

ST JAMES' RC PRIMARY SCHOOL'S PHYSICAL EDUCATION POLICY

Faith in action,

Growing together,

Walking in the footsteps of Christ

1. Definition of Physical Education

'Physical education is defined as a process of learning through physical activities that are designed to improve physical fitness, develop motor skills, knowledge and behaviour of healthy and active living, sportsmanship, and emotional intelligence. Thus, Physical Education is not only aimed at physical development but also includes the development of the individual as a whole.' (Physical Education Zone 2011)

2. Primary PE and Sports Premium

The Government has yet to confirm (April 2022) the continued provision of additional funding per annum for academic years 2022-2023 to improve provision of physical education (PE) and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport – is allocated to primary schools via two instalments per academic year. This funding is ring-fenced and therefore can only be spent on the provision of PE and sport in schools. St James' is dedicated to ensuring that this funding achieves real impact and creates sustainability at the heart of its quest to further raise teaching and learning standards within an increased field of activities and opportunities for our pupils.

The school functions as an essential stepping stone within the employment of the following DfE Vision Statement that operates at the heart of all planned initiatives associated with the Premium: 'All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport'. Should the funding continue, we seek to address progress in accordance with the nationally prescribed five indicators that are:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles;
2. The profile of PE and sport being raised across the school as a tool for whole school improvement;
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport;
4. Broader experience of a range of sports and activities offered to all pupils;
5. Increased participation in competitive sport.

St James' also recognises the importance of meeting the statutory requirement, as instructed by DfE and HMI, to ensure that information on the use of the Primary PE and Sport Premium is made available to parents on its school website.

3. Aims of PE Teaching and Learning

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility

- To appreciate of the value of safe exercising.

Social and emotional development:

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity does not have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

The school aims to provide each pupil with the opportunity to:

- Acquire and develop skills;
- Select and apply skills, tactics and compositional ideas;
- Evaluate and improve performances;
- Increase knowledge and understanding of fitness and health.

4. Curriculum Outline and Timing

Every child takes part in two hours of PE activities a week (1 hour indoor and 1 hour outdoor, with the latter being dependent upon weather conditions). Each class is allocated a specific time for P.E in the hall and outdoors. All classes are provided with a copy of PE timetables and health and safety information. A copy of *Safe Practice: in Physical Education, School Sport & Physical Activity published by the Association for Physical Education* can be found in the staff room for all staff to consult. Knowledge, skills and understanding will be developed through the following six areas of activity: Dance, Games, Gymnastics, Swimming (Year 4) Athletics as well as Outdoor and Adventurous activities (covered more explicitly through residential trips in Year 5 and 6).

Curriculum planning 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. Each year group

follows a scheme of work for each activity throughout the academic year. Games, dance and gymnastics activities are based upon the Get Set 4 PE scheme.

5. Teaching and Learning

There is the expectation that class teachers will use a range of strategies as well as their own professional judgement to decide upon the most appropriate way to manage their class.

Teaching is OUTSTANDING when:

- Teachers communicate high expectations, enthusiasm and passion about their subject to inspire pupils to do their best.
- Teachers and external coaches/practitioners have a high level of confidence and expertise both in terms of their specialist knowledge across a range of activities and their understanding of effective learning in the subject.
- Teachers and external coaches/practitioners ensure pupils' outstanding learning and progress through well planned and well organised lessons.
- Extensive subject knowledge and expertise is used to show pupils the step-by-step stages of learning new skills, and how to apply skills in different activities and situations.
- A very wide range of innovative and imaginative resources and teaching strategies are used to stimulate all pupils' active participation in their learning and secure outstanding progress across all aspects of the subject.
- Time in lessons is maximised to engage all pupils in vigorous physical activity.
- Enjoyable and highly effective learning is promoted through excellent relationships, regular praise and feedback.
- ICT is used very effectively to support observation and analysis to improve work further.
- Expectations of all pupils are consistently high which ensure that pupils of all abilities learn new skills, find out how to use them in different ways, and link them in order to accurately repeat actions, sequences or team tactics.
- The pace of learning is rapid and pupils are expected to work very hard and to be physically active for sustained periods of time and to persevere when they begin to tire.
- Non-performing pupils are engaged very purposefully with other roles, such as observation and feedback, coaching, umpiring and refereeing.
- Pupils are expected to perform at maximum levels in relation to speed, height, distance, strength and accuracy.
- Assessment data is used by teachers and coaches to plan further challenges for more able pupils and to provide additional support for the less able.
- Teachers and external coaches/practitioners question pupils to check their understanding and provide expert advice on how to attain exceptionally high levels of performance.
- Pupils are given frequent opportunities to assess their own and others' performances and make suggestions for how they could be improved.
- Pupils' progress is systematically checked throughout all Key Stages. Assessment data is used by teachers to plan further challenges for more able pupils and provide additional support for less able pupils to enable them to exceed national expectations.

Association for Physical Education: <http://www.afpe.org.uk/physical-education/outstanding-teaching-in-physical-education/>

6. Differentiation and Inclusion

As with all subjects, individual pupil abilities and talents should be met at all times. In P.E, most activities are open-ended and allow for differentiation by outcome, but within the six areas of P.E,

teaching staff will need to assist and extend children. This support may take the form of adapting an activity by way of space, task, people and equipment. This is the class teacher's responsibility.

As an example, when planning to provide the appropriate learning situation for pupils, consideration should be attended to:

- The type or range of equipment used.
- The complexity of tasks.
- The level of task difficulty.
- The environment in which the activity is occurring.
- The level of adult or peer support provided.

Inclusion

Teachers must have due regard to the following principles:

- Setting appropriate learning challenges.
- Responding to pupils' individual, varied learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils, regardless of ability, experience or additional needs.

Non-participants should still have a role within the PE lesson in the form of refereeing, standards spotting and score-keeping.

7. Assessment

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Outdoor PE taught by the specialist Sports teacher is assessed at the end of each half term by the class teacher. End of unit assessments are recorded on Classroom Monitor. All pupils are encouraged to evaluate their own and others' work and to suggest ways in which to improve. There are numerous ways in which children are continually assessed across the school:

- Staff grouping of the children according to their ability for certain lessons or activities.
- Teacher observation with reference to a particular learning objective to develop a formative assessment during a scheme of work for a specific area of Physical Education.
- Applying summative assessment at the end of a scheme of work in the form of a tick list so as to assess the child's ability to use the skills that they have progressively developed over a number of weeks.
- Monitoring an improvement in performance using a skills sheet over a number of weeks.
- A register that is kept and continually updated, of children who, after their PE swimming lessons, can and cannot swim 25m unaided. For those pupils unable to achieve the targeted distance unaided, then parents are informed of community pathways of support e.g. Top-Up Swimming programmes of delivery.

8. Classroom Organisation

Each session's lay-out will vary and in some cases, suggestions will be made. It is of course up to the individual teacher and the class concerned. A key priority for each teacher is to risk assess the lesson environment before each session. Apparatus should be safely stored around the perimeter of the hall. Teachers should regularly reinforce the teaching of apparatus handling. Teachers should guarantee that a sufficient number of children assist when lifting and carrying apparatus. Pupils should be advised to bend their knees when lifting rather than using their backs to take the strain. By way of apparatus arrangement, consideration must be afforded to ensure that there is sufficient space allowed for variations in approach and dismount. The work environment should be laid out

with careful scrutiny of potential trips and hazards, e.g. walls, piano, stage. Teachers must always check apparatus before proceeding with an activity with pupils encouraged to follow suit. All pupils must receive reinforced guidance upon such important health and safety matters.

9. Resources

There is a wide range of practical equipment to support the teaching of PE across the school. In general, when performing skills practises, pupils should have their own equipment and not have to “take turns” maximising practise and contact time with equipment. Children should be taught and encouraged to manage the safe set up and clearing away of practical resources from Early Years upwards. Books and other useful guides are available for teachers and these are stored in the staffroom. Online training resources can also be found on the following subscription based websites:

www.thePEhub.co.uk

www.londonseprimarypehwb.co.uk

www.yourschoolgames.com

10. Health and Safety

The AfPE book “Safe Practice in Physical Education and Sport” (latest edition) is accepted as the main authority in terms of advice provision associated with all matters of health and safety within PE lessons. Copies of the publication are held within the staff room. All teaching staff should refer to guidelines associated with specific activities and highlight key safety issues within their planning and delivery. All teachers are responsible for safety in their own lessons and for ensuring that they are following the prescribed advice. It is absolutely essential that student teachers and non-quality assured coaches are never left to teach a PE & Sports lesson unsupervised.

Clothing

All children are required to change for PE lessons. St James’ PE Kit consists of red shorts and a plain white t-shirt. A black track suit (without logos) can be worn when the weather is colder.

Trainers are worn for outdoor activities and plimsolls/clean trainers or bare feet for indoor activities.

In general, Dance and Gymnastics lessons should be performed in bare feet, however, shoes or plimsolls should be worn when walking to the hall. For swimming, a costume that does not inhibit movement should be worn (swim shorts should not reach below the knee). Hats and goggles will be worn in accordance with the pool’s rules and regulations. Teachers should be appropriately dressed for all PE & Sports tuition, including trainers and tracksuit bottoms, so as to be able to demonstrate skills and techniques. Furthermore, the teacher is setting an example to the children of acceptable wear.

Incorrect kit

If a child comes to school without the correct kit, the class teacher must enquire as to why this has occurred. Where there is a satisfactory reason, parents should either inform the teacher verbally or send in an explanatory note. If there is no explanation offered, the teacher must ask the child to bring one in the following day. A note should be sent home informing parents that the child did not have the correct kit. Teaching staff should keep a record of pupils who develop a habit of not participating, irrespective of the reason and parents should be spoken to.

Jewellery

Personal items such as rings, watches and necklaces should not be worn for any PE and sport tuition. Earrings should be removed or taped up. Activity trackers may only be worn when necessary as part

of training provided by external coaches. A letter explaining this necessity will be required and the tracker would need to be covered by a wrist band.

Activity trackers may be provided for children to wear by school staff during sessions to track activity levels as part of whole school improvement.

Hair

Long hair is to be tied back and hard and plastic hair-bands removed.

Medical Conditions

A list identifying children with specific medical conditions is given to each teacher at the beginning of the year. Teachers should be aware of the medical conditions of children in their charge during PE lessons and be completely aware of the identity of trained First Aiders on site. They should refer to the master list of medical conditions held in the office for more details. Children or their class teacher/coach must always have access to inhalers and epi pens during PE lessons.

Accidents

Serious accidents within PE lessons should be reported to the Head teacher. The teacher/coach in charge should record the incident in the first aid log book and a phone call home should be made if necessary depending upon the seriousness of the injury. Teaching staff should always be aware of the nearest First Aider on site.

Faulty Apparatus / Equipment

All PE apparatus is to be safety checked by an external expert on an annual basis. If a fault is discovered in a piece of equipment then the item concerned must be removed and clearly labelled "NOT TO BE USED". The fault should be immediately reported to the Subject Leader and to the Head teacher.

Storage of PE equipment

Teachers must always supervise the collection and return of equipment from the PE shed. Equipment should be returned to its allocated place. Teachers should ensure that all equipment is stored safely.

11. Presentation and Display

Demonstrations and performances within the lessons are an integral element of all P.E lessons. Not only are they an invaluable visual aid to the reinforcement of teaching points, but they also help to develop the confidence of the performer and the evaluative skills of the observers. As the P.E. curriculum rarely requires written work, there is understandably less scope to display children's work. So as to promote the lifelong benefits of an active healthy lifestyle, teaching staff should recognise the importance and opportunities for cross-curricular links and subsequent display potential, for example through Literacy (creative activities), Maths and ICT (scoring) Geography (multi-cultural sport-specific as well as O and A), Science and PSHE (Health and Fitness and Diet and Nutrition). Work could be displayed in practical areas or classrooms or a P.E. notice board as well as online via the school's website as a means of showcasing effort and achievement.

12. Equal Opportunities

The school prides itself on being an ambassador for inclusion. All children, irrespective of race or ability, are included within Physical Education lessons. Teachers will identify any areas of support needed by individual children and plan accordingly. Care is taken to ensure that all activities are appealing to both girls and boys so as to encourage participation.

13. INSET

This is arranged by the P.E. Co-ordinator and may require the involvement of specialist external agencies e.g. Borough Primary PE advisory support; Regional CPD Trainers. Any emerging issues raised or introduction of new skills, approaches or schemes of work are shared during these sessions. It is the responsibility of the Subject Leader to inform all non-specialist staff of key regional and national changes and updates that affects school provision of curricular and extracurricular activity.

14. Extra-Curricular Activities

At St James' we provide a range of PE related activities for children at the beginning and end of the school day, as well as at lunchtime. The school sends details of the current club activities to parents at the beginning of each term. Bromley Borough School Games Organiser led inter-school competitions are attended by a vast number of children. Local fixtures are also arranged with nearby schools as well as within the Bromley Catholic Schools' Trust. This introduces a competitive element to team games, and allows the children to put into practise the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

Monitoring and Evaluation

This policy will be updated in line with any new developments in the school and/or any new government guidance.

It was last reviewed in: autumn 2022

It will next be reviewed in: autumn 2025

This statement of policy was approved by the Governing Body at their meeting on:-

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)