



# PE POLICY

## Our Mission

At St. Anne's we aim to be a caring Christian school, within the community where everyone is respected and valued. To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can be.

## Our Vision

Our vision has the promise by Jesus of 'life in all its fullness at its heart. At St Anne's we believe:

- in our children and each other,
- we are uniquely created in the image of God,
- we were made to be awesome,
- that together we are family,
- we were created to live in community,
- in equipping the St Anne's family to be the best we can be,
- in our individual talents and abilities, and
- we can make a difference.

## Our Values

At St Anne's CE Primary School, the following core values underpin all that we do. They are reflected in the daily life of the school and our relationships with other:

*Respect, Thankfulness, Hope, Forgiveness, Love and Faithfulness.*

'...let your light shine before others, that they may see your good deeds and glorify your father in heaven.' *Matthew 5:16*

'I thank you because I am awesomely made...' *Psalms 139:14*

'...I come that they may have life and have it to the full.' *John 10:10*

## What is the Intent of the Physical Education Curriculum at St Anne's?

At St Anne's school, we aim to provide a safe, secure and ordered environment in which children can learn effectively through physically demanding activities and competitive sport. We offer a broad, balanced and differentiated Physical Education curriculum which is progressive, stimulating and challenging and which allows each individual child to experience a sense of achievement and success. We aim to foster qualities such as self-esteem, self-confidence, tolerance, perseverance, empathy, fairness, respect and a positive attitude towards Physical Education which will support their health and fitness and which will hopefully continue into their adult lives.

### Aims

- To encourage the children to appreciate **the importance of safety** in all aspects of PE.
- To **promote positive attitudes towards health physical education and exercise**.
- Develop an understanding of the **biological aspects of the body** in relation to fitness and well-being.
- To **encourage creativity and aesthetic appreciation**.
- Children will have opportunities to **solve problems, make decisions and to evaluate** their work.
- Whilst **developing their physical co-ordination** children will be encouraged to **develop their self-esteem and physical competence**.
- To **help children develop socially** through competition and cooperation between other individuals and groups.
- To aid the **spiritual, moral, social and cultural development of pupils** through the delivery of Physical Education.
- To develop knowledge of how to lead a **healthy, active life**.
- To provide children with the opportunity to engage with **competitive sport**.

Children should be;

- **Physically active**.
- **Engaging in activities** that develop **cardiovascular health, flexibility, muscular strength and endurance**.
- Aware of **personal hygiene**.

## **How is the Physical Education Curriculum Implemented at St Anne's?**

### **Curriculum and Planning**

Teachers plan and teach through the use of the school's 'Physical Education Skills Progressions Document', which links National Curriculum objectives and skills objectives, as a starting point. Where necessary, Physical Education lessons and skills can be taught in isolation to ensure coverage and progression of knowledge and skills within year groups.

Teaching and application of these skills will be done through, teacher models and practical activities which aim to inspire learning whilst equipping them with the skills, knowledge and understanding for both now and the future.

Planning is the teacher's responsibility for their class and to be done in line with weekly teaching plans this is to be saved on the Teachers drive. Teachers should use the school's 'Physical Education Skills Progression Document' to plan alongside support materials from Lancashire County Council including; LPDS planning, Key Learning in PE grids and Year Group Expectations documents.

Teachers should plan questions to unpick children's learning, opportunities for assessment, cross-curricular activities as well as ensuring children are aware of health and safety whilst working scientifically.

Teachers should plan and timetable to teach Physical Education for a minimum of two hours per week.

### **Sports Premium**

This is funding provided to improve the quality of Physical Education and sporting activities offered to pupils at St Anne's. Sports Premium is used to hire specialist coaches, fund after school sports activities, provide additional swimming lessons, run sports competitions and to provide adequate resources and CPD for staff to access.

### **Rosendale Leisure Trust**

Rosendale Leisure Trust deliver three one hour coaching session each week to three classes across school. Coaching is timetables so each class access the provision for three of the six half-terms across the academic year. Coaches work closely with Class Teachers to plan, deliver and assess children.

### **Teaching and Learning**

We use a variety of teaching and learning styles in Physical Education lessons. Our principal aim is to develop children's knowledge, skills and understanding. We encourage the children to ask, as well as answer questions related to the sport or skill. Children are provided with opportunities to work independently and are encouraged to take control of their learning in a supportive environment. Teachers are expected to adapt and modify the model plans to suit their children's

interests, such as the sports they engage with outside of school. We must ensure that any modification does not overlook any statutory requirements of National Curriculum 2014.

### Early Years

The Foundation staff will be responsible for the Physical Education provision and will be guided by the Physical Development Early Learning Goals.

### Key Stage 1 and 2

The Class Teacher is responsible for the class in addition to the extra staff arrangements required for swimming. As members of the Rossendale Schools Sports Partnership, qualified sports coaches will deliver lessons to pupils for a range of different sports. This not only provides high quality PE teaching but will enable staff to observe and enhance their professional development.

### Special Educational Needs

The policy of the school is that all pupils are entitled to equality of access to the full range of educational experiences available. It is the responsibility of all teachers and support staff to ensure that pupils are taught and assessed appropriately according to their needs. In addition to the principles and practice described in this policy, the school undertakes the procedures recommended by the DfES Special Educational Needs Code of practice to ensure that parents and pupils are fully involved in all decision making and support programmes.

### Equal Opportunities

All pupils will have access to the PE curriculum and treated equally regardless of ability, gender, race cultural background or any physical or sensory disability. It is the responsibility of staff to promote good practice in equal opportunities.

### Gifted and Talented

All teaching and learning situations will take account of the range of abilities and work will be differentiated accordingly.

### Resources

Physical Education equipment is stored in the PE cupboard at the back of the hall. Key Stage 1 and Foundation Stage equipment is stored in an outdoor container, at the side of the playground, in the Key Stage 1 and Reception playground.

### Swimming

Children travel to Marl Pits by coach (whilst wearing seat belts). Two members of staff are needed to accompany the pupils. Registers and any medical equipment (inhalers etc.) are taken by staff. Typically, the first session introduces the children to the safety regulations and an initial assessment. Children are expected to bring their own swimming costume or trunks (shorts are not allowed), their own towel and if they have long hair they need to wear a swimming cap. Goggles are only permitted with a letter from the child's doctor. Swimming socks must be worn if the child has a verruca. Children who forget their kit will still have to attend and sit on the pool side if a kit is not available for them to borrow (this is at the discretion of pool staff).

### **Active Learning (30 active minutes)**

Many initiatives have been implemented working towards 390 active minutes. A wider range of equipment is available at break and lunch times for children to access, a Sports Coach is employed to deliver physical activities at lunchtimes (Tuesday, Wednesday, Thursday and Friday), teaching staff use Go Noodle as active breaks when appropriate during teaching. Cross-curricular links between Mathematics and Physical Education have been established for the current academic year working collaboratively with the mathematics Subject Leaders, the effectiveness of this will be monitored throughout the academic year.

### **Whole school approach to Physical Education teaching**

Children must be equipped with the relevant **skills** then **tactics** before applying these to **games and activities** and the performance of a **core task**.

## **How is the Impact of the Science Curriculum measured at St Anne's?**

### **Assessment**

Assessment is the responsibility of the Class Teacher. Attainment in PE will be reported to the Headteacher at the end of each term and this data will be analysed by the Subject Leader. Children will be assessed against Age Related Expectations and whether children are entering, developing or secure with regards to these.

### **Monitoring and Evaluation**

The whole PE programme will be monitored and reviewed by the Subject leader in consultation with the teaching staff.

### **Professional Development**

In line with the job description, the Subject leader will keep abreast of new resources, attend relevant courses where applicable and disseminate information to staff. CPD opportunities are available through the RSSP and teaching staff will be made aware of these throughout the academic year.

### **Success Indicators**

Pupils are developing competence in a broad range of physical activities and may excel in some. They are physically active for sustained periods of time. They engage in competitive sports and activities. They are leading healthy, active lives.

Sports Premium Funding is used effectively to enhance children's experience of Physical Education.

**This policy was accepted by:**

**Subject Leader John Davies**

**Headteacher Jayne Webb**

**Date of review:** September 2021.

**Date for review:** September 2022.

## **Appendix**

### **Dress**

- The children change into clothing appropriate to the proposed activity. The kit recommended by the school for gymnastics, dance, athletics and games is, shorts (dark colour – black or blue) and a white t-shirt and where children wear tracksuit bottoms they should be close fitting.
- The children work in bare feet or pumps during dance and gymnastic activities and pumps for games activities. They are permitted to wear trainers for outdoor P.E.
- Staff should ensure that their own footwear is suitable and where possible, wear appropriate clothing. The local pool insists on a change of footwear at the poolside.
- For swimming the children should change into trunks or swimming costume and wear a swimming cap.
- A cap should be worn whilst swimming for children who have long hair.
- Long hair should be secured.
- No jewellery is allowed. Earrings should be removed either by the child or at home before school. Children are not allowed to participate in swimming or P.E if their ears have recently been pierced.
- Normally the children will change in the classroom under the supervision of the class teacher
- All new parents are informed and full details are set down in the school prospectus of the dress etc., required for their child when undertaking PE.

### **Non-Participants**

- All children should participate in PE activities as far as possible.
- A note signed by a parent or guardian is expected if a child is not to participate in PE activities (page 39 in safe practice in PE). It may be appropriate to request a doctor's note following a series of notes from a parent/guardian.
- Non-participants should be encouraged to take as active a part as possible in the activities, e.g. time-keeping, scoring, evaluation of performance.
- Children who are unable to go swimming will be under the supervision of another teacher.
- There will be a standard letter given to children who forget PE kit. This will be monitored.
- The use of attendance registers at the beginning of lessons is essential in case of fire.

### **Safety**

The school will follow the safety requirements as laid down by the guidelines 'Safe practice in Physical Education and School Sport 2012. In addition, teachers should ensure there is a safe working environment wherever the activity is under taken.

## General Rules

- Floor space must be clean and dry.
- When using moveable apparatus such as hoops and ropes children must be careful not to slip on them and children must be informed of the risks.
- Low apparatus such as mats and benches should be stored around the hall so the children can have easy access to it.
- Large apparatus should be carefully placed with an appropriate number of mats.

## Points to Remember

- Apparatus must be accessible.
- Apparatus should be in good, safe working order.
- Mats should be stored flat.
- Apparatus must be appropriate to the age of the children.
- The children must be trained to put out their own apparatus.
- Children must always sit on the floor, not on the apparatus, this includes mats and benches.
- Apparatus must be checked by the teacher before use.
- Large pieces of apparatus should be put out first, followed by benches and small pieces of apparatus and finally mats. Apparatus should be put away in reverse order, i.e. mats first etc.
- Key Stage 1 children should only get out apparatus they can carry.

## Mats and Benches

When lifting mats and benches children should be taught to bend their knees, keep their backs straight and always look forwards.

All purpose gymnastic mats may be used for two purposes:

- Mats may be placed to indicate to children suitable and safe dismount points from apparatus, e.g. when jumping from a padded or agility table.
- Mats may also be used in a precautionary way when children are working at a height, e.g. when working on the climbing frame or climbing rope. Their prime purpose when used in this way is to protect the skull in the event of an unforeseen fall. This procedure might be compared to the wearing of protective headgear when cycling for instance.

In both instances teachers will need to exercise their professional judgement in deploying mats effectively – too many mats spread indiscriminately around the hall would represent a health and safety hazard in itself limiting free and uninhibited movement around and between pieces of apparatus.

It is important from the earliest stages that children are educated in the use of mats and it should be made very clear to them the purpose behind placing a mat in a particular location. Children should be made very aware that mats are not designed to function as a safety net.



Finally, it remains critical that children are presented with appropriate gymnastic tasks and challenges. Children should not be allowed to embark upon gymnastic activity which in the teacher's judgement is dangerous. It is essential that children undergo a progressive and well-planned gymnastic programme which seeks to equip them with the appropriate technical understanding and confidence to improve their performance levels in a safe responsible manner.

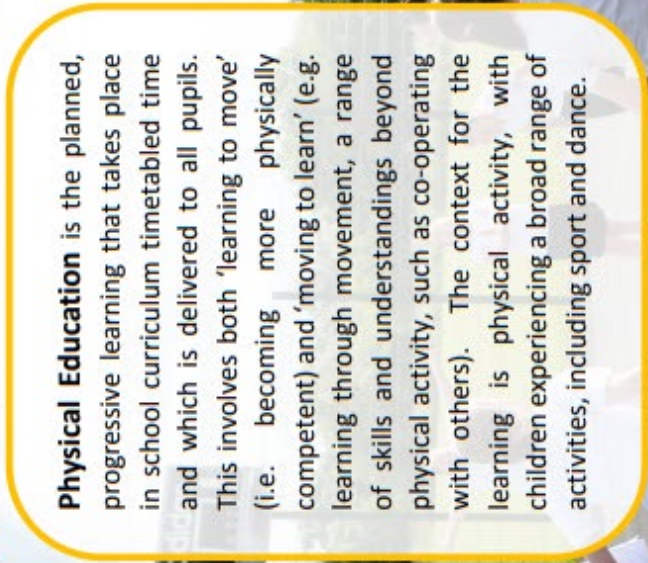


## Definition of Physical Activity, Physical Education and School Sport\*

*Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below:*



**Physical Activity** is a broad term referring to all bodily movement that uses energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.



**Physical Education** is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



**School Sport** is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.

