

St Helen's Church of England Primary School



Physical Education (PE) Policy

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1. Subject Statement

Intent

At St Helen's we aim to deliver a physical education curriculum that inspires our pupils to succeed in competitive & non-competitive sport and to develop their fitness and stamina to engage in other physically demanding activities. Through delivering an inclusive, fun and diverse physical education curriculum, we strive to promote a love for exercise and help children to understand why making healthy choices plays an important role in both their physical and mental health. We encourage children to try their best and our Christian values of friendship, perseverance, love and trust are embedded through the teaching of teamwork, problem-solving and sportsmanship.

Our Aims

The aims of Physical Education at St. Helen's CEP school are:

- To promote positive attitudes towards physical activity.
- To develop social co-operation and positive attitudes towards others and to compete with a sense of fair play.
- To promote physical activity, physical skills development and a healthy lifestyle.
- To show an awareness, knowledge and understanding of safety when participating in physical activity.
- To encourage lifelong involvement in physical activity.
- To develop fair play through cooperation, collaboration and competition and manage to varying levels of success in competitive and co-operative situations and retain a proper sense of perspective in competition.
- To always try to achieve personal best.
- To have age-appropriate activities.

Implementation

PE is delivered in year groups 1- 6 for two hours a week and for one hour a week in EYFS. Through high-quality teaching of the National Curriculum, children develop fundamental movement skills such as throwing, catching, kicking, striking, running, jumping and coordination in EYFS and KS1 which then enable children to apply these skills when playing a broad variety of sports in KS2. Our curriculum has been specifically designed to include opportunities for children to learn, practise and apply skills when engaging in different activities such as: striking & fielding, attacking and defending when playing invasion games as well as developing balance, control, strength and technique through athletics, gymnastics and dance.

We use planning provided by our school sport partners, Teamtheme Kent, which enables lessons across the school to be consistent and well structured. Teamtheme also support physical education school sport and physical activity by running Forest School sessions, a lunchtime fitness club, delivering staff CPD through the team-teaching of different sports during PE lessons and an after-school club for different year groups throughout the school year.

Staff are also supported in their teaching of PE through the use of a detailed PE policy, a whole-school subscription to the Association for Physical Education (AFPE), regular staff meetings led by the PE Lead and external, specialist agencies such as British Gymnastics and through receiving training during INSET days.

As well as regular PE lessons, pupils also have the opportunity to take part in the Daily Mile and participate in different games, sports and activities run by support staff and Sports Leaders from Year 5 and 6 at play and lunch times.

We provide a range of opportunities for our pupils to take part in competitive sports throughout the year which include the following competitions:

- Balance bikes
- Infant agility
- Tri-Golf
- Table Tennis Mini Youth Games
- Netball Mini Youth Games
- Football Mini Youth Games
- Athletics Mini Youth Games

Pupils are exposed to more unusual sports through after-school clubs such as archery. Clubs that follow children's interests, obtained through pupil voice feedback, have also been organised.

Impact

The impact of our physical education curriculum aims to achieve the following:

- Pupils will have a deep understanding of the importance physical activity and a healthy lifestyle has on their physical, mental and emotional wellbeing.
- Pupils will understand their own strengths and weaknesses and know which sports they prefer playing. Pupils will listen to and apply feedback from peers and staff to improve their technique and overall performance.
- Pupils will be able to clearly articulate what healthy choices look like and demonstrate these independently. Pupils will have an understanding of the effects of physical exercise on their bodies.
- Pupils will have opportunities to develop their core skills and can apply these in both competitive and non-competitive ways.
- Pupils will understand how the school Christian values, friendship, perseverance, trust and love, flow through PE and sport and will understand the importance of fairness and sportsmanship whilst always trying their best.

Pupils will show resilience and perseverance when practising skills that they find personally challenging.

2. Teaching and Learning

St. Helen's Church of England Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. We strive to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

2.1 Typical Lesson Structure

- Lessons should begin with a clear focus on the learning objective of the sessions. Staff should also be introducing key vocabulary with the children and discussing this with the children to check their understanding.
- There may be a 'hook' which draws children into the lesson and engages them. The PE lesson will then begin with an introduction or warm up activity to prepare pupils physically for exercise.
- Direct teaching of knowledge and skills should precede subsequent skills practise by the pupils, under the supervision of the teacher or coach.
- The main activity provides an opportunity for children to independently and cooperatively practice new skill(s) in context. For example, as part of a game such as Hockey or within another related area of PE.
- Lessons may feature 'show and tell' opportunities where children can highlight their skills and demonstrate their learning to their peers. Positive peer feedback can be given to help children improve skills further. Opportunities for children to share individual achievements should also be used. For example, when a child has mastered a certain technique, such as serving the tennis ball.
- Lessons should end with a class discussion focusing on the learning that has taken place and how it directly links to the learning objective. Children should be able to recall and successfully use key vocabulary that was shared throughout the lesson. This is an opportunity for children to reflect on their learning and progress.

- Finally, a cool-down activity should be encouraged to help children to calm down and for their bodies to cool-down after physical exercise. Pupils should recognise the importance of a cool-down activity and the reasons why we complete this.

During a PE lesson, the following components are regarded as good practise and should be included:

- **Purpose:** Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- **Progression:** Pupil's capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and working to achieve successful outcomes through repetition, application and refinement of skills.
- **Pace:** High levels of activity, avoiding periods of sustained inactivity, 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 prior learning and establish links between other aspects of PE.
- **Challenge:** High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through stimulating activity.
- **Differentiation:** Will be achieved using the principle of STEP.
 - S = change the space available
 - T = change the time allowed
 - E = change the equipment, e.g. softer or larger balls, different sized bats, etc.
 - P = change the people, e.g. size of the groups, number of attackers vs. defenders
- **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.

3. Curriculum

The PE curriculum map at St Helen's CEP has been designed to offer a broad range of different sports which provide opportunities for children to learn and develop different skills. The teaching of the Physical Education curriculum is broken into the following areas of activity:

- Dance
- Gymnastics
- Invasion Games
- Net and Wall Games
- Striking and Fielding
- Athletics
- Swimming

3.1 Planning & Resources

Whilst all of our PE planning is supplied from Teamtheme, Kent (our external school sport provider) and is provided via a school 'Dropbox' folder, each class teacher takes responsibility for locating, printing (if necessary) and familiarising themselves with the lesson plans ahead of their lesson. Teachers also take responsibility for gathering any necessary equipment ahead of their lesson, teaching the lesson and assessing the PE curriculum for the pupils in their class.

Teachers follow the school's PE curriculum map and teach the allocated sports at designated times throughout the academic year. This allows for curriculum review in relation of content, progression and continuity, learning and teaching to flow throughout the school, from YR to Y6.

Alongside lessons taught by the teacher, some of the classes are taught by a specialist sports coach from Teamtheme, Kent to support staff professional development. All teachers are expected to be actively involved and follow a plan of gradual transition to whole-class teaching by the end of the block of lesson support. Individual lessons should be informally discussed and evaluated by both teachers and coaches to inform planning, ensure differentiation and progression for all pupils.

All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/disseminate the information.

3.2 External Providers

Our current school sports provider is Teamtheme, Kent and we began working collaboratively together in September 2023. Teamtheme currently provide the following every Thursday:

- 2 x one-hour long Forest School sessions in which two different classes (whole class) access the sessions
- A 30-minute lunch-club
- 2 x one-hour long CPD PE lessons, working with teachers to deliver the assigned sport
- 1 x one-hour after-school club

We have a designated school coach who has worked alongside us since the start of our partnership and will also support pupils in any of the Mini Youth Games competitions we may choose to enter throughout the year.

3.3 Swimming Provision

In accordance with the National Curriculum, one hour of PE per week is used for swimming lessons. Currently, children in Years 4, 5 and 6 attend swimming lessons during Terms 2, 3 and 4. Lessons take place over the duration of one half-term. Children are then assessed at the end of KS2 to see if they can swim a distance of 25m, demonstrate a range of strokes effectively and perform safe self-rescue in different water-based situations.

Children at St Helen's CEP currently attend swimming sessions at Strood Leisure Centre and are taught by qualified swimming instructors. The class teacher and teaching assistant are also present for the duration of the lesson.

3.4 Key Stage Requirements

EYFS

Physical development is recognised as one of the prime areas of learning in both the Development Matters document and the EYFS Framework. Consequently, children in the Early Years have daily, free-flow access to the garden area in which they can develop aspects of the gross motor early learning goal. Children are given playful opportunities to practice skills such as running, climbing, hopping, jumping, skipping throwing and catching using equipment that is readily available to them. Staff will also use their time to engage with children's learning and may use equipment to create games and activities that allow children to practice certain skills or use new equipment.

Therefore, the children in EYFS are required to complete one hour of PE a week. This is completed as a more formal, structured PE lesson which follows the school's curriculum map. Children in the EYFS also have access Forest School with our Teamtheme coach during two terms and have specialist coaching for one other term.

KS1

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.

KS2

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.

4. 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 Helen's CE Primary is in accordance with the National Curriculum 2014 attainment target for each key stage.

Assessment at St Helen's currently uses the assessment provided by Teamtheme, Kent. This takes into account children's cognitive skills, physical development, physical fitness and personal qualities such as motivation, confidence, determination, leadership & responsibility and communication.

Children should be assessed at the end of beginning and end of every half-term unit of work in order to track progress made across that particular sport.

5. Extra-Curricular Activities

We are committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with local sporting clubs and organisations and the provision of extracurricular activities organised by the school is a positive experience.

Pupils are given regular opportunities to represent St. Helen's CE Primary School in various sporting events and competitions throughout the local community and are provided with opportunities for skill development sessions run by Teamtheme, Kent.

We also provide opportunities for physical activity through active lunch times, supported by play leaders and our Teamtheme coach. This, alongside the development of playground resources, encourages children to take part and enjoy physical activity as part of their play.

6. Health and Safety

St Helen's CE Primary School adopts the AFPE Safe Practice in Physical Education and Sport 2012 as it's primary source for providing information regarding health and safety during PE lessons. Any queries regarding health and safety during PE lessons should be first directed to the PE Lead. If, for whatever reason, the PE lead cannot answer the query they must contact seek additional support either via Teamtheme, Kent (our school sport provider) or by contacting AFPE.

When teaching Physical Education teachers need to ensure the following points are covered:

- All forms of physical activity should be preceded by an appropriate warm-up
- Teachers must carry out a risk assessment of all equipment before use and give pupils disciplined strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete
- Appropriate levels of lighting must exist to facilitate a safe working environment
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall and after rain on the playground or on the grass as this may make the area too slippery to be safe
- All jewellery, watches and religious symbols should be removed
- Long hair should be secured as appropriate to the activity at all times
- Appropriate clothing must be worn by pupils and staff
- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise
- The teacher must be aware of any medical condition which may affect physical ability (e.g., diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely

- For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills. E.g., correcting a child's position during a gymnastics lesson
- Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance if necessary

Annual safety checks and repairs are carried out on gymnastic equipment and staff should check apparatus when it is being taken out for use in lessons. If a potential hazard is identified, it is immediately taken out of use and reported to the PE Lead or Senior Leaders.

6.1 PE Kit & Staff Dress

On timetabled PE days, children will change into their PE kit in school. PE kit should be brought into school at the start of every new term and sent home in the last week to be washed. Teachers should also come into school in suitable footwear and clothing as a model, to show that appropriate clothing is needed for these activities. It is important that teachers' footwear enables them to move quickly without risk of slipping.

For pupils the dress code is as follows:

- White t-shirt
- Black or navy shorts
- Sweatshirt and tracksuit bottoms for colder months
- Trainers or plimsolls
- **All jewellery** should be removed before the lesson
- Long hair should be tied back

Children should only miss P.E. lessons on health grounds (medical evidence must be provided) if this is requested by their parents or guardian either by direct contact with the school or in a note to the teacher. Children who forget to wear P.E kit will receive a timely phone call home to request that this is brought in. Spare clothing may be available for children to use. Children who persistently forget to wear P.E kit should be reminded of the importance of P.E and if necessary, a letter should be sent to their parents asking for their co-operation.

6.2 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.

6.3 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.

7. The Sport Premium

The PE Lead and members of Senior Leadership work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and timetabling. 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 in years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the St Helen's CE Primary School website under 'Sports Premium', along with an impact statement.

8. Inclusion & Equal Opportunities

Wherever practicable, provision will be made for children with special educational needs where it may affect their ability to participate in P.E. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is important to concentrate on what SEND children can do rather than what they can't. All staff should take reasonable steps to achieve this.

All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability. PE lessons should aim to provide high quality experiences that challenge all children.

9. Entitlement

Each child in KS1 & KS2 at St. Helen's CE Primary School receives a minimum of 2 hours of Physical Education curriculum time per week.

10. Monitoring and Evaluation

The monitoring and evaluation of the PE curriculum will be carried out by the PE Lead in the following ways:

- By the PE Lead meeting with year group teachers and external coaches to discuss their plans and match them against the PE units of work
- Supporting colleagues in the teaching of PE by being informed about current developments in the subject
- By evaluating the strengths and weaknesses of the subject and identifying areas that need further development
- By carrying out more formal lesson observations as well as informal drop ins.