

# Slindon Church of England Primary School



## Physical Education Policy

<b>Approved by:</b>	Jodie Heater (PE coordinator)
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## Slindon CofE Primary School- PE Policy

### Our Vision

Our vision at Slindon Church of England School is to create a culture where the high-quality teaching and learning of PE inspires every child to participate in physical activity and allows them to flourish physically, mentally and spiritually. We aspire to create a school where physical education helps all children to develop their self-confidence and develop active, healthy lifestyles. We will provide children with opportunities to develop their mental and social wellbeing and leadership skills as well as providing opportunities to engage in the wider community and foster positive relationships with other schools.

### Intent

1. To enable children to develop and explore physical skills with increasing control and coordination;
2. To encourage children to work and play with others in a range of group situations;
3. To develop the way in which children perform skills, and apply rules and conventions, for different activities;
4. To show children how to improve the quality and control of their performance;
5. To teach children to recognise and describe how their bodies feel during exercise;
6. To develop the children's enjoyment of physical activity through creativity and imagination;
7. To develop an understanding in children of how to succeed in a range of physical activities.
8. To teach the children how to evaluate their own success; providing specialist support where individual children have particular gifts or talents.
9. To enable children to compete in competitive sport, recognising strengths and how to improve.

### Implementation

#### Early Years

We believe that Physical Education in Early Years provides children will the opportunity to learn through using all of their senses whilst be active. Teachers will plan and teach high-quality lessons which provide opportunities for all round physical development using a range of equipment, apparatus and stimuli to encourage a development in specific skills. Activities are planned to help develop children's confidence, independence, and develop control in the

way they move when using equipment. They will be given time to explore, experiment and refine their gross and fine motor skills as well as opportunities to develop hand-eye coordination.

### Key Stage 1

Children continue to build on their early experiences and move into paired and group activities. They begin to play simple games, explore and link actions, improve coordination and response to stimuli. They develop greater awareness of others and begin to develop their own ideas and creativity. Children improve their use of apparatus and equipment and continue to develop gross motor skills and hand-eye coordination. Children focus on developing excellent fundamental movement skills. They learn to refine skills in throwing, catching and kicking and working cooperatively. They continue to develop co-ordination, balance and achieve greater control over their movements. They develop their visual and auditory awareness and begin to express themselves through movement and communicate ideas and feelings about their performance.

### Key Stage 2

Children build on their previous experiences and the seven fundamental movement skills through a broader PE curriculum. They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups, and are taught common skills and principles for playing games with increasing complexity. They are given opportunities to be creative in developing their own rules as well as learning the conventions of traditional games. Children will take part in competitive experiences and develop greater awareness over the importance of sportsmanship. Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus. They respond creatively to stimuli and improve compositional work, performance and content. They become confident at evaluating their own, and others, performances and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and the effect upon their own body.

### Our offer

We work with The Regis School to ensure our children and staff have the opportunity to develop their experience of PE. Through this offer we are able to participate in CPD for staff, which includes subject knowledge adaptation of PE and challenge for the more able. The children have been able to participate in galas, future flyers and sporting events.

As a school, we value the importance of OAA (Outdoor Adventurous Activities) and use Commando Joe's to support our planning of these. We are also fortunate that our UKS2 children take part in a residential to CYE every two years.

We also take part in 'Learning in the Forest' and ensure the children can participate in sporting events within our locality group.

#### Links to wider curriculum subjects

English: We encourage children to orally describe what they have done, and discuss how they might improve their performances.

Maths: We encourage children to measure and record what they have done accurately.

Science: We will encourage children to think about nutrition, their pulse and the effects exercise has on their bodies.

PHSE: We encourage children to learn about the importance of having a healthy lifestyle, including the benefits of physical activity and healthy eating. We will help children to make informed choices about these things to help them become life-long active individuals.

#### Health and Safety

All staff will have a due regard for the current Association for Physical Education guidance (2019) when preparing and delivering PE lessons. If a hazard is identified then risk control means that precautions should be implemented which minimises or prevents harm. Regular checks and risk assessment should be made by all teachers as well as ongoing risk assessments, annual safety checks and repairs. Teachers should continuously check equipment and apparatus as it is being taken out and used in every lesson. If a piece of equipment is deemed unsafe it must not be used and reported to the PE coordinator.

Pupils - Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (E.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc ). They will also be taught to understand the safety risks involved in wearing inappropriate clothing, footwear and jewellery.

First Aid - All teachers aware of designated first aiders within school. A first aider must be present if children are taken off site to play or compete in physical activity. Inhalers for pupils suffering from asthma are made readily accessible.

#### Inclusion and Equal Opportunities

At Slindon Church of England School we strive to ensure achievement is possible for all children regardless of ethnicity, gender, religion or special needs. Where children have physical needs, adaptations to the curriculum may be necessary to ensure that a child has every opportunity to succeed at their particular stage of development. More able children will be challenged by extending the specific task and children who need extra support can be encouraged to achieve success by breaking tasks down into simple progressive steps. This will enable all children to make good progress.

### Impact

Teachers will provide instant feedback in the form of verbal feedback each lesson. Children will often be given short-term pointers throughout each session in order to improve their immediate performance of the skills being learnt in the lesson. As with all areas of the curriculum, the main method of collecting evidence, for class assessment grids, is through teacher observations, questioning and answering. This continuous assessment will help the teacher plan future activities and lessons to ensure good progress is being made.

Older pupils are encouraged to self-assess their own work and suggest ways to improve their own practise.

### PE kits

- School PE t-shirts (encouraged)
- Shorts or trousers/leggings
- Bare feet during inside activities
- Trainers or plimsolls for outside activities.
- Jumper for cold weather
- No earrings or jewellery

Staff are also expected to wear appropriate clothing.

If children do not have their PE kits the teachers will be responsible to remind parents. If there are any issues with PE kits, then the school will endeavour to support families and provide PE kit.

### Swimming

Swimming lessons are available for all children in Years 2-6 in Autumn term. Lessons will be provided by both staff members and swimming coaches at Arun Leisure Centre. All children are provided with high quality swimming lessons to enable them to be able to swim 25 metres by the end of Year 6. Confident swimmers are taught lifesaving skills. All children are expected to bring in their swimming kit on the day of swimming and take it home that night.

### Extra-curricular activities

During the academic year, we will provide a range of extra-curricular PE activities for both Key Stage 1 and Key Stage 2 children. This will include clubs such as cricket and dance. These activities will be led by different members of staff and outside agencies. The school sends details of the current club activities to parents and carers at the beginning of each half term.

