

Dunholme St Chad's Church of England Primary School

Physical Education Policy

Introduction

This policy is set in the broader context of our school vision in the context of an enabling culture and ethos founded on our Christian values. It reflects our commitment to providing a broad and balanced curriculum that develops each individual in the broadest sense to be the best they can be. Our curriculum is built on the principles of inclusivity, excellence and ambition.

Our Christian Ethos

The foundation of our Christian ethos is rooted in Chad and epitomised through his example of Love, Truth and Humility. His example, and that of Jesus Christ, is what we have built our vision on.

Our Vision

Creating a community with open hearts and open minds

As an inclusive and welcoming church school, we work towards creating a community with open hearts and open minds. We strive to ensure that all members of our school community understand themselves to be valued for who they are. Our inspiring and ambitious learning environment enables pupils and adults to aspire to fulfil their hopes for the future. Through challenge and support, we help each other overcome barriers so that everyone can feel confident in pursuing excellence in all they do.

Our work is set in the context of the Church of England Vision for Education, 'Deeply Christian, Serving the Common Good,' Autumn 2016 and educating for:

- Wisdom, knowledge and skills
- community and living well together
- respect and dignity
- hope and aspiration

As a church school within the Diocese of Lincoln, we embrace the Diocesan vision for 'Church schools serving their communities through excellence, exploration and encouragement within the love of God.'

Our school vision, set in the context of a Christian ethos, is lived out through our aims and values, creating a community in which we can all grow.

We aim to provide a broad, balanced and creative curriculum that will support each one of us to become successful learners, confident individuals and responsible citizens.

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Policy and Practice

This curriculum policy reflects our agreed principles and practice to ensure all learners have equal access to a broad and balanced curriculum.

What is the intent of our PE curriculum?

To enable everyone to flourish and achieve their ambition at our school, the PE curriculum takes a multi-faceted approach and will:

- **Strive** for a curriculum that is accessible to all and develops the whole child. Encourage children to be conscious of the complexity and **diversity** of individuals and societies in the world around them and supporting **equality** for all in sport.
- It nurtures **spirituality**, curiosity, **creativity** and enjoyment.
- **Challenge** and support children through high quality teaching and learning to enable them to be the best that they can be and encourages them to improve and engage in competitive sports and activities.
- Be accessible for all pupils, to support them to develop as successful learners. PE is an integral part of school practices allowing all children in the school to gain a sense of **achievement** and develop positive attitudes towards themselves and others.
- Develop competence to **excel** in a broad range of physical activities and give every pupil a foundation for lifelong physical activity, leaving primary school as physically active.
- Promote active and healthy lifestyles, physical skills, physical development and knowledge of the body in action, which supports their health and fitness and lead healthy, active lives.
- Engage all pupils in a programme of PE that encourages fitness, improves their strength and ensures they are physically active for sustained periods of time.
- There is a clear progression of skills from EYFS through the year groups to Year 6 where the children will develop their different cogs of learning: social, personal and applying physical.

How will we implement our PE curriculum?

In PE, we will implement our curriculum by providing a broad and balanced approach which will support each one of us to become successful learners, confident individuals and responsible citizens. We do this through:

- Teaching PE specific knowledge, skills and concepts, to ensure children master the content of PE. We use the EYFS framework through the implementation of the Physical Development and Communication and Language statements, to feed into the national curriculum objectives for the subject.
- Recognising the need for substantive knowledge (knowing about the technical and wider elements of PE – the facts) alongside disciplinary knowledge (knowing how to apply this knowledge in practice to control movements, balls and other equipment while performing or playing games).
- Teaching PE as an area of learning in its own right as well as integrated where possible with other curriculum areas. Each class will have a minimum of two sessions of PE within the weekly timetable.

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- Following the 'realPE' scheme of work to deliver our PE curriculum to inspire all children to succeed and **excel** in competitive sport and other physically demanding activities. These lessons can be adapted to meet the needs of each cohort. They may also be supplemented with teaching other sports or games linked to the skills being taught in each term.
- Ensuring that all pupils have fair access to the PE curriculum, regardless of gender, race or ability.
- Ensuring that all children are physically active for 10 minutes every day. This can be undertaken through a PE session, active learning or an outside activity, such as a brisk walk or run around the school grounds. This is in addition to playtimes.
- Providing opportunities to compete in sport and other activities build character and help to embed values such as **fairness** and **respect**.
- Ensuring **excellence** is achieved in teaching and learning by enabling staff to access training and enhance their subject knowledge.
- Encouraging more children to engage more regularly in additional physical activity opportunities by providing a range of extra-curricular clubs at break times and before and after school clubs, run by either staff or outside agencies.
- Giving pupils a broader experience of a range of sports and activities, including inclusive sports.
- Encouraging pupils to challenge themselves to improve on past sporting achievements, e.g. swimming badges, time trials in cross country, archery scores etc.
- Using CTMM strategies to support children to retain and build on prior learning. These may include: avoiding cognitive overload, asking hinge questions, including retrieval strategies, scaffolds and spaced learning.

Use of information technology across the curriculum

Use of information technology including the internet is implemented in line with our management of behaviour policy, the e-safety policy and the Acceptable Use of IT policy. Use of the internet and mobile devices including social media is actively monitored. As a school, we encourage and promote the safe use of the Internet and mobile devices to support and enhance learning across the curriculum. E-safety is specifically taught across all age ranges in school at an age-appropriate level following a detailed progression of skills which enables children to develop their digital literacy in a beyond the school. In PE, information technology is used across a range of areas to enhance learning. Information technology is used to model skills e.g. tuck jump in gymnastics and video clips can be used to support evaluation and feedback of performance.

All leaders, staff and children receive up-to-date training regarding issues that are pertinent to ensuring the safety of all stakeholders when working online and with mobile devices. All incidents are reported to the designated e-Safety and designated safeguarding leads. Parents and carers are encouraged to work in partnership with the school and have access to a monthly newsletter and other guidance materials via the school website.

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Enrichment: Educational Visits and Visitors, local context using community links and partnerships

PE learning does not just take place within the classroom. It is enriched through:

- Playtimes: children are encouraged to take part in physical activity. They have access to a range of equipment to develop multi skills. Children will be responsible for getting out the equipment and returning it after playtime.
- A range of extra-curricular activities will be provided for children across the school, which will be run by both staff and outside agencies.
- Opportunities given to children to learn an inclusive sport through their PE lessons or a variety of curriculum enrichment days throughout the year.
- Working with the local School Games Organiser, giving children the opportunity to compete in a variety of tournaments against other schools, during the academic year.
- Promoting the School Games inclusive of physical activity to parents and the local community using school notice board, newsletters, website and social media.
- Having active links with local community, local sports organisations and leisure providers.
- Encouraging children in Lower and Upper Key Stage 2 to participate in a residential trip where team-building and endurance challenges are set.
- Promotes a healthy lifestyle by taking part in numerous Bike Ability challenges and activities.
- Ensuring children in Year 4 will visit the local leisure centre for swimming tuition during Terms 1-5. Children in Year 6 will visit the local leisure centre for swimming tuition during term 6.

Funding

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer. We use the premium to:

- Develop or add to the PE and sport activities that we already offer;
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that we should expect to see improvement across:

- The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 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.

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Assessment, Recording and Reporting:

Subject Report Cards are sent home mid-year and at the end of the year to reflect if a child has met the Expected Standard, and the effort they have contributed within the subject. All teachers input a standard for each subject on the school assessment data base each term, using the progression in skills, knowledge and concepts grid. This assessment is used as part of our transition.

As children move on through the school, teachers continue to observe and note children's progress on a day-to-day basis. Teachers will assess each child against the 6 cogs: personal, social, cognitive, creative, physical and health and fitness and also against the agility, balance and coordination skills that are focussed on each term.

Research-Informed Practice:

Subject Leaders have a professional responsibility to read, use and inform others of current research linked to their subject. They will have good subject knowledge with an up to date understanding of expectations through links with subject associations, networking and research.

Health and Safety:

Using the '*Be Safe*' document to inform, members of staff ensure equipment is in the proper condition to be used and that areas of work are safe. Educational visits have the appropriate risk assessments carried out to ensure the safety of pupils and staff throughout the duration of the visit. Trained staff are available when necessary on field trips. When teaching PE, all staff members will ensure:

- We follow the school's health and safety policy.
- All equipment is checked by staff and outside agencies when required.
- Any areas to be avoided are coned off.
- Risk assessments are carried out when needed.
- Children wear the correct clothing, long hair is tied back and no jewellery, unless religious, to be worn. Ear ring tape should be worn.
- Adults should wear suitable sports clothing.

Monitoring, Evaluation, Impact and Assurance:

To ensure effective and rigorous teaching of PE across school, the subject leader monitors standards in the subject using the progression in knowledge, concepts and skills document, as well as their own subject and pedagogical knowledge. This helps the subject leader to corroborate teacher judgements and provide support, where necessary, to both pupils and staff.

A range of monitoring activities are undertaken at various points throughout the year, which may include book and planning scrutiny, lesson observations, pupil interviews and staff/pupil/parent questionnaires.

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Monitoring is evaluated and clear actions are identified. Subject Leaders assure Senior Leaders and Governors through verbal reporting, and mid-year and end of year monitoring, evaluation and assurance (MEA) reports.

Review:

All policies will be reviewed annually by the Subject Leader and edited accordingly. Subject Leaders will amend the date the Policy was reviewed so that it reflects current practice.

Appendix:

PE Long Term plan

Dress and Changing Policy