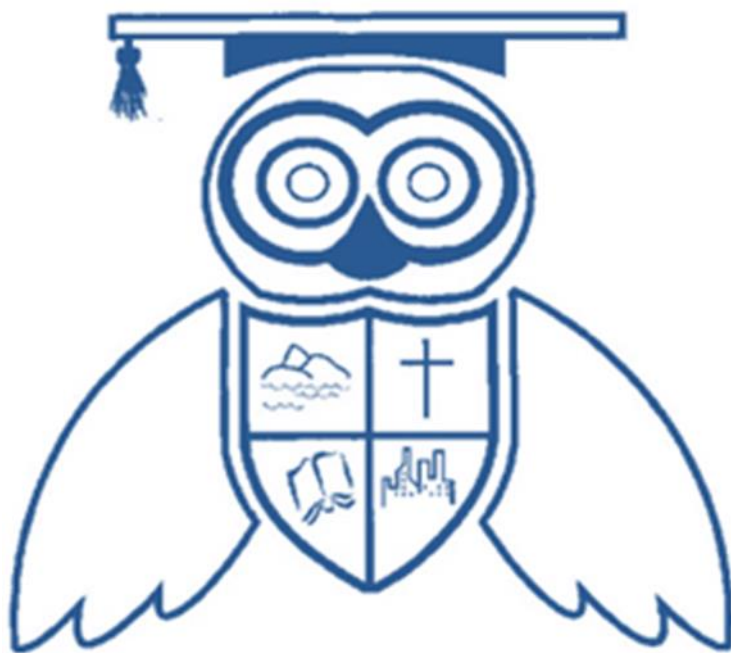


# St Paul's Church of England Primary School Oswaldtwistle



*‘Don’t let anyone look down on you because you are young but set an example for the believers in speech; in conduct; in love; in faith and in purity (1 Timothy 4:12).’*

## Physical Education (PE) Policy

June 2023

Agreed by Governors: xxxx

## **Aims and objectives**

Physical education at St. Paul's develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. PE also enables our children to live out our Christian vision by working as a team they are able to demonstrate Christian conduct. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination
- to encourage children to work and play with others in a range of group situations
- to develop the way children perform skills and apply rules and conventions for different activities
- to increase children's ability to use what they have learnt to improve the quality and control of their performance
- to teach children to recognise and describe how their bodies feel during exercise
- to develop the children's enjoyment of physical activity through creativity and imagination
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success
- to ensure that all pupils are physically active for sustained periods of time
- to ensure that all pupils are engaged in competitive activities.

## **Teaching and learning style**

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.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

## **PE curriculum planning**

Our school uses the Lancashire scheme of work as basis for its curriculum planning in PE. We have adapted the scheme to the local circumstances of the school. In both Key Stages 1 and 2, we teach dance, games, gymnastics, athletics and outdoor & adventurous activities. Currently children start swimming in year 3 for the Autumn and Spring term and year 4 will attend swimming lessons in the summer term.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our short and medium-term plans, which we have adopted from the Lancashire scheme, give greater detail for each unit of work. They list of specific learning objectives for each lesson and give detail on how the lessons are to be taught. These plans define what we teach and ensure an appropriate balance and distribution of work. Plans and curriculum year overviews can be found on the PE Passport app, of which the school has recently bought back into.

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.

### **Early Years Foundation Stage**

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 Foundation Stage of the National Curriculum, 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. The children regularly use tricycles and other outdoor toys. The planning for EYFS is also on the PE Passport App and they follow the scheme of work for EYFS.

### **Sports Partnership**

We sign up to the local Hyndburn and Ribble Valley sports partnership scheme as a school. Through the sports partnership we gain access to competitions against local schools and training for staff or subject leads. Within the sports partnership, we work alongside 65 other primary schools, 10 secondary schools and 2 special schools to achieve high quality sport education for all, aiming to inspire a new generation to become engaged in sport and live healthy lifestyles. The links to the sports partnership also enables us access to the Sainsbury's school games where we have been able to achieve a silver level for the year 2022/23

### **Sports Premium**

The PE Subject lead is responsible for the spending of the sports premium budget which is allocated yearly to the school. This money is allocated to developing the healthy lifestyles of our pupils and engaging them in a variety of sports. We aim to spend the allocated budget on a number of sport related activities and resources including buying in to sports partnership and new equipment. The sports premium spending allocation will be published yearly on the school website.

### **Contribution of PE to teaching in other curriculum areas**

### ***English***

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

### ***Computing***

We use computing to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work. Computing is also used to show the children real athletes modelling specific skills.

### ***Personal, social and health education (PSHE/RSE) and citizenship***

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

### ***Spiritual, moral, social and cultural development***

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. The discussions children have, allow the children to demonstrate and act out our Christian vision, setting good examples in speech. Their work in general enables them to develop a respect for other children's levels of ability and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

### ***Teaching PE to children with special educational needs***

At St Paul's School we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to 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 different needs. Assessment against the National Curriculum through the Lancashire PE Passport app allows us to consider each child's attainment and progress against expected levels.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE. We encourage our children to ensure all children are involved in physical activity during both PE lessons and play times. We encourage our children to live out the vision through showing love and Christian conduct when involving all children.

### ***Assessment and recording***

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers use the Lancashire PE Passport app for to assess the abilities of each child on an individual basis. Children are assessed as greater depth above expected, at expected or below expected.

PE evidence is also collected on the app, staff take a photo or video at the beginning and end of a unit of work and staff are also encouraged to take photos or videos throughout the unit

to show more evidence. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

### **Resources**

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and Rhyddings High School playing field for games and athletics activities and the local swimming pool for swimming lessons. It is the subject leader's responsibility for ordering new resources. All staff are responsible for making sure that equipment is put away correctly. Large equipment is maintained by outside agencies and small equipment by the subject leader. Staff should report any damage to equipment to the subject leader.

### **Time allocation**

Children are allocated 1 PE slot a week, these can range from 45minutes to 1 hour dependent on the age of children. This can either be teacher led learning, coach led learning from external agencies or in the form of swimming lessons.

### **P.E. Kit**

Pupils must change for P.E. lessons. The dress code is as follows:

- Black shorts
- White T-shirt
- Pumps for indoor PE
- Trainers for outdoor PE

For safety reasons it is imperative that the indoor dress code is followed in gymnastics lessons. Under no circumstances should children wear tracksuit trousers (Muslim girls should wear leggings), baggy shorts, tights or socked feet as this can be dangerous. Glasses should be discouraged except on medical grounds.

Long hair must be tied back at all times. All jewellery should be removed. Parents are to be encouraged to have their children's ears pierced at the start of 6-week holiday. Staff must not remove children's earrings or cover with plasters.

Teachers should wear suitable footwear and clothing as a model to show that appropriate clothing is needed for these activities. Key fobs should be removed or tucked inside clothing. All loose clothing, e.g. ties, scarves should be removed. Excess jewellery, e.g. long necklaces, bracelets should be removed.

Children who persistently forget their P.E. kit should be reminded of the importance of P.E. and if necessary a letter should be sent to parents asking for their cooperation. Spare clothing is available in school, but children should not be allowed to rely on this on a weekly basis.

Children should only miss P.E. lessons on health grounds if this is requested by their parents either by direct contact or in a note to the teacher. For long term medical reasons, a letter from GP should be requested.

**Extra-curricular activities**

The school provides a range of PE-related activities for children at the end of the school day and at lunch times. These encourage children to further develop their skills in a range of the activity areas. 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 and participates in a wide range of area competitions. 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. At events, children are encouraged to wear the school team kit to foster a sense of pride in our school and encourage all children to want to participate.

**Health and Safety**

Safety should be paramount when planning PE activities. The following guidelines should be referred to:

- Safe Practice in Swimming (LEA)
- Safe Practice in Physical Education (BALPE)
- Safety in outdoors Education (LEA)

Safety points should be explained to the children. When using the school hall, markers should be used to cordon off any areas of potential hazard. The children should be encouraged to be involved in this part of the lesson and should be reminded why the markers are there.

First aid equipment should be available, and staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily acceptable. Water bottles should be allowed and encouraged during lessons particularly in the summer term.

**Review Date: Sept 2024**