St Peter's Church of England Primary School
Physical Education Policy

THE INTENT OF PHYSICAL EDUCATION AT ST PETER'S IS:

To promote positive self esteem and to build confidence through sporting activities. Pupils will have the opportunity to experience a broad range of games and sports, as well as having the chance to participate in competitive events. Children will be physically active and understand the importance of exercise for overall health and wellbeing. By engaging in regular P.E. lessons, pupils will learn the significance of resilience, teamwork and the benefits of adopting a positive growth mindset. P.E. lessons must be engaging, motivating and encourage children to lead healthy, active lives.

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 well-being. 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.

Through the selection of progressive learning objectives, suitably differentiated and logically developed 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.

Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand factors that can affect health and fitness. This work is closely aligned with the criteria for achieving Healthy School Status and the School Games Award.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy and PSHE skills.

The school is part of the school games scheme with the North-West Essex Partnership. This gives more opportunities to access staff CPD. It also provides an excellent opportunity to build relationships with schools in the area. The school is also a part of the Braintree District Primary School Sports Association (BDPSSA), which provides further opportunities for competitive sport.

Aims:

In KS1 Pupils will develop fundamental movement skills, become increasingly competent and confident in PE and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will engage in competitive (both against themselves and against others) and co-operative physical activities, in a range of increasingly challenging situations.

In KS2, children will 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 will communicate, collaborate and compete with each other.

In EYFS, the lessons are structured so that there are teacher led sessions focused on physical development. These are approximately 30 minutes in duration and are aimed at the Early Learning Goals. The children also have daily access to play equipment which encourages physical activity across the curriculum. Pupils participate in an additional session each week, led by professional sports coaches.

Across the key stages, children are encouraged to assess their own, and each other's performances and suggest areas for peer and self improvement.

Entitlement:

The school aims to provide all pupils with the full entitlement of two sessions of high quality, sustained Physical Education a week. This is delivered through lessons of varying duration, according to the age of the children.

Units of work are blocked so that for a set period of time, all of the lessons focus on the same area of activity. For example, a six week block of gymnastics, that builds on the required skills may be followed by a six week block of invasion games.

Each class is timetabled so that they can access the hall for indoor activities at least once a week. We also have coaches who work alongside teachers to deliver sessions such as athletics and football.

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements are made. These may include classroom-based activities around the planned lesson, or rescheduling the activity for another day. If the indoor space is available, the activity can be taught inside with modification or adaptation, whilst still allowing the learning intentions to be achieved.

Curriculum Planning:

Where appropriate, PE units link to the overarching curriculum themes each term, in order to promote greater cross-curricular planning, teaching and learning.

PE activities are planned so that they build upon the prior learning of the children. There are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, so that they are increasingly challenged as they move up through the school. This allows for curriculum review in relation to content, progression, teaching and learning.

Swimming is taught at a local external venue by a qualified swimming instructor, with support from the staff. Information on progress and assessment of attainment is provided by this instructor in consultation with the class teacher. This takes place during Years 3 & 4 and children are to attend booster swimming sessions if necessary in Year 5 and 6.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

Sport-Premium Planning

St Peter's receives an annual ring-fenced budget to improve the delivery of PE. The school uses some of the funds to buy in specialist coaches to teach the national curriculum objectives alongside class teachers. The sessions work as CPD for staff and teachers are expected to regularly team-teach the lessons.

The funds are also used to pay for transport to and from sporting events, buy a range of PE equipment, fund booster swimming sessions and to provide further opportunities for the children to experience a range of sports throughout the year.

The impact of this spending is monitored by the PE co-ordinator and Headteacher with feedback from staff. The spending is then reviewed to ensure the funds are used in the most effective way.

For a full breakdown of the spending please see 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. Children are also required to use their skills of speaking and listening, in order to communicate effectively as a team.
- **Personal, social and health education (PSHE) and citizenship:** Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Pupils understand the impact of regular exercise on both physical and mental health, and how movement must become a consistent part of leading an active lifestyle.
- **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. 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.

Assessment and Recording:

Teachers assess children's work in PE by making assessments as they observe them working during lessons. All pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers record the progress made by children against national curriculum expectations. At the end of each unit, children will be assessed according to age related expectations, to help give an overall attainment level which reflects the progress made over that academic year.

In accordance with the school's policy, parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This may also include the strengths and weaknesses of children within PE.

Equipment and Resources:

All resources are kept either in the PE sheds outside or in the hall store. These 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.

The hall contains a range of large apparatus; all children are expected to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely.
Resources should be counted out and counted in, 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.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Safe Practice:

The children are encouraged to consider their own safety and the safety of others at all times. Children are expected to arrive at school wearing appropriate PE kit on their designated PE days. Adults set an example by wearing appropriate clothing when teaching PE.

No jewellery is to be worn for any physical activity. Earrings should be removed (by the pupil themselves) and are not to be taped up.

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching.

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.

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
- Encourage children of all genders, ages and abilities to participate
- 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 materials, 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 in exceptional circumstances, with a statement of special educational needs. Any classroom support provided may extend into physical education lessons as appropriate. Teachers and other adults working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities, access to extra-curricular activities and participation in competitive events.

The school will provide opportunities for children to engage in a range of sports and activities; feedback from pupils and the sports council will be reviewed and used to inform future events and inter-school fixtures, to reflect student interests.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge and sound awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, a PE Advisor through INSET or

through team teaching with outside coaches. All staff who attend any CPD course must provide feedback / disseminate the information.

Monitoring and review:

The monitoring of the standards of children's progression and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead and direction for PE in the school.

Out of School Hours Learning (OSHL):

The school provides a range of PE-related activities for children, during lunchtimes and at the end of the school day. These are open to any pupil in the relevant year group. 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 fixtures against other local schools. 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, morale and cooperation amongst our children.

The school enables all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside of school (a sports event at another school, for example) a risk assessment prior to the activity is carried out, to ensure that the activity is safe and appropriate for all pupils. Written permission is sought from a parent or carer to allow attendance.

Last Reviewed: October 2024 (Gabby Vianello – PE Lead)