PE Policy

St Mary's Church of England VA School, Saffron Walden

'Let your light shine… as you grow', (inspired by Matthew 5: 15-16)

Our vision is: 'We nurture our pupils to be the best they can be in every way - in an inclusive and upportive environment, rooted in Christian teachings.'

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1. Subject Statement

Here at St Mary's we are passionate about staying active, fit and healthy and PE plays a huge part in that. The intent of our PE offer is to deliver a curriculum which is accessible to all and helps the children to develop their knowledge, skills and motivation to the best of their ability. Using our comprehensive PE scheme to support our wonderful teaching team, children have the opportunity to develop a broad range of skills in many different areas using high-quality equipment. For KS1 that includes Games, Athletics, Dance

and Gymnastics and for KS2: Invasion Games, Striking & Fielding Games, Net/Wall Games, Swimming, Athletics, Dance, Gymnastics and Outdoor activities. The scheme is progressive, coherent, allows adaptation and applies fundamental movement skills which are year group appropriate. Staff work hard to ensure that their skills and knowledge are up to date, with regular training sessions run by expert external coaches and trained members of staff.

In addition to lessons, there are plenty of other opportunities to stay active, healthy and happy at St Mary's: house and local competitions, daily golden mile walks, adventure playground, new trim trail, exciting workshops with professionals, dance competitions, weekly forest school sessions for KS1 as well as a whole raft of after school clubs offering archery, karate, drama, gardening, cricket, rounders, construction, arts, gymnastics to name a few.

We believe that sport and physical activity is inclusive to families and the local community. We enjoy running regular family sporting events such as Family Fun Run Day and Sports Days as well as joining schemes that reach out to the wider community such as Bikeability, Walk to School Day, The Big Pedal & Scootfit.

INTENT

St Mary's C of E Primary School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

IMPLEMENTATION

P.E. is taught at St Mary's as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. We teach two sessions per week (swimming and Forest School count as a PE session) using the scheme Complete PE to support the teachers in their subject knowledge and implementation of skills. The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics, athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- 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
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement
- enjoy communicating, collaborating and competing with each other

- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory.

Lessons are planned to utilise cross curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches, with specialist skills). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

IMPACT
The children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle. The school achieves well in a number of sporting activities and has achieved a games mark award at gold level for the last five years in recognition of its PE provision and children's access to competitive sports.

2. Teaching and Learning

The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance. Thorough planning, referring to the Complete PE framework, ensures time is effectively managed to ensure that lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups over time.

Typical Lesson Structure:

- Lessons begin with a clear focus on the learning intention of the session. Success Criteria is then shared with pupils in order for them to know how they can achieve the learning intention.
- Direct teaching of knowledge and skills precedes subsequent skills practice by the pupils, under the supervision of the teacher.
- The main activity provides an opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare pupils to return to a normal-state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

3. Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing

needs and physical ability. The assessment of PE at St Mary's is in accordance with the National Curriculum 2014 attainment target for each key stage. Individual lessons and units of work are planned to align directly and enable progress to these:

KS1

Gymnastics movements	Basic movements and team games	Dance
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.

KS2

Athletics	Competitive Games	Gymnastics	Dance	Outdoor and Adventurous Activity	Evaluation
Use running, jumping, throwing and catching in isolation and in combination.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance.	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.

4. Planning and Resources

P.E. equipment is stored safely in the P.E. cupboard in the main hall and in the shed in the playground. During the school day, the PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE Coordinator and sports ambassadors to check its tidiness and organisation. Staff are advised to inform the PE Coordinator of broken, damaged or lost equipment so that replacements can be ordered. The key knowledge and skills for each unit are mapped on the PE skills progression document.

Primary Sports Premium Funding

The school staff work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher.

The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools receive PE and Sport Premium funding based on the number of pupils attending the school. Information about the school's funding allocation and how it is spent each year is published on the St Mary's Primary School website under 'Key and Statutory Information', along with an impact statement.

5. Organisation

Two PE sessions are taught per week for each year group, acknowledging the DofE recommendation of two hours per week. In EYFS and Y1, one of those sessions takes the form of forest school and in KS2 we run a swimming rota across the year for years 3-6, so one of those sessions would be swimming. As mentioned in

our curriculum statement at the beginning of the policy, in addition to lessons, there are plenty of other opportunities to stay active, healthy and happy at St Mary's: house and local competitions, daily golden mile walks, incredible adventure playground, new trim trail, exciting workshops with professionals such as Jamie Knight, Dance Days, weekly forest school sessions for KS1 as well as a whole raft of after school clubs offering archery, karate, drama, gardening, cricket, rounders, construction, arts, gymnastics to name a few.

Swimming

KS2 year groups take it in turns to go for their swimming sessions at the Lord Butler Leisure Centre. In addition to the 30 minutes of swimming, children walk to the centre which takes 20 minutes. Y5 go in the autumn term, year 6 in the spring term years 3 and 4 in summer term. Additional booster swimming sessions will also be organised for those in Year 5 & 6 who need help to meet the 25m swimming requirement. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

6. EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. Physical Education in the EYFS is informed by and aligned to the following related early learning goals:

Personal, Social and Emotional Development

ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly

ELG: Building Relationships

Work and play cooperatively and take turns with others

Physical Development

ELG: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Expressive Arts and Design

ELG: Being Imaginative and Expressive

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. The above skills and acquired knowledge are then be built on when children enter Key Stage 1.

7. KS1 and KS2

Key stage 1:

Children 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.

Children are 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:
Children 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.

Children are 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
Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations.

8. Equal Opportunities & Inclusion

At school we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners.

At the School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL.

Events for all

At St Mary's, competitive sporting events via USSP are released every half term. The PE Coordinator will liaise with staff to ensure that a range of children are selected for events, and that we target PPG children whenever possible. For other events, we target SEN children or those with a recognised talent, where appropriate.

9. Role of the Subject Leader

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- Seek further training and support from specialist teachers and coaches, USSP, and via the SGO (School Games Organiser).
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum

- Oversee the teaching and learning in PE in line with the Curriculum Map and Complete PE.
- Timetable specialist teachers and coaches (liaising with Head Teacher).
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- Register the school for various sporting events (via USSP).
- To report on school swimming attainment annually and record this online.
- Complete Risk Assessments for sporting events.
- Organise Sports Day(s) annually.
- Report to the Head Teacher and Governors on PE.

Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

The PE/Sports subject leader will complete the annual sports premium funding evaluation report with support from the Head Teacher.

10.Parents & Carers

Parents are encouraged to inform St Mary's if they a certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons/clubs or events. Parents are encouraged to attend Sports day to celebrate and promote physical activity, as well as support groups to travel to sporting events as support. In terms of reporting on progress, annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports.

11.Health and Safety

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

PE Kit

Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Pupils are encouraged and regularly reminded to bring correct P.E kits. Children can wear their PE kit on the days that they have PE to avoid wasting time changing. As P.E is a compulsory part of the curriculum and safety is paramount, teachers will send reminder slips home to parents of children who have failed to wear PE kit. This helps to minimise the number non-participators. Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

Jewellery and Hair

Wearing jewellery is not allowed at St Mary's. Children must not wear any kind of jewellery in PE lessons, including watches and earrings (unless safety earring are worn). Pupils with medium/long hair are reminded to tie it up securely.

Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall each week, so if the weather is bad, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

Hygiene

Pupils are taught about the body changes that occur when they exercise along with recognition of the short- and long-term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

Staff dress

It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

Policy Review Cycle – 2025 to 2028