

Physical Education Policy



Policy Statement

At Holy Trinity CE Primary School we embrace the vision for a highly educated society in which opportunity is equal for children and young people – no matter what their background or family circumstances.

With Christian faith central to our ethos and teaching, we strive to provide a happy, caring environment to maximise learning and achievement.

Our aim is for this ethos to permeate every aspect of the curriculum – lessons, events, routines, out of school clubs, trips and visits – and this policy seeks to ensure that our vision is fully realised and adhered to by all members of the school community.

Governing Body

Lead Person	Imogen Humphreys
Link Governor/Chair of Committee	Chris Tongeman
Committee	Progress and Achievement Committee
Date Reviewed (incl. signature of Link Governor/Chair)	January 2023
Date Ratified	January 2023
Next review date	January 2025

Chris Tongeman

David Winn

School Mission:

Excellence in how we worship, learn and work together

Every one of our children is unique and special. We are committed to providing an exceptional learning experience for all the children in our Holy Trinity family.

We strive to enable our children to acquire the knowledge, skills and characteristics they need to be successful in the wider world.

At Holy Trinity, we serve our community with compassion, empathy and kindness in all that we do.

Introduction

Physical education contributes to the overall education of young people by helping them to lead full and valuable lives through engaging in purposeful physical activity. At Holy Trinity, we recognise the importance of a high-quality physical education curriculum should inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. Our curriculum provide opportunities for pupils to become physically confident in a way, which supports their health and fitness. As well as opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect.

Aims and Objectives

- To promote physical activity and a healthy lifestyle
- To teach children to know about and value the benefits of exercise
- To establish self-esteem through the development of physical competence and confidence
- To develop positive attitudes and to help each child cope with success and failure in the context of co-operative physical activities.
- To gain a range of PE skills through a broad scheme of work, progressing through year groups.
- To have opportunities to achieve excellence through regular competitions at a school and local level.
- To develop interest and enjoyment of the subject

Policy Development

At Holy Trinity, the purpose of having a physical education policy is to ensure that all pupils have access to consistent, clear and well-planned approaches to education that is appropriate to the age and maturity of the pupils. This document serves to inform parents and the school community of procedures used.

Key Stage 1

There are 3 areas of activity:

- i) Games
- ii) Gymnastics
- iii) Athletics

Throughout the Key Stages pupils should be taught:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key Stage 2

There are 6 areas of activity:

- i) Games
- ii) Gymnastics
- iii) Tag rugby
- iv) Athletics
- v) Cricket
- vi) Swimming (Year 3 and 4 only)

Throughout the Key Stage, pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Planning

In accordance with the Curriculum, each lesson throughout the school must be planned to include:

- a warm-up activity and a warm down activity
- a teaching point from the relevant 'area of activity'
- a performance, game or competition

In Gymnastics, this may be a short sequence watched by the teacher or other members of the class. In Games and Athletics, this may be a game, mini game or competition either against other members of the class or against a previous individual performance.

With regard to swimming in Years 3 and 4, this is planned within the context of the time and the resources available at the site (Brixton Recreational Centre)

Teaching and Learning

Within each Year Group the pupils will be expected to cover the Units of Work indicated in the Schemes of Work for years 1 – 6 from Moving Matters planning, and the Early Learning Goals for the Reception classes.

During the year, teachers and their class will work alongside a coach from Moving Matters to ensure every child has access to high quality teaching. This will also enable teachers to build on their knowledge and understanding and enable them to have the confidence to deliver their lessons with more confidence.

The school also has a range of outside sports coaches funded by Sports Premium. This coach will also work alongside teachers and their classes to deliver high quality PE lessons throughout the school.

Outdoor P. E. Kit

Boys and Girls

White or school T-shirt and shorts or

Tracksuits in school colours

Trainers for outdoor PE

(School colours are grey, maroon or navy blue/black)

Indoor P. E. Kit

Boys and Girls

White or school T-shirt

White shorts

Black plimsolls or bare feet

For reasons of hygiene girls should not wear tights when doing physical activity and, apart from socks, pupils should not wear any of their regular school uniform during P.E. lessons.

Timetabling

Key Stage 1

2 hour sessions per week
to include at least one session
outside.

Key Stage 2

2 hours a week including indoor
and outdoor P.E. & swimming

Swimming

Swimming takes place over a 10 week program at a local swimming pool in Years 3 & 4.

The Lesson

At the start of each lesson there is a warm up activity, which gives the teacher the opportunity to explore the short-term effects of exercise on the body. This warm up activity may be done to music and should include exercise to increase the pulse rate and, where appropriate, gentle stretching activities. Neck exercises should be avoided and at Key Stage 1 teachers should avoid using bending over exercises (see section 10).

In accordance with the National Curriculum, pupils should be clear about the objective of the lesson even though it may be combined with other elements to form a sequence or a game. In Gymnastics, pupils should be encouraged to control their bodies, link movements and in demonstration try hard to consolidate their performances and be good spectators. In general, noise levels should be kept to a minimum to allow good concentration, and for safety reasons. In Games and Athletics, pupils should be taught the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. This can be monitored, by the class teacher by ensuring that pupils work individually, in pairs, in groups and in teams. In all areas pupils must be enabled to use the taught skill in the context of a meaningful activity. All lessons should end with a calming activity.

Non-Participants

Pupils not participating in Physical Education lessons, including swimming, are required to produce a letter stating the reasons for the non-participation. Pupils who are not taking part in a lesson should be encouraged to participate as observers or reporters or, in certain circumstances, as timekeepers or referees. When appropriate, pupils can use their sketch books to sketch their observations during the lesson.

Record keeping and assessment

The class teacher monitors the level of pupil's activity and where appropriate, groups them by ability, always remembering that higher ability children in subjects such as Literacy and Numeracy, is not often the same for PE. Grouping by ability is particularly relevant in Gymnastics and Athletics so that pupils are working at their own level and driving their individual learning in Physical Education. Such grouping is not appropriate in games or mini-games but may be helpful for teaching the component skills. It is important that work is differentiated in this area as with any other area of the curriculum. Class dojo points or Star Girl/Boy are awarded to individual pupils or groups of pupils, if appropriate. A summative assessment is made each year and reported to parents either orally or in written form.

Continuity

The records outlined above are not only reported to parents but are passed to the next teacher for future reference.

Together with the system that is in place at the moment and the implementation of the Schools Scheme of Work continuity and progression should be maintained.

Resources

There is a well-stocked PE cupboard. Staff are requested to make sure they return equipment tidily for others to use. The School Sports Coach, Subject Leader are available for advice, as well as the Assistant Head Teacher.

Equal Opportunities

As our classes contain mixed ability children, differentiation of tasks should be in mind when planning and delivering Physical Education lessons. Pupils should be encouraged to perfect their skills and perform to the best of their ability. Pupils who have special needs must be included and encouraged. They need to feel that they are making progress with a full range of physical activities and some tasks may have to be adapted in order for them to do so. Likewise, very able pupils should be fully extended so as to improve their performance and make progress. This may include putting such pupils in an ability group for certain activities.

Children should be encouraged to appreciate the physical skills and achievements of all ethnic origins and both sexes. Girls and boys may need extra help and encouragement to become involved in sports traditionally dominated by the opposite sex. In class team games, teams should be carefully picked by the teacher to ensure a balance of all ability levels, ethnic diversity and male/female mix.

Health and Safety

Hygiene

Physical Education should be used as an opportunity to teach the increased need for personal hygiene in relation to vigorous physical activity. This is particularly so with regards to appropriate clothing (see P. E. Kit section 5).

Clothing

For safety reasons pupils should not wear any jewellery (including watches) during Physical Education lessons. If bangles or chains need to be worn by children for religious and medical reasons these must be taped during lessons. All items of jewellery should be taken by the class teacher at the beginning of the lesson and kept in a safe place until they are returned at the end of the lesson. Pupils must be told of the reasons for not wearing jewellery, so that they understand the hazards of it during physical exercise.

Pupils must wear plimsolls or bare feet for indoor activities and training shoes for outdoor activities. They must be made aware of the safety risks of wearing inappropriate footwear and why particular footwear is worn for particular activities.

Hair

Long hair should always be tied back during Physical Education lessons.

Equipment

It is important that pupils in both Key Stages 1 and 2 learn how to lift, carry, place and use all equipment safely. By Key stage 2 pupils should be able to set up and put away gymnastic apparatus by themselves, subject to final safety checks by the class teachers. All pupils should learn the 3 basic safety rules relating to equipment:

- Always walk when apparatus or equipment is being moved
- Always move forwards.
- In KS1, Carry benches and mats in teams of 4, one being the leader, saying when to lift. In KS2, this can change to 2 children per item.

Similarly, children must be taught to handle games equipment correctly when carrying or using it, so that damage to the equipment and to those around them is avoided.

Equipment must be checked regularly to ensure that it is in working order and gymnastic apparatus which has been set up or put away by pupils must **always** be given a final safety check by the class teacher. If there are any faults or equipment is in need of repair, it should not be used and reported immediately to the P. E. Lead or to the Premises Officer so that repair can be effected straight away.

Warm Up / Warm Down

Class teachers must always start their lessons with a warm up. The object of this part of the lesson is to increase the pulse rate of the pupils so as to warm up their muscles. Bending or stretching exercises should not be carried out until this part of the lesson is complete. For safety reasons teachers should not ask pupils to bend from the waist or the neck. A warm down activity should conclude the lesson.

Medical History

It is essential to know if any child suffers from any physical ailment which might affect personal safety during a lesson (e.g. asthma, epilepsy, diabetes, defective sight or hearing, physical handicap etc). **Procedure for dealing with such children in the event of an emergency must be known to the class teacher. All information should be communicated to visiting teachers and sports instructors.**

In the Event of an Accident

- Stop the lesson immediately
- Send one child for help (First Aider or Head teacher)
- Move the children to the sides of the area and tell them to await further instructions
- Keep calm
- Wait for help to arrive. Do not leave the pupils unattended.
- If injury is suspected, do not move until a qualified First Aider has attended the pupil

Pupils must be familiar with this procedure.

Cross-Curricular Links

Contribution of PE to teaching in other curriculum areas

- Science – Term 6 Healthy Living, Healthy Minds** : keeping healthy and healthy eating
- Maths** – speed, distance, angles, position and movement, rotation and time.
- English** - speaking and Listening, Subject-specific vocabulary and movement within drama/role play.
- Music** – rhythm and tempo.
- Computing** - use of stop watches and the internet for researching sporting events.
- History** - dances relating to the **Topic Term 2 The Power of the Arts**.
- PSHE – Jigsaw**: following rules, living healthily, co-operating with others and understanding fairness and equality.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

SMSC

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

Christian Values

Through sport, children are taught the values of respect, trust, honesty, friendliness and resilience.

Areas for future development

- Continue provision for After School clubs
- Continue to develop whole school and local competitions.
- Continue to work with outside agencies to provide high quality teaching for all children
- Continue to promote the importance of exercise and healthy living

RESPONSIBILITIES OF STAFF AND GOVERNORS

Overall responsibility for this Policy is with the named governor for PE.

Role of PE Lead:

- Provide teaching staff with a curriculum to follow
- Provide staff with links to curriculum development
- Primary Link Teacher with St Martin-in-the-Fields
- Liaise with sporting organisations that works with our school. Provide a timetable of sporting opportunities throughout the year
- Order equipment and resources
- Liaise with other members of staff in offering lunchtime opportunities from outside agencies
- Providing links with parents in the form of newsletter and updating website information
- Provide a structure of how the sports funding will be used to have a sustainable impact upon the attainment and achievement of all children
- Access to specific training to support and develop their role
- Team-teaching with newly qualified teachers, new staff and in areas where existing staff feel less confident.
- Leading training/staff INSET
- Monitoring and assessment. Write an action plan

The governing body is responsible for:

- Authorising the Physical Education policy and any subsequent reviews of the policy and ensuring that the terms and ethos of this policy are followed.

The Head Teacher is responsible for:

- Ensuring that the terms and ethos of this policy are followed.

Other members of the staff team are responsible for:

- Following the terms and ethos of this policy.

This policy is a working document and will be reviewed every two years.

PARENTS & THE WIDER COMMUNITY

The school welcomes parents/carers who wish to share with us, their concerns about physical fitness and health. Parents/carers will be informed immediately if there any concerns about their child's physical fitness observed by a member of staff.

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2022'

Policy Adopted by Governors in: January 2023

Signature (Chair of governors):



Policy Due for Review: January 2025