



St Giles C.E. Primary School

Physical Education Policy

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

POLICY STATEMENT

P.E has a high profile in school and contributes to the school's aims and ethos through providing opportunities for developing independence, team work and raising self esteem. St Giles C.E 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 in a safe and supportive environment. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

All children are expected to take part in the full range of activities appropriate to their abilities regardless of gender. (Article 23)

Physical education is a statutory requirement of the National Curriculum and an essential contributing factor to the development of the whole child. Through a high quality physical education programme pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially working as individuals, in groups and teams, developing concepts of fairness and social responsibility.

Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

Entitlement:

The school provides all pupils with the full entitlement of two hours high quality Physical Education a week, delivered through two lessons of 1 hour duration. Units of work are blocked so that for a set period of time all the lessons are on the same area of activity eg. Seven weeks on gymnastics. *(This is recognised as the most effective way of promoting learning in PE)*

INTENT

To provide each child with the skills and opportunities to meet the National Curriculum end of key stage statements.

To develop a love of sport and physical activity in all children and inspire them to become lifelong active people when they leave KS2.

To develop and improve the fundamental skills needed to access all physical activity

To understand the importance of healthy competition against either themselves (personal best) or other children

To understand the importance of an active and healthy lifestyle

To give our children the opportunity to learn to swim, basic survival skills in water and life skills such as team work, independence and resilience.

Implementation

In EYFS, PE is one of the Prime Areas of Learning and underpins the development of other skills such as reading, writing and attention. Specific areas and resources have been developed for children to learn and practise specific skills including balancing, climbing, jumping, throwing and catching, kicking and moving in a range of ways. Children have a one hour discrete PE lesson each week

Additional opportunities for short bursts of movement are built in throughout the day with the use of yoga, dough disco and active storytelling and rhymes. Children are given opportunities during their PE lessons and appropriate activities within provision to observe and discuss the physical effects that being active has on their bodies. They are encouraged to talk about how they link to 'being healthy'.

In KS1, children are taught two, one hour long PE sessions a week teaching a variety of invasion games, dance or gymnastics.

Children build on the fundamental skills taught in EYFS and aim to master basic skill movements such as running, throwing, jumping and catching as well as beginning to develop balance, agility and coordination. Children are introduced to team games as well as individual sports. Basic tactics are introduced to the children as well as competitive sports whether that be competing against other children, teams or themselves. A healthy lifestyle is taught through Science in KS1 building on prior knowledge from EYFS.

In KS2, children are also taught two, one-hour long PE session a week teaching a variety of invasion games, dance, gymnastics, Swimming and outdoor adventurous activities.

Children will learn how to apply all skills taught throughout their school journey in isolation and combination. They develop an understanding of how to improve, evaluate themselves and others and recognise their own success. There is a bigger focus in both competition against themselves or other children for example in athletics and netball.

Children are also provided with swimming lessons throughout Year 4, 5 and 6 to allow them to meet the objectives outlined in the National Curriculum.

Impact

Children leave school having a love of sport and physical activity both in and out of school, with this continuing into later life. Children will have worked on their own aspirations in relation to PE and this will be carried on after leaving KS2, with children continuing to participate for enjoyment or competitively.

Staff and children reflect and comment on the impact of P.E and sports coaches/CPD termly. Impact of the P.E premium is also evidenced through a yearly report.

Children will have had the opportunity to learn to swim, basic survival skills in water and life skills such as team work, independence and resilience.

Teaching and Learning

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively.

Every lesson should include:

1. Relevant warm-up, skills practice, concluding activity and cool down.
2. Differentiation.
3. Progression and continuity.

Good lessons should contain the following elements.

- **Purpose:** Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- **Progression:** Pupils capabilities should be developed with increasing demand made on a physical and mental processes. Building on previous learning is essential and also working to achieve successful outcomes through repetition, application and refinement of skills.
- **Pace:** High levels of activity, avoiding dead spots(pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.
- **Coherence:** All teachers should reinforce previous understanding and establish links between curricular experiences.
- **Pupil's responsibility:** in lessons pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practice and repeat movements in order to improve efficiency and the quality of their performances. Books and additional materials are kept by the PE Coordinator.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression.

Curriculum Planning:

The time-table and scheme of work is centrally planned by the PE coordinator and SLT and also made available to all staff – accessed on the server. All staff have access to their year group folder via the schools server.

Physical education is about what takes part in the school curriculum, timetabled time, and is delivered to all children over 2hrs per week. At St Giles we offer a very rich, broad and balanced curriculum throughout all key stages, which fully supports the National Curriculum. – P.E Overview

Programme of Study—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.

Programme of Study—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 - KS2

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 situations.

Early Years – Fundamental movement and co-ordination skills, gross and fine motor also included within development matters

We are privileged to have these delivered by both teachers and specialist coaches in - Gymnastics, Dance, Swimming, Cricket, Hockey, Golf and Athletics.

We are also supported by the Streetly Partnership who offer support in lessons and advice for improving P.E

Unit and lesson plans should be developed, using a variety of teaching methods, to ensure a balanced programme of work, allowing all pupils to develop their interest and to succeed. The following factors should be taken into consideration:

1. Previous knowledge and experience.
2. Aims of the unit.
3. Organisational strategies.
4. Facilities (wet weather contingency plans) and equipment.
5. Safety precautions.

The school follows progressive schemes of work provided in P.E resources and units are supplemented with various plans and resources including TOP's cards, Newman Collegiate and Val Sabin gymnastics.

Individual lessons should be evaluated to inform planning and ensure differentiation.

At key stage 2, swimming is taught by the Swimming Instructor with support from other staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

Children need to wear appropriate swimming wear: Boys need to wear swimming shorts/trunks (no baggy, or long swimwear). Girls need a single piece costume. All children are required to wear a swimming hat. Goggles may only be worn by competent swimmers who are developing stroke and stamina (children who achieved their 25m award).



P.E Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Supply			Movement Coordination & accuracy	Movement Coordination and accuracy	Intro to Gymnastics Ball Skills	Intro to Gymnastics Ball Skills
Reception	Mrs Zollino	Movement Coordination and accuracy	Movement Coordination and accuracy	Intro to Gymnastics Ball Skills	Intro to Gymnastics Ball Skills	Gymnastics Games	Gymnastics Games
	Mrs Draper	Movement Coordination and accuracy	Movement Coordination and accuracy	Intro to Gymnastics Ball Skills	Intro to Gymnastics Ball Skills	Gymnastics Games	Gymnastics Games
Year 1	Miss Smith/Miss Tucker	WFC-Ball Skills Gymnastics (S4K)	Gymnastics (S4K) WFC-Ball Skills	Dance (BCDH) Thursday	Dance (BCDH) Thursdays	Hockey (WHC) Wednesday CT-Athletics/Striking & Fielding	WFC- Athletics/Striking & Fielding Cricket (C2S) Fridays
Year 2	Miss Mander/Miss Jenkins	Dance (BCDH) Thursdays	Dance (BCDH) Thursdays WFC-Ball Skills	WFC-Tennis/co-ordination skills Multi-skills	WFC-Wednesdays Multi-skills	WFC- Athletics/Striking & Fielding Cricket (C2S) Fridays	WFC- Athletics/Striking & Fielding
Year 3	Mrs Hemming/Miss Powell	Tuesday Cricket (C2S) Friday -Hockey (WHC) Netball (WFC)	Tuesday Cricket (C2S) Friday -Hockey(WHC) Football (WFC)	Golf & Multiskills WFC	Gymnastics (S4K) Mondays	Dance (BCDH) Fridays	Dance (BCDH) Fridays
Year 4	Mr Jones Miss Meetha	Hockey (WHC) Wednesday Dance (BCDH) Fridays	Hockey (WHC) Wednesday Dance (BCDH)Fridays	Gymnastics (S4K) Mondays	Golf & Multiskills WFC	Tuesday Cricket (C2S) CT-Striking & Fielding (Rounders)	CT-Athletics
Year 5	Mrs Fleet/Mrs Johal	Friday Cricket (C2S) CT-Invasion Games	Friday Cricket (C2S) CT-Invasion Games	Wednesday-Swimming CT-Striking & Fielding (Rounders)	Wednesday-Swimming CT-Striking & Fielding (Rounders)	Dance (BCDH) Thursdays Gymnastics (S4K)	Dance (BCDH) Thursdays Hockey (WHC) Wednesday
Year 6	Mr Hatfield/Miss Rochelle	Wednesday-Swimming CT-Invasion Games	WednesdaySwimming CT-Invasion Games	Dance (BCDH) Fridays CT-Netball/Football Tag Rugby (WFC)	Dance (BCDH) Fridays CT-Netball/Football Tag Rugby Hockey (WHC)	Wednesday-Swimming Hockey (WHC) Friday	Tuesday Cricket (C2S) Wednesday-Swimming Gymnastics (S4K) Hockey (WHC) Friday

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Monday	Year 1 Gym (S4K)	Year 1 Gym (S4K)	Year 4 Gym (S4K)	Year 3 Gym (S4K)	Year 5 Gym (S4K)	Year 6 Gym (S4K)
Tuesday	Year 3 Chance to Shine	Year 3 Chance to Shine	Year 1	Year 1	Year 4 Chance to Shine	Year 6 Chance to Shine
Wednesday	6S Swimming Year 4 Hockey	6G Swimming Year 4 Hockey	Year 5S Swimming	Year 5G Swimming	Year 1 Hockey 6S Swimming	Year 5 Hockey 6G Swimming
Thursday	Year 2 Dance (BCDH)	Year 2 Dance (BCDH)	Year 1 Dance (BCDH)	Year 1 Dance (BCDH)	Year 5 Dance (BCDH)	Year 5 Dance (BCDH)
Friday	Year 4 Dance (BCDH) Year 3 Hockey Year 5 Chance to Shine	Year 4 Dance (BCDH) Year 3 Hockey Year 5 Chance to Shine	Year 6 Dance (BCDH)	Year 6 Dance (BCDH)	Year 3 Dance Year 6 Hockey Year 2 Chance to Shine	Year 3 Dance Year 6 Hockey Year 1 Chance to Shine

Differentiation:

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

Gifted and talented

Definition of 'Gifted and Talented'

In order to aid with the identification of 'Gifted and Talented' students it is important that we have a clear vision of the characteristics we are likely to observe:

- Perform exceptionally well at one sport or to a good standard in many.
- Good spatial awareness.
- Good understanding of movement quality such as weight and time.
- Skilful body management showing a high degree of control and coordination.
- Able to combine movements fluently, precisely and accurately.
- Learn, understand and adopt technical aspects of a sport very quickly.
- Able to make correct decisions in pressure situations and adapt their technique accordingly.
- Creative, original and adaptable; able to respond quickly to new challenges and situations, often finding new and innovative solutions.
- Able to reflect on processes and outcomes in order to improve performance, taking into account the relationship between skill, fitness and tactics or composition.
- Able to work independently and with initiative. Show a high degree of motivation to practice and performance.

PPA Cover in P.E

Sports coaches visit school regularly to enhance the provision made by the school.

To ensure that activities are safe and of a high quality all staff must:

- Sign a Service Level Agreement
- Adhere to the school policy for PE
- Follow the curriculum under guidance from the class teacher and P.E coordinator
- Follow the schools assessment guidelines during P.E lessons
- Provide a CRB Disclosure certificate (Police Check) if they will be in regular or unsupervised contact with children.
- Be qualified in a nationally recognised qualification in the appropriate sport or activity if leading an activity.
- Keep a register of all pupils attending each session.
- Be aware of any medical conditions among children and the first aid procedure in the school.
- Report any accidents & incidents to the PE co-ordinator.

- Ensure all sessions are inclusive to all children.
- Ensure the schools rules regarding behaviour are adhered to.
- Adhere to all safety & accident procedures.
- Be monitored & have their practice evaluated regularly by PE Coordinator.
- Have access to a member of staff during all sessions.

Assessment, recording and reporting:

Pupils work will be assessed throughout each unit of work using formative assessment methods and Educater. Pupils progress will be monitored by the individual class teacher and PPA Sports Staff. At the end of each unit an indication of the age that they are working at will be recorded. This will allow a comparison to be made with national expectations.

Each class will keep a floor book to record assessments and capture the children's and teachers voice.

Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practical staff will consider pupil's outside interests eg. Lunch-time or after school clubs, local teams etc.

Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school work at the end of the *summer term*. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness. It will also indicate to the parents whether the individual is working in line with, above or below national expectations.

Pupils will also use ICT to record their achievements and to enhance learning. This should include digital photography/ video and data handling.

Monitoring & Evaluating

Subject monitoring and evaluating will be carried out by the PE Coordinator with support from other staff where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement
- Self-evaluation of the subject
- Floor books are kept for records of each year groups coverage, out of school activities and other events held in school

Equipment and Resources:

These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. Equipment is stored in the hall and in the outdoor P.E shed.

Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Safe Practice:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the “Safe Practice in Physical Education” guidance provided by Baalpe and Norfolk LEA. A copy of the Baalpe manual is located in the staffroom. *(PE Subject leaders must make all staff teaching PE aware of these and share the appropriate risk Assessments with staff – as indicated)*

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on LEA courses.

Clothing

Children should wear appropriate clothing. PE kit comprises a white t-shirt, black shorts or tracksuit trousers, and pumps/trainers. Gymnastics and dance should be taught with bare feet however black pumps may also be worn. Teachers should also wear appropriate clothing and footwear. Other safety considerations - Jewellery should not be worn during PE lessons. However, if stud earrings are worn they must be taped over but ideally removed completely. Staff cannot provide tape for the children to wear. Tape or sweat bands should also be used for jewellery that cannot be removed due to religious beliefs.

Equal Opportunities and Inclusion:

No pupils are excluded from any physical education programme.

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. All staff who attend any CPD course must provide feedback/ disseminate the information. Staff must also reflect on the course attended on perspective file.

Out of School Hours Learning (OSHL):

An extensive lunchtime and after school programme is offered at St Giles. The aims of the out of school hours learning programme are to *extend* and *enrich* the work being done during curriculum PE and to provide some pupils with opportunities to *enable* them to develop the skills they need to access curriculum PE. The programme should also inform any assessment of pupils. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

The coach/teacher is responsible for their own club. This is achieved through the use of club folders. Records are kept of attendance, matches, lesson content, accidents and other relevant information. Many clubs are led by outside coaches who follow the guidelines identified previously under role of AOTTs.

A diverse weekly programme will be provided which suits the needs of all pupils and contributes to meeting the 5 hour offer. Out of school hours learning takes place both after school, and at lunchtime, in conjunction with the extended schools programme.

Lunchtime activities will be led by Lunchtime supervisors, Walsall FC coaches and trained playground leaders. Playground leaders will be trained in Year 5 by the SGO.

All out of school learning opportunities are developed in consultation with pupils and the programme will:

- Provide a balance of competitive and non-competitive activities through intra and inter school events throughout both key stages
- Provide specific movement/general physical activity clubs, which develop fitness.
- Ensure that the school regularly participates in Partnership events which promote physical activity.

To ensure the quality and sustainability of the OSHL programme, the school will:

- Employ a range of auxiliary qualified and experienced coaching staff and implement quality assurance through the Schools Partnership programme.
- Ensure that the P.E Lead takes responsibility for forging strong local community club links (club coaches visit school / pupils attend club taster days / clubs advertised on notice-board)
- Inform pupils and parents of the range of OSHL opportunities

Sports Day

There will be an annual sports day for all children that will provide opportunities for the children to compete within their key stage and own year group.

Foul Weather

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

*(The basic point behind this is that the **LEARNING** is paramount, an activity based approach where pupils just “are active” does not achieve or deliver the planned learning intention. This planned learning was how the school planned to achieve and deliver the knowledge, skills and understanding as laid out by the national curriculum. Therefore this should take priority.)*

PE Sports Provision - Funding

Our school receives funding from the school sports premium. This funding is being provided jointly by the Department for Education, Health and Culture, Media and Sport.

We use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that we use the premium to:

- develop or add to the PE and sport activities that we already offer
- make improvements now that will benefit pupils joining the school in future years

We can also use the premium to secure improvements in the following indicators:

- 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

Uses of the Sports Premium include:

- hiring of qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and all stars sheriffs.
- run sport competitions
- increase pupils’ participation in the School Games

- run sports activities with other schools

School Games Award

St Giles currently holds the Platinum award from the School Games. We strive to continue this achievement each year.

Reviewed: 16.11.23

To be reviewed: 30.11.25