**Physical Education Policy**

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| **Chair of Governors** |  |
| **Head Teacher** |  |
| **Date** | September 2024 |
| **Review date** | September 2025 |

## Philosophy

## Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages health and fitness, improves their strength and provides them with opportunities to compete in sport. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

## Aims and Values

## Our main is, is to establish an “active school” ethos and environment which will increase activity levels and promote health within and outside the curriculum. We understand the needs to build on children’s enjoyment and need for activity and movement. We aim 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.

## Through the Government Funding for sport, where possible, the school will provide opportunities for pupils to experience a range of sports and competitions. We offer outdoor education opportunities for children throughout the school. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

## *Our specific objectives are as follows:*

1. To enable pupils to understand the importance of physical activity through the provision of information and development of appropriate skills and attitudes
2. To provide and promote opportunities for pupils to be physically active throughout and beyond the school day
3. To increase physical activity levels of pupils in line with national targets.

## Equal Opportunities (Article 2 - No discrimination)

## Teachers will set suitable learning challenges, providing all children the opportunity to experience success in Physical Education and to achieve as high standard as possible. Teachers will ensure that they are responding to pupil’s diverse learning needs and activities are appropriately differentiated to meet the needs of each pupil. When planning, teachers will set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from social and cultural backgrounds, pupils of different ethnic groups, refuges, asylum seekers and those diverse linguistic backgrounds. Curriculum planning and assessment for these pupils will take account of the type and extent of the difficulty experienced by the pupil. In many cases, the action necessary to respond to an individual’s requirements for curriculum access will be met through greater differentiation of tasks and resources. Some pupils may need access to specialist equipment and approaches or to alternative or adapted activities.

## Latchford St James Primary School is committed to providing a broad and balanced curriculum for all pupils. Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of specific needs, gender, race, or ability, in accordance with the school’s Equality Policy.

## Entitlement

## The Physical Education programme for Key Stage One and Key Stage Two is drawn from the National Curriculum, which outlines the objectives for each year group. Pupils from take part in 2 hours of PE a week. Fundamental movement skills will be experienced, taught and embedded from Reception. Fundamental Movement Skills are movement patterns that involve different body parts such as the legs, arms, trunk and head, and include such skills as running, hopping, catching, throwing, striking and balancing. Children will be given opportunities to develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. (National Curriculum 2014.)

## Physical Activity

## At Latchford St James C of E Primary School we aim to provide high quality physical activity, within the curriculum and out of school hours, by:

**Aims:**

**Physical development:**

* To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
* To be aware of the different shapes and movements that can be made with the body.
* To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
* To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
* To appreciate of the value of safe exercising.

**Social and emotional development:**

* To develop a love of physical exercise.
* To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
* To develop confidence in their own skills and abilities.
* To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
* To realise that the right exercise for you can be fun and will give you energy for other things in life.
* To create and plan games and teach them to one another.
* To develop a sense of fair play.

**Cognitive development:**

* To develop decision making and problem solving skills.
* To develop reasoning skills and the ability to make judgements.
* To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
* To develop the ability to communicate non-verbally with the body
* To improve observational skills, the ability to describe and make simple judgements on their own and others’ work, and to use this knowledge and understanding to improve their own performance.
* To understand that using the correct technique will improve accuracy and individual performance.
* To be able to evaluate performance and act upon constructive criticism.

**Spiritual, moral and cultural development:**

* To develop a positive attitude to themselves and others.
* To experience a range of differing activities and realise that physical activity doesn’t have to be about winning a competition - doing your best is as important.
* To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
* To treat your team, the opposition and the referee with respect.
* To raise self-esteem through opportunities to celebrate sporting

##### Information about our school when teaching PE

* ***Resources-*** PE at Latchford takes place in the hall, on the playgrounds and on the school field. Our playgrounds are marked but are suitable for games and athletics. The field is ideal for games, athletics and outdoor adventure activities. We have a variety of gymnastics equipment and games equipment. For swimming we use LiveWire facilities.
* ***Wet Weather Provision-*** If the weather is unsuitable for outdoor games the immediate alternative is to move the lesson indoors. Each class is timetabled for at least one PE session in the hall each week. Some aspects of the lesson plan may need slightly altering to suit the hall environment but this does not cause problems.
* ***Children not participating in a PE lesson-*** If a child is unwell or has a letter from parents/guardian excusing them from a PE lesson they will observe and complete one of the non-participant PE activities which are activities to keep the children involved in some way. If a child is continually forgetting the correct PE kit their parents/guardian will be informed.
* ***Lunchtime and Break times-*** We endeavour to keep our children active during playtimes. Our Midday assistants receive annual training to promote an active playtime. Year 5 children are ‘Play Leaders’ trained and assist in the playground. Key Stage 1 and 2 are fully equipped to embrace an active, healthy playtime.
* ***Lesson Organisation -*** All PE lessons will be taught in a whole class. Some children may be very skillful and will need to be challenged with harder activities; others will be less able and will need simpler activities or skills broken down into parts. Lessons will have a clear, shared objective. It will fundamentally be driven by skills up to Year 4, and in Upper KS2, will be focussed on embedding those skills to improve performance.

***A high quality lesson should include:***

A statement of the learning objective

Teaching the children to warm up safely

The teaching of skills and techniques

The application and adaptation of learnt skills in games activities

Modelling of correct technique

Use of correct and specific technical vocabulary

Performance and evaluation of each other’s work

Work which reflects the learning objective

Teaching the children to cool down safely

Teaching the children the impact PE has on their bodies

***Extra Curriculum Activities and competitions-*** Latchford offers a range of after school activities. We also participate in inter school competitions and teachers arrange friendly matches with local schools for netball, football, rugby, hockey and cricket.Extra-curricular activities enhance the range of PE opportunities available to the children. Latchford participate in many competitions and festivals throughout the year. Children from both key stages have experienced inter competitions.

## Planning, Assessment, Recording and Reporting

***Planning***

Planning for PE is initially shown in long term plans, which incorporates Get Set 4 PE themes. Lesson plans (annotated from the schemes of work) show more detailed learning objectives and differentiated activities.

***Assessment***

Summative and formative assessment in PE is carried out by class teachers:

* Informally during the course of teaching through observation
* Teachers assess children at the beginning, during and at the end of each Get Set 4 PE Unit
* At the end of each unit of work, teachers to complete an assessment wheel which supports our delivery of our PE curriculum.
* These are used to assist in reporting to the parents and passed on to the following class teacher. They should be used to inform future planning.

***Feedback***

* Verbal feedback is given to the child and children can be supported or extended where required.
* Children may assess their own, or a peer’s work and give feedback.

## Elements of Physical Programme

## Each class does a minimum of 2 hours of PE a week.

**Get Set 4 PE –** Both sessions of PE is taught using the Get Set 4 PE scheme of work. It provides fun and simple to follow Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the new National Curriculum and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE. Get Set 4 PE challenges and supports every child. It supports teachers and other deliverers to make small changes that will have a significant impact on their learners.

**Swimming-** Children have swimming lessons in Years 4 and 5. These are delivered by a qualified swimming instructor. This helps to enhance the children’s confidence, skills, enjoyment and water safety. The children are given the opportunity to achieve different badges for their level. The children are taught recognised arm and leg actions, lying on their front and back. The majority of pupils are able to swim unaided for a distance of at least 25 metres.

**Safety**

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

* Children should dress in black or purple shorts, black tracksuit bottoms and a white t-shirts (with or without the school logo)
* Children will work in pumps or trainers for all indoor work.
* If the session is Gymnastics or Dance, children will need to have bare feet or gripped socks.
* All children in the class will need to wear the same footwear for example all children must wear pumps/ trainers or everyone is in bare feet. You can’t have a mixture of footwear being worn.
* Trainers are worn for outdoor games, together with tracksuits if it is cold.
* Jewellery is not to be worn. Watches should be kept safely in a container in the classroom.
* Children are allowed to wear studs only to school. However, these need to be covered with tape or removed by the child themselves.
* Long hair should be tied back and rigid headbands should be removed.
* Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.
* Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term for cleaning. Children will not be allowed to share or borrow PE kits from siblings or other children in school.

When travelling to sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

* All children wear seat belts
* All supervising adults to be aware of risk implications
* All supervising adults that attend swimming to hold a current DBS
* All transporting adults to be fully insured
* Parents permission for taking children out of school obtained
* After school competitions children to be transported by their parents or a responsible adult who the child’s parents have given permission. School to be informed. Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school.

**Safeguarding**

* All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. Children in Year 5 and 6 are not expected to change together.

**Cross Curricular Links**

* Cross curricular links will be sought where appropriate – specifically with PSHE and Rights Respecting. With a focus on promoting independent, confident and responsible citizens who lead a healthy and active lifestyle.
* Active learning will be promoted and encouraged, providing opportunities for physical activity with a Maths/English focus
* Children should partake in an extra 30 minutes physical activity a day including active travel, which is promoted through the WOW Project and by each class completing The Daily Mile.

**Partnership with Parents**

* Sports Day is held annually
* Parents and Carers are invited to spectate during competitions
* Achievements are shared on social media platforms and on weekly newsletters.

**Rights Respecting School**

Latchford St James C of E Primary School is proud to be a Rights Respecting school. UNICEF Rights Respecting Schools Award recognises our schools commitment to creating safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Developing a Rights Respecting ethos in all our school ensures that these values are embedded in daily school life, giving children the best chance to lead happy, healthy lives and to be responsible, active citizens, both locally and globally.

**What are the children’s rights?**

The United Nations Convention on the Rights of the Child, or UNCRC, is the basis of all of Unicef’s work. It is the most complete statement of children’s rights ever produced and is the most widely-ratified international human rights treaty in history.

The Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

Please see the rights overview on the following page for a summary of Articles 1-42.

**Articles linking to our relationships and behaviour policy:**

Article 2 – No discrimination

Article 3 – Best Interests of the child

Article 6 – Life, survival and development

Article 12 – Respect for children’s views

Article 13 – Sharing thoughts freely

Article 14 – Freedom of thought

Article 15 - Setting up or joining groups

Article 24 - Health, water, food and environment

Article 28 – Access to education

Article 29 - Aims of education

Article 31 - Rest, play, culture and arts

Article 42 – Everyone must know children’s rights

