



"Live, love and learn together in the light of Christ."

Physical Education Policy

September 2020-2021

Reviewed: January 2021

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St Francis of Assisi Church of England Primary School, Lowfields Avenue, Ingleby Barwick, TS17 5GA

1. Intent - What are we trying to achieve here with, and through, the P.E. curriculum?

1.1. Intention

We endeavour to help children develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. This includes giving pupils opportunities to develop leadership skills, responsibility and self-awareness so that they can be confident, enthusiastic learners. Through P.E., children learn that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved. By developing these skills, children will enjoy and have fun with physical activity during P.E. lessons and after school hours.

1.2. Intention

We hope to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. This will allow pupils to develop competence to excel in a broad range of physical activities, as well as providing opportunities for competitive sports and activities. Children should be able to recognise and follow relevant rules, etiquette and safety procedures for different activities and events, in practice and during competition. We hope to have children who are physically active for sustained periods who can go on to lead healthy, active lives now and in the future.

2. Implementation - How are we going to deliver this?

All children throughout the school receive 2 hours of high quality P.E. lessons per week. As required in Key Stage 1, children are given opportunities to master the basic movements specified in the National Curriculum; participate in team games and perform dances. This is done through dance, gymnastics and games. In Key Stage 2, we teach dance, gymnastics, and games, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities. Planning is informed by ongoing assessment (based around National Curriculum objectives) in order to build upon the prior learning of the children.

2.1. Spiritual, moral, social and cultural development

Lessons go beyond the physical development, to include non-physical skills (such as personal, social and cognitive skills) so that all children have a foundation for lifelong physical activity, leaving primary school as physically active. The teaching of P.E. offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. P.E. sessions throughout the school focus on Christian values, British values and the School Games values. For instance, through physical education, children are encouraged to respect one another, show perseverance, work collaboratively, and be honest.

2.2. Differentiation

All children have the opportunity to participate in P.E at their own level of development, inclusive of children with additional needs. 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. We achieve this through a range of strategies, following S.T.E.P differentiation. Furthermore, we encourage children to rethink how competition works, so rather than the team with the most points wins, it may be the team who shows the most improvement, or the team who demonstrates good teamwork. Our P.E. programme incorporates a variety of sports to ensure all children develop the skills, confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

2.3. The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. 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.

2.4. Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to arrive at school in their PE kit. The school P.E. kit is as follows: shorts and a t-shirt for indoor P.E. with optional pumps and a tracksuit, t-shirt and trainers for outdoor P.E. Staff should set a good example to children and ensure that they are wearing appropriate footwear at all times. Children are explicitly taught relevant rules, etiquette and safety procedures relevant to each activity. When children are creating their own games in lessons, they are asked to consider if the game is safe, as well as fun and active.

2.5. Resources

There is a wide range of resources to support the teaching of P.E. across the school. They are stored safely in a cupboard in the hall. Children help to set up and put away this equipment as part of their work to develop their responsibility and leadership skills. Teachers use various resources to allow children to have active brain breaks within lessons outside of P.E., such as BBC Super Movers, Go Noodle and Jumpstart Jonny. Resources must be cleaned after use or left for a period of 48 hours in line with Covid-19 guidelines.

2.6. Sports Organising Crew

Our school provides upper KS2 children with the opportunity to become 'Sports Leaders'. This includes training for the relevant staff and children to allow them to be confident and responsible in their role. Sports Leaders are required to 'set the P.A.C.E':

- Promote activity: This involves taking photographs from events, writing newsletters, and ensuring any physical activities we do are posted on the school's Facebook and Twitter pages for parents to see
- Assist your teachers: This can be through organising competitions, leading warmups, tidying equipment or running our daily Wake Up Shake Up.
- Create opportunities for others to be active: Sports Leaders are asked to run competitions, games and Personal Best challenges during playtime and lunchtime for children of a range of ages to make sure they are being active outside.
- Encourage others to take part: A big part of being a Sports Leader is being enthusiastic about physical education and activity and passing that enthusiasm onto others.

Due to Covid-19 guidelines, all leadership responsibilities must be done within class bubbles.

2.7. Extra-Curricular Activities

Information from Youth Sport Trust: 'The Government guidance shared with schools in August gave schools the green light to deliver extra curriculum sessions where the appropriate measures were in place. This has since been reviewed in November 2020 following the second lockdown. The Youth Sport Trust has developed some resources to support schools looking to re-introduce school sport and extra curriculum provision and can be found here www.youthsporttrust.org/coronavirus-support Coaches can be used in extra curricular time as long as they follow the school procedures and the school feels they are safe to do so. "Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures."' This is currently not viable in school due to space and bubble arrangement. This will be reviewed in April 2021.

2.8. Contribution of P.E. to teaching in other curriculum areas

To ensure children are accessing the 30 minutes of physical activity that is expected of them during the school day, teachers are encouraged to make their lessons as active as possible when appropriate. Furthermore, teachers use various resources to allow children to have active brain breaks, such as BBC Super Movers, Go Noodle and Jumpstart Jonny.

English: P.E. 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. It also develops speaking and listening as children listen to, follow instructions, and give feedback to peers.

Maths: As pupils are encouraged to be independent and organise their own competitions and games, children often put their mathematical skills to good practise. This is done through timetabling of sporting events, scoring of activities, comparisons of team results with league tables, and using a stopwatch to time events. Children use physical activity to explore length, distance, direction, area, mass, angle, time, space. Through our OAA activities, children are given opportunities to problem solve.

P.S.H.E and Citizenship: Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Through friendly competition and team work, P.E. teaches respect, trust, mutual respect and tolerance.

Computing: We use ICT to support P.E. teaching when appropriate. E.g. in dance and gymnastics children may make video recordings of their performance, and use them to develop their movements and actions.

3. Impact - What difference is this curriculum making to our children?

3.1 Impact

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children. Furthermore, the impact is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this. Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others.

3.2 Impact

Children will achieve age related expectations in P.E., which will be tracked on our school assessment system. Pupils will enjoy sport and will seek additional extra-curricular activities both school and external to school related. Children who have been identified as 'least active' will participate in a sports/healthy living based extra-curricular activity for at least one term. Children will associate physical activity with positive ideas, and will look forward to their P.E. sessions as noted in pupil voice interviews.