



Ancaster

Church of England Primary School

Physical Education Policy

Vision Statement

In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.

Be the Best You Can Be!

Wisdom Courage Respect

How does our Christian Vision impact upon physical education at Ancaster?

We have chosen 4 Guiding Lights which are inspired by our Church School Vision. Below is an explanation of how each of these guiding lights impacts upon the teaching and learning of computing at Ancaster.

Inclusivity- In every lesson, we ensure that appropriate and effective levels of support and differentiation are in place to enable the needs of every learner to be met within physical education. Teachers of physical education will employ the S.T.E.P principles to appropriately challenge and support all children, ensuring that they can acquire new knowledge, skills and vocabulary within every aspect of physical education and school sport.

Exploration- Exploration is encouraged both within the physical education curriculum and through carefully planned extra-curricular opportunities and experiences. Through our progressive curriculum, all children will have the opportunity to build upon their prior knowledge and will be encouraged to make connections to previous lessons. Our aspirational curriculum allows for pupils to explore and develop in sports that are likely to have not tried outside of school. We want all children to become active and curious learners, therefore teachers of physical education will support this through planned opportunities for questioning within lessons to encourage the children to delve deeper into their learning.

Empowerment- At Ancaster Church of England Primary School, we believe that every learner has the 'power to change'. Therefore, we ensure that all children are empowered within their physical education lessons by creating a culture where pupils feel challenged and supported to be the best that they can be. Teachers of physical education use positive praise throughout their teaching and pupils are taught to provide positive and constructive feedback to their peers to enable them to develop in their learning. Our carefully planned curriculum means that we scaffold the learning to build upon prior knowledge and give pupils the opportunity to demonstrate their learning through competitive sports or performances. We work alongside local and national sports clubs and charities to give the pupils opportunities to try new sports and to meet and learn from inspiring individuals, such as paralympic champions.

Values Led- Our core values of wisdom, courage and respect are central to learning and development taking place within physical education lessons at Ancaster Church of England Primary School. Physical education gives pupils the opportunity to not only develop their academic wisdom as they learn new sports or develop new skills but also the personal growth wisdom that is integral to developing well-rounded lifelong learners. Our curriculum carefully maps out opportunities for the development of 'whole child objectives', focusing on social, emotional and thinking skills. We empower all pupils to have the courage to attempt new learning and develop the resilience to never be afraid of making mistakes along their learning journey. Pupils understand the importance of respecting their resources within physical education lessons and we put great emphasis on mutual respect between all members of our school community, creating an environment where everyone feels safe and supported to achieve their best.

Statement of Intent

At Ancaster Church of England Primary School, we understand the important role Physical Education plays within a young person's early life. Through our carefully sequenced vocabulary-rich curriculum and continual opportunities for retrieval practice, we ensure that every child leaves our school with the knowledge and skills to live a healthy and active lifestyle and provide opportunities for pupils to develop and showcase our school values of Creativity, Wisdom and Respect to be the best they can be. To achieve this, we aim to:

- Provide all children with opportunity to explore and develop physical skills with increasing control and coordination
- Provide all children with opportunities to develop lifelong interpersonal and leadership skills
- Provide pupils with the skills to assess their own strengths and identify areas for development, working with others to support their development of core physical skills

- Provide pupils with enrichment opportunities to apply their knowledge and skills within a competitive context
- Teachers of Physical Education will assess the progress of pupils and ensure future planning considers the needs of all pupils
- We want every child to leave our school with the knowledge and skills required to lead a happy, healthy and active lifestyle

Legislation and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE (2013) 'Physical education programmes of study – key stages 1 and 2'
- DfE (2013) 'National curriculum in England: PE programmes of study'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- Health and safety
- First aid
- Behaviour policy

Roles and Responsibilities

The PE subject lead is responsible for:

- the overall implementation of this policy;
- liaising with staff members to develop an effective PE timetable;
- ensuring the scheme of work is appropriate and meets the needs of all learners;
- supporting staff members in all aspects of the curriculum;
- creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed;
- maintaining and replacing equipment;
- monitoring the teaching of PE at the school and ensuring that high standards are consistently maintained;
- attending any necessary training opportunities, in order to help inform future developments of the subject at the school;
- keeping up to date with any changes in the subject area;
- ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons;
- liaising with the SLT and other relevant staff members regarding the use of the PE and sport premium.

The class teacher is responsible for:

- acting in accordance with the school's Health and Safety Policy;
- participating in any necessary training or CPD;
- keeping up to date with changes within the subject area;

- acting in accordance with the Staff Code of Conduct;
- making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place;
- adapting lessons to ensure the needs of all pupils are met, including those who require additional challenge;
- assessing and reporting on the progress of pupils, identifying those who may require additional support within lessons;
- ensuring that privacy is given to pupils while getting changed for PE lessons.

Implementation

At Ancaster Church of England Primary School, we use GetSet4PE to provide a comprehensive and engaging scheme of learning that allows for a clear progression of skills from EYFS through to Year 6, ensuring our pupils are challenged as they move through the school. All lessons are designed to include opportunities for the development of “Whole Child Objectives”, these include social, emotional, and thinking skills in addition to the knowledge and physical skills needed to develop holistically as learners and be the best they can be. All pupils, including those in early years, will take part in two hours of Physical Education a week. Each class will be assigned one indoor session and one outdoor session a week

EYFS Curriculum

Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

Pupils’ fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons.

Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastic apparatus, floor mats and sporting equipment, such as bats and balls.

Pupils’ physical development will relate to the physical development objectives of the early learning goals (ELGs), which are set out in the DfE’s ‘Statutory framework for the early years foundation stage’, including:

- Demonstrating strength, balance and coordination when playing.
- Negotiating space and obstacles safely, with consideration for themselves and others.
- Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.

- Participating in physical activities which enhance fine motor skills.

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

Keys Stage 1 and Key Stage 2 Curriculum

In Key Stage one, the focus of our curriculum is on the development of fundamental movement skills, such as running, jumping, throwing, and catching, as well as developing balance, agility and coordination skills and beginning to apply these within activities.

In Key Stage two, pupils will continue to apply and develop a broader range of skills, building upon the foundations set in Key Stage one. Pupils will have the opportunity to apply these skills within competitive games (this includes opportunities within school through our TEAMS system and through inter-school competitions), which is carefully mapped within our long-term planning documents.

In relation to swimming, pupils within KS2, will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

Teaching and Learning

Our curriculum is carefully mapped in long-term plans to ensure that pupils acquire identified knowledge, vocabulary and skills in a sequential and progressive manner ensuring coverage of the PE National Curriculum.

Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

The school creates long-term, medium-term and short-term plans for delivery of the PE curriculum – these are as follows:

- Long-term: Includes the PE topics studied in each term during the key stage across the whole school, including EYFS
- Short-term Lesson Plans: Includes details of the knowledge and skills acquired during each lesson

The PE coordinator is responsible for reviewing and updating long-term plans and communicating these to teachers.

Teachers are responsible for reviewing and updating short-term plans and building on the medium-term plans, considering pupils' needs and identifying the methods through which topics could be taught.

All relevant staff members are briefed on the school's planning procedures as part of their staff training.

Where appropriate, a sports coach will lead the lesson or teach alongside the teacher to:

- build and develop subject knowledge where opportunities for growth are identified
- provide enrichment opportunities for identified year groups or the whole school

Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities. Pupils will be encouraged to evaluate their own performance, as well as the performance of others. Pupils will be given the opportunity to both collaborate and compete with each other during lessons.

At Ancaster Church of England Primary School, we are proud of our vocabulary-rich curriculum. As such, subject-specific vocabulary will be explicitly taught within all PE lessons. Each lesson will follow the structure of a warm up, skills development and the application of skills within a game. The PE subject lead will act as the first point of contact for staff members planning PE lessons or sporting events.

Cross-curricular Links

Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils are encouraged to describe what they have done and to discuss how they might improve.

Mathematics

- Pupils further develop their counting skills by keeping score during team games.

- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

PSHE

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

Spiritual, moral, social and cultural development

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.

Equipment and Resources

A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils. Staff members involved in the teaching of PE will have access to PE resources, which will be stored within the 'Kaboosh'. Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager. All PE and sports equipment will be stored within the 'Kaboosh', this is to only be accessed by adults and is to be locked after use. Equipment is to be returned to the allocated places within the 'Kaboosh' and stored safely.

PE Kits

Class teachers will inform parents as to when their PE lessons will take place, however this may be changed in light of weather etc. As a result, we ask that children have their PE in school throughout the week. Each child should have a PE kit consisting of trainers or plimsolls (trainers will be required for outdoor PE

lessons), shorts or tracksuit bottoms and a blue or white t-shirt.

To allow our children to be the best they can be, we must ensure that our learning environment is always as safe as possible. To maintain safety, pupils will be asked to remove any ear piercings before a PE lesson. If the child is unable to remove their piercing, the piercing will need to be covered with tape to prevent any injuries.

When attending swimming lessons, children will not be permitted to enter the pool if they have piercings.

Provision for SEND, Pupil Premium, High attainers

At Ancaster Church of England Primary School, we are dedicated to ensuring that our physical education lessons and wider opportunities are accessible for all. Class teachers will make reasonable adaptations to the scheme of work to ensure that all pupils continue to make good progress and develop new skills. Through continual assessment of learning, teachers of PE will identify pupils who may require additional support or challenge and will differentiate the lesson to ensure these needs are met. The main model of differentiation that teachers of PE will utilise is the STEP principles.

Health and Safety

To ensure safe practice and minimise risk of injury, staff and pupils will adhere to the Health and Safety Policy at all times. Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times. First aid boxes will always be accessible during PE lessons.

All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction. Teaching staff are responsible for reporting any concerns to the school's health and safety officer. In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned and assess the area in which they are working before the lesson begins.

The PE subject leader will check the conditions and appropriateness of PE resources on a termly basis, restocking equipment as required. Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the PE subject leader as soon as possible. All PE equipment and resources will be safely stored within a secure storage area. Damage to PE equipment will be reported to the PE subject leader as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use.

Pupils will not have access to PE resources and sporting equipment unless appropriately supervised. Pupils will be taught how to handle PE equipment and resources safely. Pupils will help staff members to move and set up PE equipment.

Where pupils will be attending an off-site sporting or PE-related event, the member of staff who is leading the visit will ensure that a full risk assessment is completed and submitted for approval by the headteacher prior to the visit taking place.

Swimming lessons will always be taught by a specialist swimming teacher. In relation to swimming lessons, or a lesson where bare feet are required, if a pupil has a verruca or wart, they must notify the staff member leading the lesson of this prior to the start of the lesson.

Equal Opportunities

Teaching staff will work closely with the PE subject leader to ensure that planned activities for lessons are accessible to all pupils, including pupils with SEND. All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language. Teaching staff will liaise with the SENCO, where necessary, in order to meet the needs of pupils.

Pupils will not be grouped together based on gender, race or disability.

Impact

- All children have the opportunity to access a wide variety of challenging and engaging sporting activities, with teachers making suitable adaptations when required
- Conduct pupil voice sessions, lesson observations and skills audits
- The impact of sports premium funding will be reviewed to ensure the school is receiving value for money, reflected through pupil's learning experiences

Assessment and Reporting

Pupils will be continually assessed through observations made by staff during lessons.

Teachers will record the progress of pupils against the learning objectives for the lesson.

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Individuals' assessment information will be recorded to help pupils' teachers plan appropriate work for them and assist in the assessment of pupils' progress each year.

Annual assessments of each pupil will be used to inform parents of their child's progress and attainment.

Parents will be provided with a written report about their child's progress during the Summer term every year.

The progress of pupils with SEND will be monitored by the SENCO.

Monitor and Review

This policy will be reviewed on an annual basis by the headteacher and PE subject leader, with any changes made to the policy being communicated to all teaching staff and the governing board.

The curriculum plan will be monitored and evaluated by the PE subject leader, including the planning, assessment and reporting arrangements in place.

The spending and impact of the PE and sport premium is monitored by the governing board.