

# PE Policy for St George's RC Primary School, Warminster



## St George's Mission Statement

*'We learn, we love, we look after our world.*

*We strive to be the best we can be,*

*Following in the footsteps of Jesus.'*

## Aims

The main aims of Physical Education at St. George's, within the context of the Primary National Curriculum, are for the pupils at our school to be entitled to experiences which ensure:

- ✚ The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- ✚ Are rooted within a profile of PE and Sport taking precedence across the school and used as a tool for their improvement
- ✚ Increased confidence, knowledge and skills of the staff teaching PE
- ✚ Broader experience of a range of sports and activities offered to all pupils
- ✚ Increased participation in competitive sport
- ✚ Develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising
- ✚ Develop an appreciation of the concepts of fair play, honest competition and good sportsmanship
- ✚ Understand that PE is set in a wider context by linking it to the sporting calendar both throughout the year and also to major sporting events

## Why is this area of learning important?

Physical education (PE), experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to control their movements within a variety of situations. PE is an essential part of the curriculum that enables children to make sense of space and the

impact of their own movement. PE enables children to develop their skills in competing against others and working as part of a team. Physical Education encompasses six areas of experience: Athletics; Dance; Games; Gymnastics; Swimming; Outdoor adventurous activities. There is a strong focus on sport as part of a healthy lifestyle and the teaching of health and safety within each discipline. Every child should participate in at least 2 hours of sport each week.

### Outline of the Curriculum

- ✚ In the Foundation Stage, children will follow the Early Learning Goals for Physical Development.
- ✚ In key stage 1 the areas of activity will be multi-skills based, gymnastics and dance as defined in the National Curriculum.
- ✚ In key stage 2 the areas to be taught will be games, gymnastics, dance, athletics, outdoor and adventurous activities, swimming and water safety as defined in the National Curriculum.
- ✚ Pupils will participate in a minimum of 2 hours PE and sports/exercise based activities each week. This may include classroom-based activities such as 1 moves, class yoga and other skills building cross curricular active sessions such as Active maths and Active English.
- ✚ Intra-school competitive events will offer all pupils opportunities to participate in competition.
- ✚ Children will be offered extra-curricular activities. These will enable participating pupils to further the development of their skills and positive attitudes of fair play, competition and sportsmanship as individuals, team members and spectators through inter-school fixtures and competitions.
- ✚ The school will sign-post local clubs and sporting opportunities through taster sessions, lessons run by club leaders and visits from coaches. The school has a range of after-school activities offered by staff, coaches and parents. These are open to any pupil in the relevant year group. Registers should be kept at all sessions.

### Outline of Planning and Assessment

- ✚ Planning should be taught using our in-school PE scheme, Rising stars Champions.

- ✚ Ongoing formative and summative assessment of skills informs future planning and ensures that specific learning outcomes are addressed. The achievement of pupils is recorded on our yearly data sheets, broken down into area specific PE strands. The use of video and photographs is also used for children to be involved in the assessment of their own and others' learning and incorporates the use of ICT into P.E lessons. When evaluating and reviewing performance, emphasis should always be placed upon how pupils are developing, selecting and applying skills, improving tactics and compositional ideas and understanding how exercise affects fitness and health.

### Outline of Equal Opportunities

- ✚ The programmes of study for key stage 1 and key stage 2 should be taught to the majority of pupils in ways appropriate to their abilities. For pupils who may need the provision, material may be selected from earlier or later Key stages where this is necessary to enable pupils to progress and demonstrate achievement. Appropriate provision should be made for those pupils who need activities to be adapted in order to participate in P.E Staff and children should be aware of not labelling certain sports by gender, and all activities should be open to both boys and girls.
- ✚ If parents wish for their child to be excused from practical sessions of PE, verbal or written requests will be required. Excluded children will accompany the class where reasonable and undertake a PE theory sheet or performance analysis through the use of ICT. This may be class work that needs finishing, a reading book or assessment activities linked to sport.
- ✚ Patterns of absence will be monitored and any concerns brought to parents attention.
- ✚ Children are currently wearing PE kit into school on class PE days.

### Outline of Health and Safety

- ✚ All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching, including their own suitable footwear and clothing.
- ✚ All pupils must be taught how to handle and carry apparatus, resources appropriately. Pupils should be able to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.
- ✚ The PE Co-ordinator will provide all staff teaching PE with the appropriate guidance and access to risk assessments.
- ✚ It is essential that children should be able to STOP on command.

- ✚ Staff Dress: The minimum requirement is to wear P.E shoes however all staff are encouraged to change into sportswear in order to effectively teach, model and support learners.
- ✚ Children should be encouraged to wear the appropriate clothing in the interest of health, safety and hygiene. They should abide by the school PE uniform: white/blue t-shirt, blue shorts, trainers, school fleece or school jumper and dark blue/navy or black tracksuit bottoms for winter P.E sessions
- ✚ Long hair should be tied back, No jewellery may be worn. Where jewellery cannot be removed then micro tape will be used to cover these
- ✚ Changing: Children will follow a consistent routine, changing provision will be made for boys and girls to change in separate areas where staff see this as appropriate. (Not currently relevant as children are coming into school in PE Kit).
- ✚ Equipment should be inspected prior to use by staff, any item requiring repair reported to the office. A formal inspection takes place annually. Any damage to a piece of apparatus which could cause injury must be isolated from use, and reported. No groups or individuals should access the resource until it is made safe.
- ✚ In the event of an emergency, two children will be sent back into school to alert staff.
- ✚ Accident Procedures: All accidents will be reported to the Head teacher or TA who is medically trained to deal with an incident during teaching PE time. Accident slip to be sent home with child to inform parents
- ✚ Warm up and Cool down: This should begin and end all Physical Activities and children must be made aware of the importance of this
- ✚ The assembly, securing, storage and use of all apparatus should be taught as a class activity. Children are expected to help in getting out and putting away apparatus. Careful instructions should be given in lifting, carrying and handling of all equipment
- ✚ All large apparatus requires at least two children to move or assemble. Infants may need four children for certain pieces of apparatus. All apparatus should be carried and not dragged
- ✚ If a child has a verruca or foot injury then trainers (or similar) should be worn
- ✚ The working area should not be unimpeded by unnecessary furniture and articles. All staff have a responsibility for keeping the hall tidy and removing items at the end of each session. 1. If the teacher is uncomfortable with something a child has chosen to do then they should stop it.
- ✚ It is unwise for staff that lack training or expertise to teach gymnastics.

## Outline of Sports Day and Activities Week

- ✚ All staff support the organisation and support of the day and do so promoting the school Games values of Respect, Determination, Passion, Self-Belief, Confidence and Team Work
- ✚ All children are given opportunities to be involved in team games and individual races and compete on behalf of their house
- ✚ Field events are mostly made up of athletic skill based team games and track events are based on traditional running and hurdles alongside other more fun based games for younger children.
- ✚ Children receive praise and recognition for achievements, not only winning but also for showing determination. Stickers are awarded.
- ✚ The week is used to promote the importance of exercise and also the fun that comes with that competition.

## Outline of Swimming

- ✚ Swimming provision is led by Kingdown Sports and Leisure facility and all Key stage 2 classes are booked into half termly slots throughout the year, with the exception of year 3 who will swim for the whole school year.
- ✚ Professional swimming teachers are used to teach the requirements of swimming and lifeguards to be on duty at the pool
- ✚ Emergency phone numbers should be taken to the pool and staff should know of any medical conditions of their pupils which could affect their performance in the pool and it is staff duty to inform the swimming instructors of this prior to the commencement of the swimming sessions
- ✚ Recording attendance at swimming to be in accordance with requirements of Kingdown Sports and Leisure Facility
- ✚ Suitable adult to pupil ratio to be used when walking to and from the pool – with the non-road route used where appropriate to minimise risk

## Outline of Gymnastics

- ✚ Teachers should only work at a level in gymnastics at which they feel comfortable about their own expertise.
- ✚ Curriculum gymnastics must cover develop flexibility, strength, technique, control and balance. Therefore the complexity of movements can be determined by teacher knowledge. For example if rotation is a focus, then the forward roll does not have to happen in the lesson.

- ✚ In terms of walk- overs/ cartwheels children that are competent are OK to do it providing the teacher can recognise the correct technique and learning points.
- ✚ Anything more specialist such as vaulting requires a specific skill set of knowledge and qualification.
- ✚ More complex skills physical support may be necessary to carry out movements safely usually to prevent under or over rotation. Pupils should be informed of the support they will receive ahead of receiving it. Staff doing this need to be appropriately trained on this.

**Reviewed by Teaching Staff:**

**September 2021**

**Approved by Governors:**

**Next Review Date:**

**Approved by Governors:**