

St George's C. E. Primary School



Physical Education Policy

Date Approved: January 2024

Approved by: Governors

Review Date: January 2026



Vision Statement:

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Everyone matters, everyone achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other regardless of race, religion or culture.

We have high expectations of the children and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, perseverance, honesty, happiness, forgiveness and responsibility, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.'
Mother Teresa.

Document Purpose

This document reflects the values and philosophy of St George's in relation to the teaching and learning of Physical Education (PE). It provides a basic framework within which staff can approach PE, and gives guidance on planning, teaching and assessment.

The policy can be used as a springboard to develop the individual teacher's ideas in a personal way within the school's guidelines. This should enable teachers to design a programme of activities that is responsive to their own and children's skills and needs in PE at that particular time.

Audience

This document relates to pupils in Key Stages 1 and 2. The children in Foundation Years primarily follow the Early Learning Goals for Physical Development, although some work has been done with the PE coordinators developing units of work catering for their curriculum.

This policy document after consultation has been distributed to all teaching and non-teaching staff and the School Governors. Extra copies are available on our school's 'Policies' folder which can be found on our school's 'Workgroup.'

1. Philosophy

At St George's C of E Primary School, it is our aim to provide our children with a multitude of experiences in a vast range of physical activities. From Early Years, children receive two hours of high-quality PE lessons each week which teach them the fundamental skills required to kickstart a love, enjoyment and passion for physical activity that will travel with them through school and beyond.

In Key Stage One, children continue to develop their fundamental skills alongside the introduction of competitive and complex scenarios. Children begin to have opportunities to represent St George's at inter-school events in a wide range of sports. In addition to this, we promote and demonstrate healthy lifestyle choices through eating, drinking and exercise.

As the children move through school into Key Stage Two, their fundamental skills are refined and opportunities are provided to demonstrate these in more competitive contexts. In lessons and through intra, inter-school competitions and extra-curricular activities, all children are given a platform to apply the skills which they have developed in their curriculum time. We are very passionate about providing all children with the chance to have many positive experiences during their physical education which will remain with them forever.

Within our consistent high-quality teaching, it is our aim to not only nurture their physical development, but help to shape happy, responsible, respectful, kind and honest individuals who are ready to be active in the wider world with a healthy body and a healthy mind.

Subject Aims

PE at present is a non-core Foundation subject within the National Curriculum. The aims of teaching PE at St George's are consistent with our philosophy and take account of the legal requirements of the current National Curriculum.

PE offers the following opportunities for children.

- Be physically active and gain enjoyment through participation in a broad and balanced curriculum.
- Develop positive attitudes including perseverance, fair play and good sporting ethics and the ability to cope with success and failure.
- To be aware of the need for a healthy lifestyle and the importance of safe practice.
- Develop self-confidence through understanding the capabilities and limitations of one self and others.
- Be able to access PE in school regardless of any limitations e.g. home background, culture, special needs in accordance with Equal Opportunities policy.
- Through challenging opportunities increase their own and others skill levels and be able to respond to new challenges.
- To develop their ideas in a creative way and learn how to select and apply skills, tactics and compositional ideas to suit activities needing different approaches towards developing stamina and strength.

2. Teaching and Learning

Teaching styles and strategies provide opportunities for children to participate in a range of activities and evaluate their own performance. Careful planning ensures

time is spent in organising and resourcing lessons and activities. Children experience a range of opportunities to work individually, in pairs or in groups over time.

Lesson Structure:

- At the beginning of each lesson, the teacher explains the intention of the lesson and informs as to how the children can be successful in achieving the lesson aims.
- There may be a 'hook' drawing children into the lesson and to engage and excite them. Lessons then commence with an introduction/warm up to prepare children physically for exercise.
- There is direct teaching of skills and subsequent skills practice by the children, under the supervision of the teacher.

- Children are then provided opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare children to return to a normal-state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

3. Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at St George's is in accordance with the National Curriculum 2014 attainment target for each key stage:

KS1

Children 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.

KS2

Children 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.

4. Planning and Resources

Planning

Planning is done at three levels:

Whole school (long term)

Class (medium term)

Individual teacher's weekly planning (short term)

Planning can be found on the "P.E Passport" website. There is also planning available on the teachers' "Sharepoint."

Resources

A wide variety of shared PE resources are available at St George's. These include teachers' resource books and notes, children's task cards, dance tapes, teachers' lesson plans and PE and games equipment.

The majority of PE equipment is kept in the two PE stores. The stores are accessible to members of staff and to children under adult guidance.

The staff and responsible children are in charge of maintaining PE resources, monitoring their use and organising the large equipment and PE store. Resources are replaced and purchased by the coordinators in accordance with the general school ordering procedures. Staff may submit lists of any resources to be added to the existing stock. Staff inform the coordinators if any resources are damaged or need replacing through wear.

Primary Sports Funding

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the St George's C of E Primary School website under 'PE and Sport Premium'.

5. Clothing for PE Activities

For any physical activity, children change into School PE shorts and T-shirts or their St Georges Tracksuit. They should not wear shoes or trainers for indoor activities (unless they have a foot infection), as bare feet grip better, children need to walk down to the hall with shoes on in case of a fire alarm. They should wear appropriate clothing, according to the season, and trainers or other suitable footwear for outside activities. For safety reasons, children are not permitted to wear any form of jewellery. If a child needs to wear a piece of jewellery for medical or religious reasons, they should be encouraged to remove or cover up the article during physical activity.

PE kit should be kept in a named, drawstring bag. Ideally the kit should be kept in school and taken home at weekends, half terms and the end of term to be washed. All items of PE clothing should be identified with the child's name.

Children who go swimming need a towel, swimming trunks or costume, and brush or comb, carried in a waterproof bag. They will need to have their hair tied back if it is long.

6. EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Moving and Handling and Health and Self-care.

□□ Moving and Handling: Children learn to develop 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 learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. They participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. These skills can then be built on when children enter KS1.

7. KS1 and KS2

Key Stage 1

During Key Stage 1, pupils should be taught the knowledge, skills and understanding through dance, games and gymnastic activities. Non-statutory units of OAA and Athletics are also taught.

Dance Activities

Pupils should be taught:

- ◆ to use movement imaginatively, responding to stimuli, including music, and to perform basic skills
- ◆ to change the rhythm, speed, level and direction of their movements
- ◆ to create and perform dances using simple movement patterns, including those from different times and cultures
- ◆ to express and communicate ideas and feelings.

Games Activities

Pupils should be taught:

- ◆ to travel with, send and receive a ball and other equipment in different ways
- ◆ to develop these skills for playing simple net, striking/fielding and invasion-type games, including those they have devised, using simple tactics for attacking and defending.

Gymnastic Activities

Pupils should be taught:

- ◆ to perform basic skills in travelling, staying still, finding space and using it safely – both on the floor and when using apparatus
- ◆ to develop the range of their skills and actions in short-movement phrases
- ◆ to choose and link skills and actions in short-movement phrases
- ◆ to create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

Key Stage 2

During Key Stage 2, pupils should be taught the knowledge, skills and understanding through five areas of learning.

Three are compulsory:

- ◆ dance activities
- ◆ games activities
- ◆ gymnastic activities.

Two activity areas should be chosen from (at our school all three are planned into the programme):

- ◆ swimming activities
- ◆ athletic activities
- ◆ outdoor and adventurous activities.

Dance Activities

Pupils should be taught:

- ◆ to create and perform dances using a range of movement patterns, including those from different places and cultures

- ◆ to respond to a range of stimuli and accompaniments.

Games Activities

Pupils should be taught:

- ◆ to play and invent small-sided and modified competitive net, striking/fielding and invasion games
- ◆ to use skills and tactics and apply basic principles suitable for attacking and defending
- ◆ to work with others to organise and keep the games going.

Gymnastic Activities

Pupils should be taught:

- ◆ to create and perform fluent sequences on the floor and on apparatus
- ◆ to include variations in level, speed and direction in their sequences.

Swimming Activities and Water Safety

Pupils should be taught:

- ◆ to pace themselves in floating and swimming challenges related to speed, distance and personal survival
- ◆ to swim unaided for a sustained period of time over a distance of at least 25m
- ◆ to use recognised arm and leg actions, swimming on their front and back
- ◆ to use a range of recognised strokes and personal survival skills.

Athletic Activities

Pupils should be taught:

- ◆ to take part in, and design, challenges and competitions that call for precision, speed, power or stamina
- ◆ to use running, jumping and throwing skills singly and in combination
- ◆ to pace themselves in challenges and competitions.

Outdoor and Adventurous Activities

Pupils should be taught:

- ◆ to take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments
- ◆ to use a range of orienteering and problem-solving skills
- ◆ to work with others to meet the challenges.

Swimming and water safety

In Key Stage Two children are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

Progression and Continuity

Within the Scheme of Work, learning activities are in sequence to ensure continuity and progression. Progress in PE can be characterised by:

- ◆ the advancement from early movement exploration to acquiring and developing a range of skills that show improved control and co-ordination, then refining and extending these skills so that they can be performed with accuracy, consistency and fluency
- ◆ the graduation from simple selection and application of skills in a series or combination of movements to the planning and use of more complex sequences, games strategies and compositional principles
- ◆ the progress from describing what they see being performed to making simple evaluations of performance and being able to use this information to improve the quality of their work
- ◆ the development from knowing that exercise makes them out of breath and hot to reaching an understanding of why activity is good for them and how important it is for general health and well-being.

8. Organisation

Under the new 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. William Patten Primary School does however; acknowledge the DfPE recommendation of 2 hours per week.

Therefore, children have access to a minimum of one P.E. lesson a week and where possible, two lessons a week. This may include swimming, gymnastics, dance or games activities incorporating areas of athletics, outdoor/adventurous and team activities.

Although no commercial PE scheme has been adopted throughout the school some of the units of work and the ideas contained in them have been taken from a number of different published sources and we do use some award schemes where appropriate e.g. Val Sabin, BAGA awards, Aviva Athletics Awards. Classroom teachers generally deliver one of the two sessions of PE each week to their class apart from the teaching of Swimming and where two classes may occasionally join together for a lesson. E.g. Orienteering Where possible cross curricular links are made particularly in ICT (recording and measuring results during Athletics) and Science (Health Education) but there are also strong links with English (Games Making) amongst others.

The six strands of PE (Gymnastics, Games, Outdoor and Athletic Activities, Swimming (KS2), Outdoor Education (KS2) and Dance) are spread throughout the academic year with an overall bias on Games as not all aspects of PE require the same amount of time or the same continuity for progress to be made. Each half term there are two different units of work that consist of six lessons each. Each lesson lasts for at least 45 minutes and a hall is available for the session if required. The sessions in each unit are planned to ensure continuity and progression.

The overview for the school year can be seen overleaf. The infants programme is split into a two year cycle and is on a rolling programme. For each of these units of work there is a planning sheet to accompany it which breaks down the work into lesson plans.

Curriculum and School Organisation

St George's C of E Primary School



Physical Education Long-Term Planning



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Pippa and Eddie A Day on the Farm	Dance - Nursery Rhymes	Pippa and Eddie An encounter with Pirates	Dance - Seasons	Pippa and Eddie Under the Sea	Dance - Jungle
					Stability 1	
Reception	Dance - Circus	Gym - Rocking & Rolling	Fundamental Movement Skills 1	Stability 2 (static and dynamic balance)	Object manipulation 1	Pippa and Eddie A visit to the zoo
	Fine Motor skills	Target Games 1	Gymnastics - Flight - bouncing, jumping & landing	Locomotion 1	Locomotion 2	Athletics 1
Year One	Gymnastics - Balancing & spinning on Points & Patches	Dance - Animals	Dance - Mini Beasts	Gymnastics - Pathways - small & long	Target Games 2	Object Manipulation 2
	Fundamental Movement Skills 2	Invasion Game Skills 1	Gymnastics - Wide, narrow & curled rolling & balancing	Net & Wall Game Skills 1	Striking & Fielding Game Skills 1	Athletics 2
Year Two	Invasion Game Skills 2	Dance - Under the Sea	Net & Wall Game Skills 2	Fundamental Movement Skills 3	Target Games 3	Tri Golf
	Gymnastics - Pathways: straight, zipzag & curving	Target Games 3	Dance - Pirates	Gymnastics - Spinning, turning & twisting	Gymnastics - Stretching, curling & arching	Striking & Field Game Skills 2
Year Three	Football	Dance - Dance Around the World	Dance - Space	Gymnastics - Receiving body weight	Swimming	Athletics
	Gymnastics - Linking movements together	Invasion Game Skills 3	Tag Rugby	Hockey	Cricket	Health Related Fitness
Year Four	Gymnastics - Arching and bridges	Dance - Romans	Gymnastics - Partner work - Pushing and pulling	Dance - Vikings	Swimming	Rounders
Year Five	Gymnastics - Matching, mirroring & contrast	Dance - The Haka	Gymnastics - Partner work - under and over	Dance - British Values	Swimming	Team Building and Problem Solving
	Invasion Game Skills 4	Leadership	Hockey	Dodgeball	OAA	Cricket
Year Six	Gymnastics - Counter-balance & counter tension	Dance - World War 2	Gymnastics - Flight	Dance - Dance through the ages	Swimming	Basketball
	Netball	Football	Health Related Fitness	Tag Rugby	Danish Longball	Athletics

9. Inclusion

At St George's we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential.

At St George's, competitive inter-school competitions are regularly organised through the Telford and Wrekin School Sports Partnership. The PE subject leader will liaise with staff to ensure that a range of children are selected for events, and that we target PPG children whenever possible. For other events, we target SEND children or Gifted and Talented children where appropriate. We also hold our own intra-school competitions during the year for Key Stage 1 and 2.

10. Role of the Subject Leader

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- Seek further training and support from specialist teachers and coaches, Young Hackney Sports Development, and via the SGO (School Games Organiser).
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum

- Complete the Curriculum Map annually.
- Timetable specialist teachers and coaches (liaising with Head Teacher).
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- Register the school for various borough sporting events (via YHSD and SGO).
- To report on school swimming attainment annually and record this online.
- Complete Risk Assessments for sporting events.
- Organise Sports Day(s) annually.
- Report to the Curriculum leader, Head Teacher and Governors on PE.

Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

11. Parents

Parents are encouraged to attend Sports day and inter-school events to celebrate and promote physical activity, as well as support groups to travel to sporting events as support. In terms of reporting on progress, annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports. Children/parents are encouraged to bring in any information regarding their sporting accomplishments outside of school in our Celebration Assemblies. We regularly update our school's Twitter account to keep parents up to date with PE and extra-curricular activities at St George's.

12. Health and Safety

The teacher should have the safety of the children at the forefront of their mind. There is a risk element to PE of which we are aware. St George's follows the guidelines provided by the LEA.

The following general points should be considered when teaching PE.

- ◆ The teacher should be dressed appropriately, with jewellery removed. The correct footwear is essential to ensure quick and safe movement when necessary.
- ◆ The children should change into the correct clothing for any physical activity for safety and hygiene reasons. Un-appropriate clothing should be discouraged.
- ◆ The teacher should be aware of what the children are doing throughout the session and should not leave them on their own.
- ◆ Children who have forgotten their PE kit should sit and watch the rest of the class and help where appropriate.
- ◆ If a child constantly forgets their PE kit, a letter should be sent to the parents, reminding them that PE is part of the National Curriculum and it is therefore necessary that their child's kit is in school ready for the lesson as set out in the schools guidelines.
- ◆ The gymnastic apparatus must be moved only when there is a member of staff present to supervise.
- ◆ All equipment should be returned to its proper place and checked by a member of staff.
- ◆ If injury should occur during PE lesson, staff should seek medical advice from a qualified first aider.

Gymnastic Safety

- ◆ To avoid injuries, the children should warm up sufficiently before the lesson begins.
- ◆ The teacher should consider whether the environment is safe and be aware that dangerous situations can arise.
- ◆ The teacher should be able to see all pupils in the class (important during apparatus work).
- ◆ Check if the floor is wet or slippery and arrange the mats in the correct places.
- ◆ Check if the area is clear of superfluous equipment (tables, chairs, etc.).
- ◆ Ensure the apparatus being used is appropriate for the age of the children and make sure all the fixing points and bolts are secured in the right places.
- ◆ Organise the children into groups of appropriate size for the apparatus being used and make sure that they are aware of how many children can go on each piece of apparatus at once.
- ◆ If only one person at a time can use the apparatus, make sure the next child does not start until the previous child has cleared the apparatus and mats, and is standing away from the launching area.
- ◆ Discourage the children from touching each other (especially giving support) unless the specific task you have given them requires it, for example partner work.
- ◆ Beware of demonstrating with the most able child, as this could influence other children to attempt a task beyond their capability.

Games Safety

- ◆ Ensure all equipment is safe and nothing is cracked or broken.
- ◆ All equipment should be checked again and put away at the end of the lesson.

- ◆ When taking games in the playground or on the field, the teacher should ensure that he or she is able to see all the children.
- ◆ If playing in the school team against another school, the children should follow the school code of conduct and visit procedures. See Policy for Educational Visits.

Dance Safety

Although dance is less dangerous than the other physical activities, teachers should be aware of certain hazards.

- ◆ Children should not dance in their stockinged feet.
- ◆ Children should be discouraged from running round in a boisterous manner, as accidents can be caused by children bumping into each other.
- ◆ All objects in the hall that are surplus to requirements should be moved out of the way.

Swimming Rules

Points to Consider

School Staff should accompany the children when travelling to and from the swimming baths. The senior teacher should have a list of all the children in his/her care and the numbers involved.

The children should be counted on leaving school, on entering and leaving the pool and when leaving the swimming baths.

The children should know the layout of the Leisure Centre, including where the swimming pools and changing rooms are. The swimming teacher at the baths should make sure the school staff know where to find the nearest life-saving equipment, first-aid box and telephone in case of an emergency.

Staff to pupil ratio should be at least 1:20 on the poolside. Staff should be in/around the changing rooms when the children are changing; however, teachers should not embarrass the children. Children with long hair should have their hair tied back.

NOTE: See the LEA guidelines for more details.

Further safety advice is available in 'Safe Practice in Physical Education' which can be found in the staff room.

13. Extra-curricular Activities

These are an important part of a child's Primary education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. They help to introduce a competitive element to team games and promote co-operation and a sense of being a good sport.

All clubs are open to girls and boys and a wide range of extra-curricular activities are currently offered across the school. A half termly plan is produced and distributed via a letter of all the different clubs that are taking place. A separate policy has been written covering this area.

14. Equal Opportunities

All teaching and non-teaching staff at St George's are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum while at our school.

PE is taught in mixed groupings with girls and boys having an opportunity to take part in all activities. All extra-curricular activities are open to boys and girls.

15. Special Educational Needs

All children at St George's are given the opportunity to develop skills to the very best of their ability. Wherever possible, all children can participate in the whole PE Curriculum. For children who have physical disabilities, some modification might be necessary to this area of the curriculum. Such modifications are made in consultation with Support Staff, the Physiotherapist and SSAs. See Policy for Special Educational Needs.

16. Emotional Health and Wellbeing

At St George's, the emotional health and wellbeing of our children and staff is of utmost importance to us and we endeavour to support each other in this. Our school motto 'Everyone Matters, Everyone Achieves' is at the heart of all we do. We constantly aim to promote a positive approach to learning in PE and support the children who may find aspects of this subject challenging.

DFES/QCA
Education

Scheme of Work for Key Stages 1 and 2: Physical

DFES/QCA

Curriculum Guidance for the Foundation Stage

Ref: QCA/00/587

QCA

Outdoor and Adventurous Activities in Physical Education
at Key Stage 2 1998