



Physical Education Policy

Our school helps us to walk with Jesus, to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship, and cooperation to help us flourish academically, emotionally, and spiritually.

**“I can do all things through Christ, who strengthens me.”
Philippians 4:13**

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Single Equalities Statement

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding in respect of pupils with special educational needs (SEN). At Baxenden St John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination.

School Aims & Philosophy

- Our school is a happy place where everyone can **enjoy** coming together and having fun.
- Our school gives children the time and opportunities to **discover** their own spirituality and the nature of God.
- Our school provides opportunities for children to **learn**, grow in their understanding, and develop their independent thinking.
- Our school supports and guides the children to **achieve** as much as they are able and to feel proud of themselves.
- Our school **celebrates** the wonder of our creation, the diversity reflected in our local community, and all that is good in the lives of the children and the life of the school.
- Our school nurtures the desire of all children to **create** things and thoughts, which are unique to them and to share them confidently with others.
- Our school seeks to **inspire** children, so they will carry with them a vision of all that is possible, throughout their lives.

At Baxenden St. John's Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the knowledge, skills and attitudes necessary to be autonomous learners, who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens, surrounded by the love of God and rooted in Christian values. Our **Physical Education** curriculum follows the structure of INTENT, IMPLIMENTATION and IMPACT, as recommended by the Department for Education and monitored by OFSTED.

The Role of Curriculum Subject Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need;
- Support colleagues to develop practice and subject knowledge to maximise progress;
- Take the lead in policy development;
- Have responsibility for the purchase and organisation of resources for their subjects;
- Keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues.

The Role of Governors

- Governors support, monitor and review the school curriculum through strong and regular links with subject leaders, usually on a termly basis.
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the subject policy through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head teacher's report to governors, as well as a review of CPD sessions attended by staff and given by the subject leader.

Intent

Physical Education at Baxenden St John's CE Primary aims to develop the children's knowledge, skills and understanding so they can perform with enjoyment, confidence and competence across a range of physical activity. The school scheme of work provides a range of physical activities and ensures balance, progression and development are achieved. The curriculum map is bespoke to each cohort responding to assessment data and needs of each class.

The curriculum allows opportunities for children to experience competitive sport and succeed and achieve at their own level through personal best challenges. It also provides valuable opportunities to build character development and embed values.

Physical Education at Baxenden St John's CE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying and promotes and educates pupils to understand, develop and value a physical active lifestyle for life.

It is our intention to help prepare and inspire our pupils with a positive outlook on physical activity and to become physically literate leading to the development of a healthy active lifestyle. This is achieved through a progressive curriculum which is developmentally appropriate to each cohort and provides many opportunities to experience physical activity and school sport both within and outside of the curriculum.

IMPLEMENTATION (achieved through effective teaching and learning)

This policy reflects the schools values and philosophy in relation to the teaching and learning of Physical Education. It sets out a framework within which teaching and non-teaching staff can operate and give guidance on planning, teaching and assessment.

Aims

Physical Education is a foundation subject within the National Curriculum. The aims of PE in this school are for pupils to enjoy physical activities as they develop their mind and body with each challenge they meet.

We believe that P.E. offers opportunities for children to:

- Become skilful and intelligent performers.
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts.
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop their ideas in a creative way.
- Set targets for themselves and compete against others, individually and as team members
- Understand what it takes to persevere, succeed and acknowledge others' success.
- Respond to a variety of challenges in a range of physical context and environments.
- Take the initiative, lead activities and focus on improving aspects of their own performance.
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance of exercise in their lives.
- Develop positive attitudes to participation in Physical activities.

These aims are consistent with our school philosophy and take into account the guidelines for foundation stage, key stage one and two children.

The school has adopted the Lancashire Planning Scheme via PE Passport. The school's curriculum map is designed annually to meet the needs of each cohort and is based on end of year data, achievements and enrichments they have gained or experienced during the year. The curriculum map is designed to show balance between the subject content at both key stage one and key stage two.

National Curriculum in England

Purpose of study

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.

Aims

The national curriculum for physical education aims 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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Foundation Stage

The physical development of children within the Foundation Stage will aim to fulfil the standards as set out in the Early Years Foundation Stage Framework and Development Matters, which sets the standards for learning, development and care for children from birth to five years.

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 situations

Outdoor and Adventurous Activity

The school has a fixed adventure playground which can be incorporated into adventurous activities. In addition there is a fixed orienteering course around the school playground and field.

We currently offer year 6 pupils the option of a residential to Robinwood Activity Centre in Todmorden during the summer term. The children will experience a range of OAA over a three day stay led by qualified staff.

- Abseiling
- Kayak
- Rock Climbing
- Archery
- Team building challenges

IMPACT OF CURRICULUM (Assessment, Recording and Reporting)

Assessment for Learning will be an integral part of the planning and teaching of lessons, to ensure lessons are well-paced and all pupils make progress in learning through facilitated variation & differentiation. Prior assessment of the pupils' understanding should be used to inform the planning lessons with a clear progression in knowledge and skills. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum. The PE Passport App supports teachers' judgement through the use of outcome statements under headings; developing skills, application of skills and character development for each lesson progression. End of unit assessments are made with reference to the Lancashire Progression Document.

The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible. Where appropriate photographic and video evidence of selection of attainments maybe taken through the APP. This ensures that teacher judgements are consistent and are a true reflection of pupils' attainment.

On-going assessment of the children ensures activities are planned with clear learning objectives that focus on specific skills, taken from the Lancashire Progression Documents, and are taught at the appropriate level with suitable support or stretch and challenge. The subject leader has access to the schools PE Passport APP [Primary PE Passport - Physical Education planning, assessment and tracking](#) and can monitor teaching and assessment.

Reports to parents are completed during the academic year where indications are made as to the individual's progress in this area of the curriculum. (Reporting of Physical Education at the Foundation Stage appears within the 'Physical Development-Prime area of learning'). Foundation Stage will compile an ongoing profile for each individual child as part of their learning journey.

An annual summative record is kept of each child's progress in Physical Education for both Key Stages. The children are assessed as either working below (B) age related expectations, working towards ARE (WTS), at ARE (EXP) or working at greater depth (GD) within ARE for their year group. Foundation Stage will compile an ongoing profile for each individual child as part of their learning journey.

Teaching

Curriculum teaching of Physical Education will be delivered by teachers, HLTA's or sports specialists. Where HLTAs cover PE lessons for PPA the guidance from Safe Practice: in Physical Education, School Sport and Physical Activity (AFPE) will be followed.

Page 85 2.2.72 If a head teacher makes a decision for a HLTA or cover supervisor to teach practical physical education lessons, they must be satisfied that the HLTA or cover supervisor is competent to do so. A competency assessment needs to be undertaken to ascertain whether the HLTA or cover supervisor is sufficiently competent to teach the specific PESSPA activity required. The assessment will consider aspects such as qualifications, experience, reputation, knowledge of the children, and should include observing this member of staff.

At present we have links with one outside agencies who offer after school clubs and curriculum PE time- (Class Teacher team teaches with the coach-Focus CPD during these team teach sessions is for the class teacher to identify vulnerable pupils and offer additional support in order to close the learning gap and to develop confidence and understanding of performance expectations in order to make accurate assessments.)

SportsCool -www.sportscool.org 01254 682077/07568 470826

Organisation and Teaching styles

Within each class children are taught individually, in groups or as a whole class where appropriate. Non-participates, either through injury or illness, should always be encouraged to participate through observation and commenting upon others performance in order to allow them to understand the progressions and skills so when they are active they can participate fully. Teachers should develop a repertoire of teaching styles to reflect the varying learning styles and needs of the children within their class.

Intra-school competitions

Throughout the delivery of a unit, teachers will utilise opportunities to allow pupils to improve their personal best scores and develop intra competitions between the schools houses allowing all pupils to participate in competitive sport regularly.

Inter-school competitions

The school will endeavour to provide a range of opportunities for pupils to participate in competitive sport from both level 0 (personal challenge) through to level 1, 2 and 3 and where appropriate national level. This data will feed into the criteria for awards through "Your School Game" initiative.

The use of equipment

It is recommended that children are given the opportunity to be taught how to lift carry and assemble PE equipment safely. This will be taught from foundation stage to year six. Our gymnastics equipment will be annually inspected by Crown Gymnastics who will advise on any repairs or replacements. Teachers are responsible for reporting any equipment defects to the subject leader immediately. The school has a wide range of equipment to enhance the curriculum and ensure the teaching of skills is purposeful.

Physical Education, Physical Activity and School Sport

The school has positive links with the Hyndburn and Ribble Valley Schools Sports Partnership (HRVSSP) and utilises opportunities for CPD for all staff members and, where appropriate pupils.

The school endeavours to provide a variety of after school activities. These are sometimes organised by school staff, who give up their time voluntary and sometimes outside agencies. When outside agencies are the providers there may be a cost implication. Often these activities take place over a set number of weeks. It is anticipated that children will make a

commitment to attending these activities and having signed up for an activity will continue to its completion. If for some reason the child is unable to attend or continue to attend then parents/carers should notify school, so that we are aware of the changes in the “going home” arrangements.

1. A signed permission form must be completed for each child, with the arrangements for going home.
2. Children are expected to attend all sessions planned.
3. An attendance register will be kept, to be completed at the start of a session.
4. All clothing and equipment for the activity should be brought to school on the appropriate day.
5. Parents should notify school if the child is not able to attend a particular session, unless the child is absent from school.
6. When a child has forgotten their kit, they should first discuss this with their class teacher.
7. If the child needs to call home for their kit to be brought to school this will be arranged by the school office.
8. If there is a necessity to cancel a session, the school will be responsible for contacting parents to make arrangements for their child to be collected at the end of the school day. These calls will be funded by school.

Whatever competition we take part in, we always go with the attitude to win, however as much as we are thrilled when our children do well in competitions, we also expect children that having done their best will show good sportsmanship, and be gracious in defeat. We do not select teams on ability alone, neither is attendance at an after school club guarantee a place in the school team. Representing our school is a high accolade and members of school teams are chosen not only for their ability, but for their good attitude in school, team spirit and always trying their best.

Enrichments

Each year the subject leader will create an enrichment map of additional opportunities. This will cover inter-competitions organised by HRVSSP and various opportunities for enrichment to support both our physical and mental wellbeing. This may include, Ninja Warrior Day, Bikeability, Tots on Tyres, Accrington Stanley's Move to Learn Programme, Hyndburn Borough Council Up and Active, Olympian Visitors, Tri Kidz, London Mini-Marathon.

Leadership

Physical Education provides a unique opportunity for pupils to develop important skills in leadership. Through HRVSSP we train pupils to be our “Wellbeing Warriors” In addition year six can be appointed Playground Leaders and Sports Captains. Lower Older pupils can also offer their skills to support younger classes in extracurricular clubs, this may be because they participate in the chosen sport at a high level outside of school or have experience of representing the school in particular sports.

PE Kits

EYFS PE Kit

- ✓ Plain white t-shirt (no collar)
- ✓ Plain navy standard PE shorts (no logos)
- ✓ Plain black trainers (Velcro only)
- ✓ Optional – Plain black zip-through hooded jumper and jogging pants for winter

PE KIT – Years 1 to 4

- ✓ House coloured T-Shirt (no collar)
- ✓ Plain navy standard PE shorts (no logos)
- ✓ Plain black trainers (Velcro for KS1 or ability to tie own laces)
- ✓ Optional – Plain black zip-through hooded jumper and jogging pants for winter PE kits should be kept in a named draw-string bag (particularly in KS1)

PE/GAMES KIT – Years 5 and 6 ONLY

- ✓ House coloured T-shirt (no collar)
- ✓ Trainers (plain black)
- ✓ Plain black jogging pants/shorts day
- ✓ Plain black zip-through hooded jumper

Upper KS2 (Year 5 and 6) children should arrive in this KIT. This kit is to be worn all day on the days your child has PE/Games. Communication regarding individual class PE days will be communicated prior to each half term through Seesaw.

House name and colour
Thompson
Mandela
Attenborough
Obama

Monitoring and Review

This Physical Education policy will be reviewed annually. The Governors Curriculum Committee will be informed of any significant changes in the policy for their approval. The policy is available on the school website.

This policy should be read in conjunction with the following school policies:

- Home School Agreement
- Marking and Feedback Policy
- Homework Policy
- Assessment, Recording and Reporting Policy
- Behaviour Policy
- SEN policy

