



Mission statement

Respect yourself

**Respect everyone in our school community,
Respect everyone in our local community,
Respect everyone in our global community,
But most of all, respect God our father in Heaven.**

St Helen's Physical Education Policy

Introduction

The P.E National Curriculum states 'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide 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.'

St Helen's Primary School recognises the vital contribution of Physical Education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

Aims

In order to promote active and healthy lifestyles all children should:

- appreciate and enjoy moving and achieving in physical activity.
- develop competence and confidence in physical skills.
- understand and appreciate a range of physical activities including sports, dance and outdoor adventurous activities.
- be able to take part effectively on their own, with partners and in groups and teams, in both competitive and co-operative situations.
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance.
- understand the need for personal hygiene in relation to vigorous physical activity.

In order to develop positive attitudes all children should:

- follow the conventions of fair play and honest competition.
- persevere to overcome physical and technical challenges and stay on task.
- be mindful of others in their environment.
- develop self-confidence through the understanding of one's own capabilities and limitations.
- Work constructively together and take responsibility.
- recognise, understand, appreciate and comment on performance of varying skill.
- learn to cope reasonably with success and failure.
- Take pride in their achievements.
- Show interest and enthusiasm in the lesson.

Role of Curriculum Group

- To share a role in the monitoring and evaluation of the PE curriculum throughout the school alongside the Senior Leadership Team.
- To encourage other members of staff in their teaching of PE and to give support where appropriate.
- To encourage staff to work within the guidelines laid down in the PE policy.
- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the Policy, Scheme of Work and resources on a regular basis.
- To support members of staff in the use of effective planning, assessment and recording systems.
- To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.

Areas of activity

Early Years

In the Early Years Foundation Stage at St Helen's, we aim to provide the children with a wide range of physical activities and experiences to motivate them to be active. We provide children with equipment and resources that are both challenging and interesting to offer plenty of opportunities for physical activity throughout the day.

The Physical Development activities on offer to children in the EYFS at St Helen's are:

- Joining in with action songs and rhymes.
- Daily use of the playground space, beyond our own outdoor area to enjoy energetic play with boundaries for activities, to enable children to regulate their own activities more easily.
- Riding bikes, scooters and wheeled vehicles.
- Play with a range of sports equipment including bats and balls for a range of different sports.
- Using the climbing equipment in the garden area to climb, balance, swing and hang.
- The use of musical equipment to encourage dance and co-ordination.
- Using the active playground equipment at lunchtime.
- The use of large equipment for children to create their own structures, such as milk crates, chutes, stands, tyres and large cardboard tubes that they can move about safely and cooperatively.

KS1 and KS2

Games

Pupils should be taught:

- Simple competitive games.
- A variety of ways to send, receive strike and travel with/without a ball.
- Games which include running, chasing, dodging, avoiding and awareness of space and other players.
- To develop core skills in attacking, defending, invasion, striking and fielding.
- To play small-sided and simplified versions of net/wall and target games.

Gymnastics

Pupils should be taught:

- To use technical vocabulary.
- To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing.)
- To link movements on the floor and apparatus.
- To repeat movements / develop sequences.
- To develop complex movements.

Dance

Pupils should be taught:

- To compose and control movements by varying shape, size, direction, level, speed, tension and continuity.
- Investigate different genres of dance.
- To express feelings moods and ideas.
- To respond to various stimuli including music.

Athletics

Pupils should be taught:

- To develop and refine basic running, jumping and throwing techniques using a variety of equipment.
- To measure, compare and improve their own performance.

Swimming –Year 2 to Year 6

Pupils should be taught:

- To swim unaided, competently and safely.
- To swim at least 25m unaided by the end of Year 6.
- To develop confidence in water.
- To develop floating skills and support positions.
- To develop effective and efficient swimming strokes on the front and back.
- To understand and follow basic water safety and survival skills.

Outdoor Activities

At St Helen's we are fortunate to have an area in the school dedicated to Nature. This provides an essential resource for teachers and children; providing stimulation to learn more about woodland life, plants and animals but also how to care for and protect our environment for future use by everyone. All year groups have the opportunity to engage in outdoor activities and Year 5 and 6 attend residential trips to further develop their experiences.

Pupils should be taught:

- To perform outdoor and adventurous activities in a variety of environments
- To develop a positive attitude to nature
- To face physical and problem solving challenges individually and collaboratively.
- To build friendships and develop team building skills
- To promote risk taking in a safe, secure environment
- To consider aspects of safety
- Use of appropriate clothing

Planning and Assessment.

Planning

A range of resources will be used to support progression and planning across the curriculum including: Val Sabin PE Scheme , online resources from PE Planning , TOP sport resources, and specialist coaching sessions for different sports. St Helen's also works alongside coaches from Southend Primary School Sports Association who provide CPD in areas such as gymnastics.

High-quality lessons should include:

- Clear learning objectives, understood by pupils.
- The teaching and acquisition of new knowledge and skills to develop ideas and increase understanding.
- Good subject knowledge by the teacher.
- A suitably challenging activity.
- Appropriate questioning to encourage tactical/compositional thinking
- Well managed transitions within each phase/activity within the lesson
- A whole class risk assessment
- Teaching the children to warm up safely
- The application and adaptation of learnt skills in games activities. Using previous knowledge as the basis for new learning
- Modelling of correct technique
- Use of correct and specific technical vocabulary
- Performance and evaluation of each other's work
- Work which reflects the learning objective
- Teaching the children to cool down safely
- Teaching the children the impact PE has on their bodies

Assessment

The Physical Education Expert Group highlights key assessment principles outlined in the publication *Assessment Principles* (DfE, 2014). They suggest that 'Effective assessment in physical education engages supports and motivates pupils to become competent, confident, creative and reflective movers. It can support and encourage young people to work together in order to excel in physically demanding and competitive activities. Approaches to assessment must be meaningful and embedded throughout a high quality physical education curriculum; which enables learners to make progress and improve their attainment. Although locally determined and child-centred, physical education must be situated within a whole school approach to assessment and support a child's development across the whole curriculum.'

Differentiation

In accordance with the school's SEND Policy, PE activities are differentiated to meet the needs of every pupil.

More Able and Talented pupils and children with Special Educational Needs and Disability will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

For example the principle of STEP can be used for adjusting lesson activities for differentiation. If a lesson poses particular challenges for some children:

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats

P = change the people, e.g. size of the groups

Equality

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

Resources

All teachers have access to centrally stored PE resources. Resources are kept in two locations; indoor and outdoor stores. All PE resources are checked regularly to ensure that they meet health and safety requirements.

Health and Safety

Everyone has a duty under Health & Safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by the class teacher.
- Children should be given health and safety guidance through the lesson where appropriate.
- All jewellery should be removed and stored safely before each lesson
- If children wear earrings they should be taken out the evening before their P.E. lesson by their parent. Otherwise the child should remove them before the lesson.
- All long hair should be tied back
- Suitable clothing should be worn for each lesson (see school prospectus for correct clothing) Children should not engage in physical activity without the correct kit.
- For indoor PE children should walk to the hall with suitable footwear (trainers or school shoes)
- All children taking part in indoor PE should be bare foot.
- Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. Parents will be reminded to provide correct P.E kit
- Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term to be cleaned. Children will not be allowed to share or borrow PE kits from siblings or other children in school.

When travelling to and from sporting activities,

- The appropriate risk assessments should be completed
- All children should wear seat belts when travelling by coach
- All supervising adults should be aware of risk implications
- Any adult who does not hold a DBS must not be left unsupervised with children
- Permission must be obtained from parents when taking children out of school.

Out of School Hours Provision

All sports clubs are open to both girls and boys and are delivered by qualified coaches or teachers who deliver high quality lessons. The provision of Out of School Hours sports clubs is regularly reviewed and registers are kept to ensure opportunities are provided for all children.

Monitoring and Review

This Policy will be reviewed on

