



ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL
"Realising the potential of every child within a caring, Christian community"

Physical Education Policy



Date of Amendment: May 2020

Review Date: May 2023

Physical Education (PE) Policy

Intent

Rationale

We believe that Physical Education is a very important part of the curriculum. Therefore, we aim to provide a broad and balanced physical education curriculum that contains progressive learning objectives experienced in a safe and supportive environment. Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It also provides opportunities for pupils to be creative, competitive and develop co-operative and collaborative skills whilst working as individuals, in groups and in teams.

Physical Education promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Aims

General Aims:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Sport and Games

The Key Stage Two programme of study ensures children of all abilities progress towards the knowledge, skills and understanding that they are expected to have by the end of this key stage (*Appendix 1*).

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending,
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics],
- perform dances using a range of movement patterns,
- 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.

Implementation and Impact

Access, Entitlement & Equal Opportunities

Every child should know what is expected of them, demonstrate what they can do, understand and achieve, gain feedback and plan future targets which are challenging and achievable. They should receive help and encouragement when it is needed, and have access to learning support in order to participate within the curriculum. We aim for every pupil to be given the opportunity to:

- participate in a PE curriculum of the highest possible quality
- have equality of access to every aspect of the curriculum, including extra-curricular activities
- have equality of opportunity, to experience a range of activities as stated in the National Curriculum for KS2 [*Appendix II*].

We ensure that PE offers equal interests and opportunities to girls and boys and that it prepares them adequately for adult membership of a multi-ethnic and multi-cultural society. We aim to make appropriate provision for pupils identified as having special educational needs.

Extra-Curricular Activities

We offer a wide range of extra-curricular activities: some of which are run by our teaching staff and others are provided through external coaches as part of our Sports Premium Grant funding. At present these include: football, netball, basketball, hockey, cross-country, rounders and athletics. Our school normally enters teams for all the sporting competitions that take place among the Brentwood Schools' Sports Partnership, and occasionally Essex competitions.

Play Leaders

Play Leaders consist of children from the Upper School. They assist with the planning and delivering of positive play activities. Play Leaders aim to promote an inclusive model where all children can take part in lunchtime sport and games. They lead games with and without equipment. These games encourage team work, courage, resilience and communication between children. Play Leaders must wear their given orange high visibility jacket to ensure they are easily identifiable by children and Mid-Day Assistants.

Health & Safety

The safety of all the children is uppermost in the teacher's mind at all times. We recognise that probably nowhere in school life is there greater need for safe practice than in PE. It is, by nature, a challenge to growing children, setting goals which in order to be met demand a mixture of skill, fitness and personal judgement, the risk of accident and injury is ever present.

As a result:

- Working areas, used during PE, are checked for hazardous obstructions before use.
- Pupils are taught a safe code of practice in the carrying and setting up of equipment. This is then checked for safety by the teacher prior to use.
- Regular, annual external safety checks are made on equipment.
- Appropriate activities are planned according to the physical development of each year group.
- A warm up is given as physical preparation to the body before each lesson and a cool down activity to conclude all physical activity.
- Parents are advised as to the suitable clothing and footwear required for all aspects of P.E, and teachers ensure that pupils are dressed appropriately for each lesson.
- Pupils with long hair are expected to tie their hair back and all jewellery must be removed for safety reasons.
- During outdoor games, in the winter, pupils are encouraged to wear tracksuit bottoms and a school sweater. In the summer factors such as sunburn and dehydration are considered. If PE takes place after rainfall the types of activities pursued are carefully considered and their safety assessed. Outdoor PE is cancelled in adverse weather conditions.
- During athletic activities and games activities that involve hitting and throwing, teaching staff will make the children aware of safe areas.

Pupils must be aware of: the effects of exercise on their bodies; the potential danger of irresponsible behaviour in PE sessions; the dangers of thrown objects in games; the risks of working beyond the body's capabilities; the correct ways of managing and handling apparatus and equipment; the dangers of a hazardous environment in outdoor and athletic activities; the need for self-control, self-discipline and listening in lessons.

Clothing for PE [games, gymnastics & dance]

Pupils must change into appropriate clothing for PE lessons, preferably shorts and t-shirts tucked into the shorts. During the winter months' children may bring in a tracksuit to wear over their normal PE kit. Children should work in trainers for games lessons and with bare feet for gymnastics and dance (but the floor should be checked first). No jewellery to be worn. This should be the responsibility of the owner to look after. Children who cannot remove their earrings themselves (mainly due to the 6-week period after the initial piercing) must not take part in PE lessons or school sport. Teachers are not allowed to take out or replace children's earrings if they are unable to do so themselves. It would therefore be helpful if earrings could be taken out at home on PE days.

Apparatus

1. Portable and fixed apparatus are examined once a year by a contractor (Universal Services).
2. No child should use the apparatus unless a member of staff is present.
3. Before the apparatus is used, the teacher should check the positioning, fixing, and make sure the height is suitable for the size and ability of the pupils.
4. The following activities are not permitted: a) dive forward rolls over apparatus, including benches b) competitive racing and chasing games on apparatus.
5. Safety mattresses (crash mats) and spring boards should not be used in class lessons, only for extra-curricular activities e.g. gymnastics club.

Some rules for carrying and erecting apparatus:

Bend at the knees, lift with ease; always look where you are going; apparatus should never be lifted over other children; apparatus should always be lowered gently to prevent damage to children's feet, the apparatus or the floor; apparatus, including mats should never be dragged along the floor; at least 2 people should carry mats and smaller apparatus; 4 children should carry larger apparatus, one at each corner.

Indoor and Outdoor PE Emergency Procedure

In the event of an emergency, the children should not be left unattended. A runner(s) should go and get adult help immediately. During swimming lessons (each child has the opportunity to swim under the supervision of 3 qualified instructors) all children and adults should be aware of emergency signals for evacuation. More information can be found by referring to the class 'Risk Assessment' folders. Children who suffer from asthma are encouraged to be responsible for their own medication. They should have their inhalers with them for all physical activities, including extra-curricular.

Sports Premium Grant

The government continues to provide additional funding to improve the provision and sustainability of physical education and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture and Media and Sport - will be allocated to all primary schools. Our school is entitled to £16,000 per year plus £10 per pupil which equates to roughly £19,100 per annum. More information about how we as a school personally allocate our funding each year can be found on the school's website – 'Sports Premium Strategy Statement'.

Curricular Balance

Physical Education at our school comprises of one hour of gymnastics or dance every other week (this alternates every half term), a one hour games session every week and approximately 45 minutes a week swimming for half the year in Year 3 & 4.

The Daily Mile™

The Daily Mile™ is an initiative aimed at improving the physical, social, emotional, and mental health and wellbeing of children – regardless of age or ability. Each class has numerous allocated times to complete the Daily Mile track and as a result, each child engages in an additional 45 minutes of physical activity per week. With termly challenges, children are also encouraged to complete the Daily Mile at lunchtimes. Children's progress and achievements are celebrated each week during Worship.

Disability Equality Scheme

At St Thomas of Canterbury Church of England Junior School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. (December 2007)

It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all 'reasonable adjustments' are made to help both children and adults with identified special needs and disabilities to participate in the Physical Education curriculum.

Monitoring

Each teacher regularly monitors PE with their current class. Monitoring may also take place in the form of discussion and observation with the PE Curriculum Subject Leader and at Upper & Lower School meetings. The PE Subject Leader will monitor, advise, and promote confidence and model good practice amongst staff and pupils. The PE Subject Leader will also evaluate, monitor and update the scheme and its resources.

Assessment, Recording and Reporting

Planning, performing, assessing and evaluation are part of the learning and teaching process. Much of the assessment in PE is based on observation and using informal assessment sheets appropriate to specific skills. Assessment is ongoing but a report will be made to parents each year, which may comment on areas such as acquired skills, co-ordination, attitude to PE and the ability to work with others in physical activities.

Review

The policy will be reviewed at least every 3 years, or as new guidance becomes available to schools from the Local Authority (LA) or Department of Education (DfE).

Policy reviewed: May 2020

Next policy review date: May 2023

Appendix I – Chris Quigley Progression Plan & Curriculum Design for Physical Education

Lower School (Years 3 and 4)

	Working towards (1)	Working at (2)	Greater Depth (3)
Invasion Games	<p>Use the terms 'opponent' and 'teammate'.</p> <p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Develop tactics.</p> <p>Lead others where appropriate.</p>	<p>Throw and catch with control and accuracy.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the game and play fairly.</p> <p>Maintain possession of the ball.</p> <p>Pass to teammates at appropriate times.</p> <p>Lead others and act as a respectable team member.</p>	<p>Choose and combine techniques in game situations.</p> <p>Work alone or with teammates in order to gain points or possession.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p>
Net & Wall Games	<p>Use the terms 'opponent' and 'teammate'.</p> <p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Develop tactics.</p> <p>Lead others where appropriate.</p>	<p>Throw and catch with control and accuracy.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the game and play fairly.</p> <p>Pass to teammates at appropriate times.</p> <p>Lead others and act as a respectable team member.</p>	<p>Choose and combine techniques in game situations.</p> <p>Work alone or with teammates in order to gain points or possession.</p> <p>Strike a bowled or volleyed ball with accuracy.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p>
Striking & Fielding	<p>Use the terms 'opponent' and 'teammate'.</p> <p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Develop tactics.</p> <p>Lead others where appropriate.</p>	<p>Throw and catch with control and accuracy.</p> <p>Strike a ball and field with control.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the game and play fairly.</p> <p>Lead others and act as a respectable team member.</p>	<p>Choose and combine techniques in game situations.</p> <p>Work alone or with teammates in order to gain points or possession.</p> <p>Strike a bowled or volleyed ball with accuracy.</p>

			<p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p>
Athletics	<p>Sprint over a short distance up to 60 metres.</p> <p>Run over a longer distance, conserving energy in order to sustain performance.</p> <p>Use a range of throwing techniques (such as under arm and over arm).</p> <p>Throw with accuracy to hit a target or cover a distance.</p> <p>Jump in a number of ways, using a run up where appropriate.</p> <p>Compete with others and aim to improve personal best performances.</p>	<p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take-off and landings when jumping.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p>	

Upper School (Years 5 and 6)

	Working towards (2)	Working at (3)
Invasion Games	<p>Throw and catch with control and accuracy.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the game and play fairly.</p> <p>Maintain possession of the ball.</p> <p>Pass to teammates at appropriate times.</p> <p>Lead others and act as a respectable team member.</p>	<p>Choose and combine techniques in game situations.</p> <p>Work alone or with teammates in order to gain points or possession.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p>
Net & Wall Games	<p>Throw and catch with control and accuracy.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the game and play fairly.</p> <p>Pass to teammates at appropriate times.</p> <p>Lead others and act as a respectable team member.</p>	<p>Choose and combine techniques in game situations.</p> <p>Work alone or with teammates in order to gain points or possession.</p> <p>Strike a bowled or volleyed ball with accuracy.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p>
Striking & Fielding	<p>Throw and catch with control and accuracy.</p> <p>Strike a ball and field with control.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the game and play fairly.</p> <p>Lead others and act as a respectable team member.</p>	<p>Choose and combine techniques in game situations.</p> <p>Work alone or with teammates in order to gain points or possession.</p> <p>Strike a bowled or volleyed ball with accuracy.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p>
Athletics	<p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take-off and landings when jumping.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p>	<p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take-off and landings when jumping.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p>

Appendix II – National Curriculum Inclusion statement (2014).

- Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.
- A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [SEN Code of Practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.
- With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.
- Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.