



**“Achieving excellence within the light of God”**

# **Physical Education Policy**

**September 2019**

Review date: September 2021

Hoole St Michael Church of England Primary

## **Our Vision**

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

## **Introduction**

At Hoole St Michael's we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

## **Whole School Vision – Enjoy, Involve, Inspire**

- At Hoole St Michael's we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.
- We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.
- We aim to promote our Christian values through sports and positively encourage children to share, respect, support, trust and work together.

## **Curriculum Aims**

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

## **Curriculum Planning and Organisation**

- Each class is timetabled so that they can access the hall at least twice a week regularly.

- The playground areas, field and woodland are used to facilitate activities such as outdoor activities and games.
- Teaching staff deliver high quality PE activities/lessons for 1.5-2 hours per week.
- Swimming lessons are provided by qualified teachers from the local swimming pool.
- After school sessions include a Football club ran weekly for all children and a club delivered from the South Ribble Sports Partnership which varies from term to term.
- Lunch time clubs provided focussed activities for KS2/KS1/EYFS children helping to establish healthy lifestyles.
- Through the TASA links and the South Ribble Sports Partnership, the children are all given regular opportunities to participate in after school competitive sporting activities. School staff accompany the teams to these events.

## **Early Years Foundation Stage**

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

### **Expected**

- Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

### **Exceeding**

- Moving and handling – Children can confidently hop and skip in time to music.
- Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

## **Key Stage 1 & 2**

- The school follows the PE Schemes of Work as set out by Lancashire – These have been adapted to meet the needs of each individual class and are supplemented with ideas and activities from other sources. The schemes are in accordance with the current National Curriculum guidelines.
- Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.
- Currently swimming lessons take place weekly for during the second half of the summer term. Transport time to the local pool is included as part of the PE time allocation.

Contribution of PE to teaching in other curriculum areas

### English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

### Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

### ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

### PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

### Christian Values

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

### 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. We also have a Healthy Eating council which educate and arrange termly events which promote healthy eating.

## 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.

## Inclusion

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

## Assessment & Recording

- Assessment is usually carried out by teachers in the course of the normal class activity.
- This is done mainly through observations and sometimes through discussion with children.
- A photographic/video record is sometimes used to document some of their work.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Levels of attainment are recorded on skills grids for KS1 and KS2 pupils.
- Physical Education / physical development is included as part of the end of year reports to parents

## Health & Safety

- All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:
- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with additional needs are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
  
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- 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 ).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

## Resources

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.

- Large equipment/ mats and some indoor PE resources are stored in the hall.
- Outdoor equipment is stored in the outdoor store.

## **Administration Arrangements for Extra Curricula Sporting Events**

- The School Office Admin Assistant liaises with teachers/support staff and sports coaches to arrange After school clubs/ Holiday Sports clubs/ attendance of teams at External Sporting competitions.
- Where necessary they liaises with the Educational Visits Co-ordinator to ensure that the appropriate paperwork is completed.

## **School Sports Premium**

- The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

## **Monitoring & Review**

- The subject leader will oversee the continuity and progression within annual and medium term plans.
- They will also monitor the quality of teaching and learning through observations.
- The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.