



## **Stanley St Andrew's Church of England Primary School**

### **Curriculum Policy for Physical Education (P.E.) Policy**

We inspire all children to flourish by sharing their individual light during a life of fullness within God's love of all.

This document is a statement of aims, principles and strategies for the teaching and learning of Physical Education at Stanley St Andrew's Church of England Primary School.

#### **Aims and Objectives of Physical Education**

Physical Education (P.E.) is an integral part of the education process, where pupils come to an understanding of a wide range of ways, in which the body may be used. Our aim is to help children to become confident and versatile in using their body in P.E., by presenting them with a variety of experiences and situations, which encourage them to think, to explore and to respond with purposeful activity. Physical development progresses at different rates and there are differences in skill, physique, mobility and courage. We aim to plan learning situations to provide for these differences, so that the children can build on the skills they already have and continue to learn new ones.

#### **Intent**

The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

At Stanley St. Andrew's we will aim to give every pupil a fair opportunity to access the components of our PE curriculum to reach the following objectives:

- Children to leave our school with a positive relationship to physical health, activity and personal wellbeing.
- Children to use physical education at our school to develop their understanding of competition, including fair play, sportsmanship, teamwork, passion and playing within the rules.
- Children to have thorough knowledge of the basic skills needed to access specific sports.

- Children to use physical education at our school to develop themselves as a whole person - mentally, personally, physically and socially.
- Children to be physically literate and develop skills to take with them through life.

As a school, we have the responsibility of ensuring that all children have access to:

- Knowledge, skills and understanding.
- Acquiring and developing skills.
- Selecting and applying skills, tactics and compositional ideas.
- Evaluating and understanding of fitness and health.

The breadth of study of the National Curriculum and Early Learning Goals, including:

- Games
- Gymnastics
- Dance
- Athletics
- Outdoor and adventure activities
- Swimming

## **Implementation**

### **Planning**

All classes strive to have 2 sessions of PE a week to meet the Governments requirements of 2 hours a week. Lessons take place on school premises, using the playground or classroom. Sports Day and other activities that need a larger playing area take place at the local recreation ground. Swimming takes place at Victoria Park Leisure Centre.

Lessons are developed using Core Real PE (physical resources), as the core PE curriculum with an additional lesson that aligns to the National Curriculum guidance, alongside the Early Years Foundation Stage Profile. Teachers use a variety of teaching methods, to ensure a balanced programme of work, allowing all pupils to develop their interest and to succeed.

Through this, we expect:

- All pupils are included within lessons with activity levels high.
- Teaching is well-judged and often imaginative producing high levels of engagement from all pupils.
- Pupils are working at different and appropriate levels, with interventions personalised to challenge and support all groups.
- Effective and timely review of learning by teachers and pupils is an integral part of all lessons.
- Consistent praise of positive behaviours means pupils have highly positive experiences in the subject and consequently want and expect to do well.

Real PE is taught around a progression of skills under the following headings:  
Personal, Social, Physical, Creative, Cognitive, Health and Fitness.

These skills the feed into other areas of the PE curriculum which are timetabled on the PE Curriculum Plan. This programmes the areas of study for each school term.

### **Foundation stage**

Communication and language, Physical development, Personal, social and Emotional development

### **Key Stage 1**

Pupils should develop Fundamental Movement Skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

### **Key Stage 2**

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. 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.

### **Everyone is Active**

Activities and “brain Breaks” are timetabled into the curriculum daily. We provide children with active breaktimes and lunchtimes on top of PE lessons.

Sports ambassadors lead active lunchtimes, organising intra-sport activities with all children.

### **Assessment**

Teachers use a progression grid to map children’s progress. This is recorded onto RM every term.

### **Resources**

Teaching resources are kept in the PE shed. Mats are kept in Angelou and Mandela classroom. These are to be used when required and returned afterwards. They are audited every year and replaced when needed.

Planning is kept in Angelou classroom and stored on the staff server.

### **Impact**

- Positive displays in the school highlight and celebrate positive PE experiences, texts sent home, and achievements celebrated on the school website.
- Pupils have at least 2 hours of core PE lessons each week in all Key Stages with the role of PE and Sport seen as central to creating healthy and active learners.
- A broader impact on whole school improvement has been recognised by parents, governors, senior leaders and across all staff.

- PE is highly valued throughout the school community.
- Physical literacy allows all children to be motivated and encouraged to be active now and through life.

### **PE and Sport premium**

School funding is used to make additional and sustainable improvements to the quality of PE and sport we offer. This is to develop or add to the PE and Sport activities that we school already offer and to build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

5 key indicators for the use of PE and Sport Premium:

- The engagement of all pupils in regular physical activity - 30 minutes should be in school.
- The profile of PE and Sport is raised across the school as a tool for whole-school improvement.
- Increased confidence, knowledge and skills of all staff in teaching PE and Sport.
- Broader experience of a range of Sports and activities offered to all pupils.
- Increased participation in competitive Sport.

### **Evidencing the impact of PE and Sport**

This is a separate document.

Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term. This information is updated termly on the Evidencing the impact of PE and Sport document which is shared with governors and published yearly to the DfE

### **Erewash Schools Sports Partnership (affiliation package).**

ESSP supports teachers in delivering high quality PE and sport. It helps all young people to enjoy and benefit from physical education, school sport and physical activity both in and out of school. Through the partnership, children take part in festivals, competitions and activities throughout the year. CPD is available for staff to further their own skills.

### **The Role of the Co-ordinator**

The P.E. co-ordinator will:

- Ensure that the policy is regularly revised and updated.
- Provide support and guidance to other members of staff in the use of the National Curriculum and Early Learning Goals.
- Take responsibility for the purchase and organisation of resources.
- Co-ordinate the swimming programme.
- Monitoring and evaluating the subject in line with the P.E. policy, Standards and Quality Policy and School Improvement Plan.
- Promote school representation at community events and promote out of school opportunities for sport e.g. gymnastics and athletics.

- Attend relevant “In Service” courses and ensure effective dissemination of information.

### **Special Educational Needs**

Our school is a fully inclusive school. All children have access to the physical education curriculum. For some children this may necessitate additional adult e.g. Teaching Assistant or adaptation of resources.

### **Equal Opportunities**

Teacher’s weekly plans will indicate where and when necessary, how activities/ investigations are adapted or extended to cater for children of differing ability. Children may be grouped in such a way that these abilities can be best catered for, and this may involve the pupils taught by another member of staff other than the classroom teacher, for example a TA.

Every effort is made to ensure that activities are as equally interesting and accessible to both boys and girls. Teachers strive to avoid any bias according to a child’s sex, ethnic origin, disability or social background in accordance with procedures outlined by Derbyshire County Council.

### **Health and Safety**

Physical Education is an exciting and challenging activity for young children, but the nature of the activity demands certain safety procedures to be followed. These guidelines are intended as an aid to safe practice and should be shared with the children.

All members of staff are expected to read and adhere to the P.E. safety policy. The safe use of equipment and awareness of others will be always promoted, and a quiet working atmosphere encouraged.

Each child will be expected to:

- Respond readily to instructions and to obey the rules.
- Have a change of clothing for P.E. including a change of socks.
- Training shoes or plimsolls for outdoor lessons.
- Bare feet for indoor activities.
- Wear no jewellery, including watches and plastic hair bands.
- Participate in P.E. unless the child’s parent/guardian provides a letter, stating a medical reason for their child not to take part.

If children do not have the correct P.E. kit in school a text needs to be sent home, requesting that their children have the correct kit to participate in their lessons.

Staff will be expected to:

- Wear appropriate PE clothing when teaching a lesson.
- Position themselves so that they have maximum observation.
- Be aware of locations of first aid kits and if working away from school be responsible for ensuring a first aid kit is taken and asthmatic pupils have inhalers.

- Be ultimately responsible for safety; however, children should be encouraged to recognise potential dangers and to become progressively more responsible to their own safety and that of others.
- Check working areas and surfaces for any potential dangers to ensure areas are safe, particularly if using outdoor spaces.
- Ensure equipment is stored safely, maintained, kept clean and checked for damage.

### **Accident Procedure**

In the event of an accident, members of staff should ensure the pupil is treated appropriately and the incident recorded on an accident form, as per school guidelines.

### **Extra-Curricular Activities**

Where possible a variety of after school sporting clubs/activities are available to the children.

- Agree with Head teacher and caretaker.
- Make a record in the school diary.
- Have first aid available.
- Ensure those who need inhalers have them to hand.
- Arrange for management of equipment.
- Check for parent/guardians written permission, and how pupils are to return home.

Arrangements for off-site activities:

- Check for parent/guardians written permission.
- Arrange transport and check insurance details of adult/teacher volunteers.
- Confirm arrangements with pupils.
- Take a first aid box and pupils contact numbers.
- Ensure those who need EpiPens & inhalers have them to hand.
- Check that all appropriate risk assessments have been completed.

### **Review**

This policy was reviewed in July 2024 by Mrs Richardson, Subject Lead for PE.

This policy will be reviewed in July 2027 in accordance with our policy review schedule.