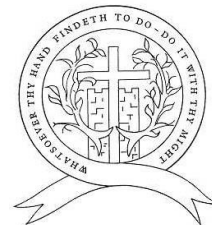


St Matthew's Church of England Primary School

Physical Education Policy

Policy written by Sara Cooper
Governor link: Chair of Governors

Policy approved in October 2022
Policy to be reviewed in Autumn 2025



At St Matthew's Church of England Primary School we aim to demonstrate and promote the love of Jesus Christ to all who come within our walls. It is the firm foundation on which we build the life of the school and it guides all areas of our work. As the children grow in this love, we expect that they will gain respect for themselves, for each other and all of God's creation. At St Matthew's we are committed to equality of opportunity and inclusion.

Our Vision for PE

Through the employment of specialist coaches and a dedicated teaching staff we aim to deliver a high-quality Physical Education curriculum which inspires *all* pupils to succeed. Children deserve the opportunity to become more physically confident, healthy and fit irrespective of gender, ethnicity, personal circumstances or any other factor. Sporting opportunities and Physical Education make a vital and unique contribution to a pupil's physical and emotional health, development and wellbeing. At St. Matthew's these are provided within a safe and supporting environment.

The importance of PE within the curriculum

- Children learn to understand the importance of exercising for a lifetime.
- Regular, physical activity is the best antidote to eliminate obesity and maintain an acceptable body weight.
- Children learn the fundamental motor skills that enable them to develop competence, leading to safe and successful participation in a wide range of sports.
- Children are encouraged to improve their fitness levels during PE including muscular and cardiovascular endurance, strength and flexibility.
- Pupils can learn valuable lessons about accepting responsibility for their personal development leading to greater self-discipline.
- PE promotes opportunities for children to be creative, cooperative and competitive and to face up to different challenges both as individuals and in groups
- Exercise helps ease stress, tension and anxiety and will result in better attention in class.
- Movement can be used to reinforce the understanding of many subjects taught in the classroom e.g. mathematics. Movement is also associated with enhanced brain functioning.

- Many activities taught in PE require children to work in groups to solve problems or as a team. These opportunities are excellent for developing both leadership and co-operation skills.
- Sports activities are an excellent way to meet and make new friends.
- PE is especially important to children who have yet to develop their verbal communication skills. Confidence in their physical abilities can lead to positive feelings of self-esteem.
- Children learn to develop the notion of fair play, honest competition, good sportsmanship and dealing with both success and defeat.

Objectives

- To ensure that there is a Physical Education lead to develop the subject, drive improvements and guide other members of staff/ coaches in the planning, delivery and assessment of this subject.
- To deliver a PE curriculum programme that has a broad and balanced content which both challenges and extends the children past their current level of attainment.
- To develop positive attitudes and behaviours, as well as creativity in competitive and non-competitive situations.
- To maximise the overall amount of time spent in being physically active.
- To organise and participate in specific events which promote and raise the profile of sport, including competitions within the local community.

The EYFS Framework and the National Curriculum

Foundation Stage:

PE in the Foundation Stage is structured to ensure that children develop key skills in the areas of:

- Core Strength and Co-ordination
- Gross Motor Skills
- Fine Motor Skills

This is addressed through dedicated PE lessons, classroom activities and continuous outdoor provision which may include:

- Climbing equipment
- Balls, bats and hoops
- Bikes and scooters
- Crafting and writing equipment

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Key stage 1:

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.

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:

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.

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 and water safety:

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should 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 situation

Delivering the Curriculum at St. Matthew's:

The curriculum is delivered in 2 lessons per week, each lasting an hour. One session is delivered by the class teacher, with a specific focus on the skills and requirements associated with progression in Dance (using iMoves) and Gymnastics (using the Cambridgeshire Scheme of Work for Physical Education). This generally takes place during allocated Hall time. The second session is more sports/games orientated and focuses on skills associated with fields such as athletics, football, netball and hockey. These lessons are planned and delivered by our dedicated sports coach using the Cambridgeshire Scheme of Work for Physical Education. Swimming lessons are planned and taught by trained instructors who plan targets for each of the ability groups. Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome.

Individual Lessons:

Individual lesson plans may be taken directly from available resources and adapted to suit the class. If the class teacher is confident he/she may choose to plan the lessons in their entirety whilst ensuring they plan to the weekly learning intentions of the unit of work. This will ensure logical progression throughout the unit of work, meaning skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in Dance, or a full (age appropriate) rules tournament in Games.

Basic Lesson Structure:

1. Warm up - 3 to 5 mins gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

Equal Opportunities:

Access to the curriculum is a fundamental right of all children regardless of race, culture, gender or special educational needs. Children should be given learning challenges appropriate to their individual needs, with teachers using a variety of approaches as appropriate.

Employing the principle of STEP to adjust lesson activities for differentiation is particularly effective.

S = change the space available.

T = change the time allowed, break the challenge in to smaller steps.

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

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

Teaching and Learning Expectations:

Teachers and Teaching assistants should ensure that:

- All lessons are inclusive.
- Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities.
- All lessons have a clear Learning Objective and Success Criteria to support learning.
- Lessons are clearly differentiated to ensure progress for all learners.
- Follow the school's schemes of work.
- Children are assessed.

The children should:

- Have an opportunity to work independently, in pairs, small groups and large teams.
- Evaluate one's own work and the work of others.
- Have an opportunity to try new sports.
- Pupils should follow written and verbal instructions accurately.
- Follow safety expectation.
- Safety is further enhanced by emphasis on the following:
 - The need to wear correct clothes/equipment.
 - The removal of jewellery.

For safety reasons the wearing of earrings, ear studs or other jewellery (metal or plastics) must not be permitted during sporting activities, PE or swimming. These items represent potential hazards, not only to the wearer but also to other pupils, staff and, in some instances, third parties. Medical, Professional and Occupational Safety advice confirms that any jewellery wearing during these lessons constitutes

an unnecessary risk and should be avoided at all times. Teachers must not remove or be responsible for earrings or other items of jewellery.

- The need to follow rules.
- How to lift, carry, move and place heavy equipment.
- The need for warm-up and recovery period when exercising.

Assessment:

Formative assessment is undertaken during all PE sessions by those leading and supporting the activity. Teachers utilise a variety of methods (e.g. questioning, discussion, videos over time, peer demonstration) in order to determine how each pupil is progressing against National Curriculum expectations.

Within PE:

- assessment is planned and relates to the objectives chosen;
- assessment procedures are manageable;
- assessment is a regular feature of teaching practice;
- assessment is undertaken using simple recording systems e.g. Programmes of work have been devised for progress across and within year groups, using 'I can' or 'I have' statements for self and teacher assessment;
- professional judgement is supported by a limited number of samples of evidence e.g. self/peer/teacher assessed success criteria checklists, photographs, videos, written responses;
- assessment is shared between teachers on a half termly basis to allow for additional support e.g. closing the gap strategies, gifted and talented provision, investigation in to clubs – local, county, national provision.

Extra-curricular activities and Partnerships:

The school provides a range of sporting activities, competitive and non-competitive, for children during lunchtimes and at the end of the school day. These extra-curricular opportunities encourage children to further develop their skills in a range of areas. The school sends details of these activities to parents at the beginning of each term and operates a first come, first served policy.

The school also plays fixtures against other schools and participates in area knockout competitions as members of both the School Games and Ipswich Primary Schools Sports Association. These allow children to put into practice the skills that they have developed in their lessons, and help to foster a sense of team spirit and co-operation amongst our children.

Sports Premium Funding:

The Department for Education's vision for the Primary PE and Sport Premium is that all pupils leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Funding has been provided to ensure impact against the following objective:

To achieve a self-sustaining improvement in the quality of PE and sport in primary schools.

It is expected that schools will see an improvement against the following 5 indicators:

1. The engagement of all pupils in regular physical activity – kick starting healthy, active lifestyles

2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

At St. Matthew's this will be achieved through:

- Expenditure on schemes of work, training and resources for teachers to enhance provision.
- Membership of Sports Partnerships such as School Games and IPSSA – including inter school games tournaments.
- Implementation of a daily activity burst such as the daily mile, go noodle, supermovers.
- Regular reporting of fixtures and results via class dojo.
- Active learning opportunities in the classroom.
- Provision for organised activity during play times and lunchtimes.
- Provision for less able children and those with specific needs through gym trail.

Leadership & Management

The PE Subject Co-ordinator will:

- Manage the PE budget and sports premium funding with appropriate support from the headteacher and senior leadership team. This will be based on the needs identified by staff.
- Monitor and evaluate the subject against the whole school development plan
- Develop good classroom practice
- Audit, order and review resources
- Ensure that appropriate records and data are kept up to date.
- Attend courses to further own professional development and provide information and support for colleagues
- Monitor classroom practice and planning to ensure high quality delivery and setting future targets
- Extend relationships and contacts beyond the school and in the local community
- Keep up to date with and implement MAT and School Sport Partnership developments as appropriate.

Monitoring & Evaluating:

Subject monitoring and evaluating will be carried out by the PE co-ordinator with appropriate support from the head teacher or senior leadership team.

The school will utilise the following strategies and measures in order to evaluate standards in PE:

- Observation of teaching and learning, including support staff, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement against National Curriculum expectations and attainment targets.
- Obtaining the views of staff and pupils.

	Staff	SLT	Governors
Policy approved by:			
Policy update schedule:			

