

St Paul's CE (VC) First School
Coven



PE Policy
February 2024

Introduction

A high-quality physical education inspires all pupils to succeed and excel in sport and physical activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. It also plays an important role in relation to a child's spiritual, moral and cultural development

This policy reflects the teaching and learning of physical education (PE) at St Paul's First School. It identifies a framework within which all staff can work, and gives guidance on planning, teaching and assessment.

Our aims of PE

We aim to encourage all pupils to develop the skills and confidence to reach their full potential as participants, performers and leaders so that they will develop a life-long interest in physical activity and sport. Our approach to PE is based on the National Curriculum requirements which outlines that all pupils:

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

National Curriculum Aims – September 2013

Participation

All pupils at St Paul's are expected to participate in physical education. Where pupils have an injury or illness that prevents full participation, they should be allocated tasks, which are inclusive, but safe for them to undertake (coaching, observation and analysis, timekeeping, scoring etc).

Curriculum and Planning

Our curriculum planning is in three phases (long-term, medium-term and short-term). Planning covers PE activities, sports and skills required in each key stage; however, it can be adapted based on the assessment information we gather and

may therefore be adapted to meet the specific needs of the class at the time. The PE subject leader supports and oversees this in conjunction with relevant teaching staff/coach.

Our medium-term plans are taken from the Amaven PE scheme of work and teachers use this resource to inform their short-term planning. An initial core task is conducted at the beginning of each term to ensure the strengths and development needs of pupils are taken into consideration before planning.

The core requirements of each key stage are:

Early Years - Nursery and Reception

Physical development is covered as two of the prime areas of the Development Matters in the Early Years Foundation Stage. It outlines the areas of learning as Personal, Social and Emotional Development and Physical Development. The aspects that will be covered during Nursery and Reception are:

- Self-Regulation
- Managing Self
- Building Relationships
- Gross Motor
- Fine Motor

The requirements are for children to achieve the Early Learning Goals in these areas by the end of Reception.

Key Stage 1 - Years 1 and 2

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 co-operative physical activities, in a range of increasingly challenging situations. During key stage one pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key Stage 2 - Years 3 and 4

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. During key stage two 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

At St Paul's we provide swimming lessons via instruction at Wolgarston High School in key stage 2 - year 3/4. Pupils travel from St Paul's to Wolgarston by mini bus with the class teacher and are taught by a qualified swimming instructor. During their lesson's pupils will 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.

Learning Buddies

At St Paul's we have eight learning buddies which are child friendly characters designed to encourage and aid children in their learning. There are four learning buddies which are particularly used in PE at St Paul's. Daisy Daring Dragon encourages the children to take on challenges both personally and as a team. Leo Lion inspires children to take risks and participate in activities that they may not have engaged in before or are not yet confident in. Helpful Harriet Hippo focuses on collaboration which promotes the skill of team work.

Mighty Max Mouse is all about perseverance and teaches the children to keep trying and not to give up. Children who actively use these concepts to develop their skills are rewarded with stickers and certificates.

Equal Opportunities and S.E.N.D.

All pupils will have access to the full range of physical activities irrespective of gender, disability, ability, social background, language or ethnicity. PE education is one particular area of the Curriculum which allows pupils to develop their physical, cognitive and social and emotional needs. We aim to use the area of PE as a means of supporting children with S.E.N. to develop their own learning skills and levels of personal self-esteem. Every effort will be made to adapt all areas of the PE Curriculum to suit the individual needs for children with disabilities and to accommodate those children with the sensory impairments. All pupils should benefit from physical education and every effort is made to ensure that activities are equally interesting and challenging for both boys and girls. More able children are challenged and motivated by differentiated work given by the teacher appropriate to his or her needs. Teachers also use questions that allow the more able child to maintain their involvement in the lesson and demonstrate their knowledge and abilities.

Special Educational Needs Statement

The PE curriculum should fulfil the needs of all pupils. When planning work for children with special educational needs, due regard is given to the information and targets contained in the children's Individual Education Plan. We have high expectations of all of our children, and ensure that learners have high expectations of themselves.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. St. Paul's First School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Assessment and Monitoring

An initial core task is conducted at the beginning of each term to ensure the strengths and development needs of pupils are taken into consideration before planning. Teachers will assess children's progress in PE by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning targets from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child. Progress of pupils and quality of teaching will be monitored and reviewed throughout each term through lesson observations, pupil voice, discussion with staff and scrutiny of planning.

Healthy Eating

In line with the Government's Obesity Strategy 2016, the school values the input that physical activity has on children's achievement and their physical and emotional well-being. At St Paul's we recognise that physical activity is just one element of healthy lifestyles and as a school we actively promote healthy eating to help combat child obesity. As part of our physical education we teach pupils how to make healthy choices and the importance it has on the development of a healthy body and mind. We encourage pupils to make healthy food choices at lunchtime by having a weekly lunchtime raffle - pupils who either have a healthy lunchbox or make healthy choices with their school meal are awarded a raffle ticket. Raffle tickets are then drawn on a weekly basis and pupils whose tickets are drawn can choose from a range of sports equipment as their prize.

Staffing

All teaching staff are expected to teach and oversee physical education for their class following the National Curriculum through the schools long and medium-term planning units. PE is taught by a member of teaching staff or qualified coaches.

Health and Safety

The general teaching requirement for health and safety applies to this subject:

- We encourage pupils to consider their own safety and the safety of others at all times.
- All accidents, no matter how slight, should be reported in the school's accident book, which is kept in the medical room.

- It is the responsibility of all adults leading activities to ensure that they are satisfied that risk assessment procedures have been undertaken and that appropriate measures have been put in place where necessary.
- Staff will check the safety of the working environment and equipment prior to use including ensuring gymnastics equipment has been set up correctly before any pupil is allowed to use it.
- No other groups or individuals should be able to access this resource until it is made safe.
- All adults working at the school have a responsibility to report any defects in equipment, which require attention.
- The safe use of equipment will be encouraged at all times and pupils will be trained to move and store equipment in a safe manner.
- 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
- All children will have access to water during physical activity.
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.

Clothing

We expect pupils to change for physical education into the agreed clothing for each activity. Pupils are required to have their PE kit in school at all times. All pupils must change into shorts and T-shirts for PE lessons. For outdoor activities and in cold weather, pupils are encouraged to have a tracksuit or warm top. Staff are also required to wear appropriate clothing for all PE lessons.

School PE Kit for Nursery- Year 4

- Plain red t-shirt or school PE t-shirt
- Plain black or dark blue shorts/tracksuit trousers (no motifs or sports logos)
- Plain black or dark blue zipped jacket/hoodie (no motifs or sports logos)
- Dark coloured trainers (not pumps)
- Red football socks (Years 2- 4)

Footwear

Pupils must wear footwear appropriate to the activity. This will usually be trainers. For Dance and Gymnastics, which takes place indoors, children are expected to work in bare feet as this allows them to obtain more grip and feeling for their actions. Pupils wear suitable footwear when travelling to and

from the hall. If a child has no trainers for outdoor PE, they use their shoes if the activities are on the playground

Hair

Where pupils have long hair, this should be tied back so that it does not get caught or restrict vision.

Jewellery

Children are not permitted to wear any type of jewellery, including pierced earrings, watches, necklaces, bracelets, rings or fitness bands during PE lessons. Teachers are not allowed to take out or replace children's earrings if they are unable to do so themselves, therefore earrings should be removed at home prior to PE lessons.

If a child has recently had their ears pierced and are unable to remove their earrings, they will not be permitted to take part in PE lessons for 6 weeks, after which time they will be expected to remove their earrings in order to participate in PE lessons. During this time pupils will be allocated tasks, which are inclusive, but safe for them to undertake (coaching, observation and analysis, timekeeping, scoring etc).

Staffordshire County Council's guidance on this is based on national advice issued by the British Association of Advisers and Lecturers in Physical Education (BAALPE) and The Association of Physical Education (AfPE) It is now felt that the taping of earrings '**creates a perception of safety and is not recommended**', as there have been several incidences within the local authority where children's ears have been injured from earrings being pulled out from under the tape.

The guidelines state: ***All jewellery should be removed prior to a physical education lesson due to the increased risk of it becoming caught or causing injury to the wearer or fellow learner. The wearing of any jewellery increases the risk of injury significantly.***

Where children wear jewellery for religious or cultural purposes the school should sensitively inform parents of the safety hazards these articles present in physical education. It must be stressed that the teacher's prime responsibility is for the safety of the pupils. Where a decision is made to allow

some types of religious jewellery then the activity must be amended to ensure the safety of the child.

It is also important that teachers themselves are made aware of the dangers of wearing jewellery when teaching physical education, especially in those activities, which require support from the teacher.

Mrs J Walsh

PE Subject Leader

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