

Christ Church Charnock Richard C.E Primary School

*Inspired to learn, grow and flourish within our
Christian family*



PE Policy

Updated September 2021

The purpose of this policy is to:

- To provide a curriculum that satisfies the requirements of the National Curriculum.
- To provide up to two hours of high-quality physical activity per week for all pupils.
- To provide an environment in which pupils enjoy and are committed to PE and sport.
- To ensure pupils understand that physical activity is an important part of a healthy lifestyle, including social and emotional well-being; both in and out of school and now and in the future.
- To provide all pupils, irrespective of ability, opportunities to experience and succeed in positive, enjoyable and stimulating PE and sport.
- To provide opportunities, within the school (level 1) and between schools (level 2), for pupils to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team.
- To develop competence in the fundamental movement skills and control in gross and fine motor skills.
- To develop stamina, suppleness, strength and agility and the determination and resilience to keep going.
- In lessons, to establish: clear learning objectives and success criteria, opportunities for pupils to demonstrate their knowledge, understanding and competence, challenges to enable pupils to select and use skills with regards to tactics and composition and other opportunities for pupils to communicate, solve problems and make decisions.
- To provide meaningful links to other areas of the curriculum and to national and international agendas.
- To provide an out of school hours' programme of activities which enables pupils to extend and enrich curriculum provision.
- To establish good habits: an awareness of safety and hygiene and being responsible for PE equipment.

Curriculum

Long, medium and short term planning embraces the National Curriculum and uses the Lancashire Scheme of Work, combined with TOPS Cards and Fundamental Movement Skills. These plans can be found on the staff server. The planning and delivery of each unit of work ensures all pupils have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- experience a range of roles, such as leader, umpire, coach etc
- All children participate in two timetabled lessons per week.

The Foundation Stage

The physical development of children in the Foundation Stage is an integral part of their school work and is related to the objectives set out in the Early Learning Goals. The children are encouraged to become

Competent Movers, developing their Fundamental Movement Skills in the way they move, balance and handle equipment, both indoors and outdoors.

Extra-Curricular

Pupils have opportunities to develop their skills in a range of activity areas. They benefit from PE and Sport opportunities provided within the cluster; these include competitions and tournaments which are open to a large number of pupils. External coaches also provide breakfast, lunch-time and afterschool activities and pupils are actively encouraged by supervisory staff to be physically active. Participation and success are celebrated in assemblies.

Teaching, Learning and Planning.

Lessons are planned within the context of an enjoyable and evaluative learning environment. The lessons have learning objectives, success criteria, coaching tips, health and safety considerations, resources and ideas for differentiation and assessment. They enable the children to be as active as possible and make suggestions for warm-ups and cool-downs, skill and concept development, drills, and games to promote a competitive approach.

To ensure a broad coverage of PE and progression in PE skills and concepts throughout a child's time at Christ Church, the school has developed the use of the Lancashire scheme of work, including resources, which are placed on the staff shared drive. It is expected that these plans provide support and progression, however, it is also expected that each teacher would consider the lesson within the context of their class and make the necessary amendments.

Differentiation

Planning for differentiation is based on the STEP principal (making changes to the space, the task or time, equipment and people). Flexibility in outcome is also allowed for - encouraging the pupils to compare their own improvements and setting their own targets. As well, the children are taught to consider what they themselves might need to do to simplify or challenge and so initiate their own differentiation. In addition, the school Medium Term Plans outline in detail the outcomes for each year, for each unit, therefore enabling appropriate planning and the short-term plans differentiate the Learning Objectives for each year.

Equality, Diversity and Accessibility

All pupils will access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of people, including those who have diverse special educational needs, who are disabled, who have English as an additional language and who are gifted and talented. This will be carried out by effective lesson planning, delivery and assessment and using support staff and appropriate resources.

Assessment

Assessment of children is learning and acquisition of knowledge in P.E. is closely linked to the principles of our Assessment and Feedback policy and has strong formative teacher assessment at its heart. The Lancashire scheme of work allows for core task assessments to be completed before and after a unit. Pupils are assessed as emerging, developing or secure based upon the skills they should be working towards. These core assessments are used to inform parents and the child's next teacher. Teachers are constantly assessing children's progress throughout lessons, through observation and questioning, and intervene with appropriate feedback at the point of learning wherever possible to ensure the child can make progress within a sequence of lessons.

Monitoring and Evaluation

Subject monitoring including the monitoring of general PE and Sport activity and the use and impact of the Sports Premium will be carried out by the PE Subject Leader with support from the Senior Leadership Team, using the following strategies:

- Observation of teaching and learning

- Tracking and assessing pupil progress and achievement considering specific groups, including special educational needs and pupil premium children
- Obtaining views of pupils, staff and parents
- Analysis of fitness testing results
- Analysis of records of club attendance

Health and Safety

The aim is to manage risks in accordance with school policies. The PE Subject Leader will report any concerns to the Head teacher. Also, all staff have a duty of care to ensure that pupils can actively participate without endangering themselves or those working around them. Every teacher has procedures in place before the PE lesson to ensure the following is adhered to.

Risk Assessments

The importance of safety in PE is made clear to all pupils, lesson planning allows for health and safety consideration and every teacher is expected to carry out an informal risk assessment of every PE lesson to minimise risk.

PE Equipment

Any damage to PE equipment is reported to the PE Leader as soon as possible and if the damage could cause injury the equipment is isolated from use. The school employs an external contractor to undertake an annual equipment maintenance visit.

PE Clothing

The children have a PE uniform as detailed in the school prospectus. If a pupil repeatedly forgets his or her PE kit, a letter is sent home by the class teacher. The school has sets of spare PE clothes to enable those who do forget their kit, access to the lessons. If a child is unable to participate due to an injury, they still partake in the lesson as an observer, and complete the Pupil Participation Activity which is saved in the PE folder. Teachers may also find alternative roles for the pupil such as team manager, score counter, equipment manager, recording supervisor or lesson report writer.

Gymnastics and dance are performed in bare feet. If a pupil has an injury to a foot, a letter should be sent in by a parent or carer to request permission to wear plimsolls. These light weight shoes are preferred to trainers for these units, especially when partaking in partner or group work.

Pupils may be asked to wear footwear if the hall floor becomes unsafe for bare feet and if games has to be moved indoors due to inclement weather. In this case, trainers would be permitted.

Hair, Jewellery and personal effects

All hair is tied back for PE lessons. All jewellery, (including earrings) religious artefacts, watches and sensory aids must be removed before participating in a PE lesson.

Clear expectations have been established with all children and parents about the removal of jewellery and management of the removal. So for example, parents are encouraged to ensure their children come to school without earrings when taking part in any PE activity and are actively encouraged to have piercings at the beginning of a summer holiday.

If children are unable to remove their own earrings then parents should remove them at home on PE days. If the earrings are not able to be removed at all, parents should put tape or plasters over them, or teach their children to put tape/plasters over the earrings, thus minimising the risk of injury. Parents are therefore accepting responsibility should any injuries occur as a result of having earrings in.

Staff

Staff wear appropriate PE clothing when teaching PE and Sport lessons.

Resources

An annual audit of PE resources is undertaken by the PE Subject Leader, checking availability, condition and appropriateness. Action is taken where necessary. Staff and pupils are encouraged to look after resources by using the equipment correctly and ensuring that the resources are returned and stored in the right place and tidily. Also, the pupils are taught to carry and handle resources safely.

Inclement weather

Where weather renders an outdoor lesson non-viable, every effort is made to move the lesson into the hall. The lesson may be adapted or suitable indoor games played instead.

Reviewed by L.Shepherd. September 2021.