

**Brinscall St John's C.E./
Methodist Primary School**



Physical Education

Date of policy: Sep 2024

Date approved by Governing Body: TBC

Review date: Sep 2026

PHYSICAL EDUCATION POLICY

This policy outlines the purpose, nature and management of PE taught at Brinscall St. John's. It reflects the school's vision and mission statement where everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

Shine with the light of Jesus - Matthew 5:14-16. You are the light of the world.

PHYSICAL EDUCATION – INTENT

At Brinscall St John's, we understand that effective physical education inspires all pupils to excel in all physically demanding activities and competitive sport.

Our high quality curriculum embeds values, develops vital life skills, provides opportunities for children to improve in different physical activities and sports and educates them on how to keep healthy both physically and mentally.

It is our intention that the enjoyment, confidence and knowledge gained here will develop their character and enable children to maintain an active lifestyle for an entire lifetime.

PHYSICAL EDUCATION - IMPLEMENTATION

Our PE curriculum is varied and long-term plans ensure that we meet the requirements of the National Curriculum and Physical Development in EYFS. All pupils receive two hours of high quality PE using the vast outside space or school hall with their class teacher or a coach from CSSP to develop fundamental skills through a variety of activities and games suitable to their key stage.

Our PE curriculum is sequenced precisely to ensure progression of knowledge and skills throughout a child's primary education, enabling children to build upon prior experiences and apply these with confidence. Children take part in a range of games, we promote imagination, creativity and performance in gymnastics and dance as well as provide opportunities for athletics using both indoor and outdoor environments. Children are supported to be problem solvers through outdoor and adventurous activities in our school grounds as well as on OAA residential at The Anderton Centre (Y5) and Robinwood (Y6). Children have swimming lessons in Year 4 and there is additional provision in Year 6 if needed in order to swim competently over 25 metres. EYFS take part in two mornings of Balance Biking, identified children take part in the 'Learn 2 Ride' programme, Year 5 participate in Level 1 Bikeability and Year 6 in Level 2 Bikeability. Pupils are encouraged to take part in extracurricular clubs including cross-country, dance, football and fencing and all pupils from Reception to Year 6 engage in competitive sporting experiences with other schools through CSSP competitions, festivals and leagues. Inter and intra sports competitions are a particular strength and are reflected in our yearly awards. Although we enjoy the competitive nature of sport, we also appreciate and encourage the importance of children 'having a go' and promote positive experiences of being physically active through an inclusive approach, which values the importance of physical and mental well-being.

Participation in Physical Education is fundamental in developing healthy lifestyles in young people and we provide a wide range of opportunities to develop this outside of the normal curriculum time including memorable experiences such as visiting archery and a climbing wall, extra-curricular clubs, an adventure trail, fundamental skills when lining up, playtime equipment and planned lunchtime activities. To develop leadership and communication skills, children in Year 6 receive PALs training to be playground leaders encouraging younger children to learn how to play collaborative games, respect rules and to be as active as possible during playtimes.

We recognise the importance of being physically active throughout the school day and plan active learning opportunities including use of the outdoors across the curriculum in order to reduce sedentary learning.

PHYSICAL EDUCATION - IMPACT

To fulfil our vision we motivate children to participate in a variety of sports and active experiences, which are engaging and fun. We inspire children to use the skills, and knowledge they have acquired and support them to take responsibility for their own health and fitness, developing a love of physical activity that lasts a lifetime.

SPIRITUALITY

During the range of activities that pupils participate in they develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. They are consistently encouraged to use their imagination and creativity in their learning and showcase a willingness to reflect on their experiences.

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.

At Brinscall St John's we place a high importance on our PE and sport provision and have enthusiastic staff, coaches and volunteers who deliver high quality teaching of PE during curriculum time as well as providing a wide range of opportunities for children to enjoy PE and Sport through extracurricular clubs. We endeavour to give our children opportunities to experience different sporting challenges as they move through school, and to develop their talents in appropriate competitive formats.

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.

CURRICULUM AND SCHOOL ORGANISATION

Class teacher and CSSP coaches (with teacher present) deliver PE. All classes have two PE sessions per week. Two hall slots are allocated for each class per week. Year 4 swim for one session/week from February to July, which constitutes one of their PE sessions.

FOUNDATION STAGE

Pupils work on the EYFS Profile and follow the desirable learning outcomes in order to achieve early learning goals.

Prime areas of learning and their associated ELGs

Physical development

This involves providing opportunities for pupils to be active and interactive, and to develop their co-ordination, control, and movement. Pupils must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

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.

PROCEDURES

SCHOOL POLICY STATEMENT FOR KEY STAGE 1 AND 2

The following elements are the basic components of the Physical Education we aim to provide in school:

1. **Physical Activity:** Where children will be taught how to be physically active and to develop their personal fitness. By expressing themselves through actions; to have knowledge of relevant equipment and to develop whole body movement with flexibility, strength and endurance.
2. **Independence:** Where children will become independent learners through solving problems and evaluating and modifying their work. By developing their skills through repetition and practice and being able to work co-operatively with self-discipline.
3. **Positive Attitudes:** Where children will develop the concepts of fair play, success and failure relating to both independent activities and cooperative games. Where they are aware of the effects of their actions, and their own and others' strengths and weaknesses. Children will develop as confident learners who enjoy physical activity.
4. **Safe Practice:** Children should develop an awareness of safety with regard to themselves and others, in relation to the preparation of equipment, response to instructions; posture, clothing and personal hygiene.

INCLUSION, EQUAL OPPORTUNITIES

The Educational Reform Act gives children entitlement to all areas of the National Curriculum, including PE.

Sanctions should therefore not be used which would affect a child's participation in PE. However, if a child's behaviour or action is considered by the teacher to be a danger to either themselves or others then, for reasons of safety, that child will be withdrawn. The child, where possible, should continue to observe the lesson.

Each child will have the opportunity to fulfil their own potential. A wide range of extra - curricular activities exist to extend and develop specific skills and this may include selection for school team

events. Written or verbal permission will be obtained from parents or guardians for such occasions.

All staff at Brinscall St John's are responsible for ensuring that all pupils, irrespective of gender, ethnicity, ability and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress in all areas of the curriculum whilst in our school. For children who have physical disabilities some modifications may have to be made in consultation with support staff and the PE Subject leader.

Able, gifted and talented pupils are directed to appropriate clubs and Year 6 pupils are assessed by specialist coaches from Chorley School Sports Partnership (CSSP). Identified children are given the opportunity to attend more able sessions run by CSSP.

ASSESSMENT AND RECORDING

Assessment will be carried out according to the requirements of the National Curriculum. The end of Key Stage statements for Assessment at Key Stages 1 and 2 include the following statements of attainment:

KEY STAGE 1

Children must be able to:

- a) Plan and perform simple actions and sequences, safely.
- b) Practice and improve performance.
- c) Describe what they are doing.
- d) Know the effects of exercise on their body.

KEY STAGE 2

Children must be able to:

- a) Plan, practise, improve and remember more complex sequences.
- b) Perform effectively, and make quick decisions.
- c) Respond safely as individuals and in groups.
- d) Swim unaided 25 metres.
- e) Evaluate self and peer performance.
- f) Keep up energetic activity and understand the effect it has on their bodies.

SPECIFIC REQUIREMENTS FOR KEY STAGES 1 AND 2

The elements of Physical Education that children should experience in our school are:

- a) Athletic Exercises.
- b) Dance.
- c) Games.
- d) Gymnastic Activities.
- e) Outdoor and adventurous activities.
- f) Swimming.

Assessment by class teachers is predominantly formative throughout the year, standards can be recorded on the PE Primary Passport App and must be recorded on the school's Foundation

Subject Tracker, a written report is also sent to parents at the end of each year. The children are encouraged to assess their own performance and the performance of their peers and give ideas for improvement.

SCHEMES OF WORK

It is essential that each teacher follows the Lancashire Scheme of Work for their year group in order that maximum continuity and progression is achieved throughout the school.

SPECIFIC LESSON PLANS

Each class teacher has access to the Lancashire Scheme of Work containing individual lesson plans (booklets/PE Passport App). Activity cards and Top Sport resources are kept centrally in the hall and are recommended to complement the implementation of the PE Schemes.

THE PHYSICAL EDUCATION LESSON

Below is a general outline for the basic Physical Education lesson.

Each lesson should include:

- a) Warm up
- b) Opening activity
- c) Individual work - main theme
- d) Pair/group work - main theme (if applicable) with or without apparatus
- e) Conclusion - could be a sequence or a small game
- f) Warm down.

IMPLEMENTATION OF THE NATIONAL CURRICULUM FOR PHYSICAL EDUCATION

Children will experience a developmental programme of Physical Education, which includes the elements required to achieve success in Key Stage 1 and 2 assessments.

This will be promoted through:

- **Athletic Exercises** - The children will experience all the requirements of the athletic component whilst addressing the other areas of the Physical Education curriculum (i.e. elements of athletics appear in the gym and games components).
- **Dance** - It should include elements of quality, control, interpretation and communication, through expressive movement. It should include variations in shape, direction, speed, level, tension and continuity. Patterns of movement should involve stepping, twisting, turning and rhythm.

In this way, dance can contribute to development in the following areas:

Artistic and aesthetic.

Cultural

Personal and social.

Physical Education, health and fitness.

Cross-curricular learning.

- **Gymnastics** - In this school, the emphasis will be on Educational Gymnastics, where children are given a task and determine their own movements to meet that task's

requirements. The teacher's role is to improve a child's natural movements e.g. jumping, rolling, balancing, and climbing, in terms of quality and control, with specific reference to:

Type of activity - run, jump, rock, step, twist.....

The body - what it does or is working on

Body weight management

Apparatus

Personal space; width, symmetry, height; direction; general direction i.e. forward, up; levels; high, medium, low; time; stop, start, quick, slow.

- **Games** - The use of the Top Sport games resources in Key Stage 1 promotes the development of minor games in P.E. lessons. In Key Stage 2, team games are developed building on the skills acquired in K S 1. Games should promote the following experiences for all pupils:

Practice of skills.

Co-operative learning.

Self-esteem.

Skill acquisition.

Sense of fair play.

Experience of success and failure.

These should include:

- a) Individual practice.
- b) Direct and less direct instructions.
- c) Partner and group work.
- d) Varied games.
- e) Movement off the ball.
- f) Experiment and expression.

- **Outdoor and Adventurous** - Although this is seen to be addressed mainly by visits; e.g. on residential weeks, it must also be taught in Key Stage 1 and lower KS2. This can be achieved through simple orientation games and, especially in summer, should include maximum use of the school's extensive grounds.
- **Y6** – Opportunity to go to Robinwood Residential Outdoor Activity Centre in Cumbria (3 days)
- **Y5** – Opportunity to go to The Anderton Outdoor Activity Centre in Rivington (2 days)

RESOURCES

The majority of equipment is stored in the PE store in the hall. Large apparatus is kept in the hall. The maintenance of equipment is the responsibility of the co-ordinator in consultation with class teachers.

ICT

ICT will be used in various ways to support teaching and motivate pupils learning. ICT involves the computers, and audio visual aids, CD-ROMs, DVD, iPads and cameras. Photos and recordings may be used to enhance lessons and enable children to assess and further improve performances.

HEALTH AND SAFETY GUIDELINES

The teacher must have the safety of the children at the forefront of his/her mind. The following points must be considered when teaching PE:

1. The children must be dressed appropriately, including footwear, the children must never do PE in just socks.
2. The teacher should be dressed appropriately with at least the correct footwear to ensure quick, safe movement when necessary.
3. Children should be taught how to lift and carry each piece of apparatus. They should bend at the knees, not the back, look in the direction of travel and there should be an appropriate number of children moving each piece of apparatus.
4. Apparatus should only be moved under the supervision of an adult. All apparatus should be checked by the teacher before use.
5. The placing of mats should be carefully considered. They are considered a piece of apparatus, not only a landing area. Apparatus should be placed with sufficient landing space between, allowing children to move safely. Teachers should make pupils aware of the purpose of mats. They are not to cushion a landing from a piece of apparatus but guard against secondary impact of the head. They are not sufficiently thick to prevent injury. Mats must not be placed beneath the ropes or climbing frame.
6. Instruction in how to use equipment and facilities safely must be built into teaching time, and consistent application of the rules from the adult leading the session will help to prevent injury e.g. hockey sticks. If competitive hockey type lessons are taught in curriculum PE then it is recommended that children wear mouth guards. This recommendation must be communicated to parents.
7. See Association for Physical Education – Safe Practice book for any necessary guidance

CLOTHING AND JEWELLERY

Shorts for PE should be blue and t-shirts are red, yellow, blue or green depending on the child's school team. School logo t-shirts are available in these colours.

Dance/gym – shorts, t-shirts, pumps or bare feet

Indoor games – shorts, t-shirts, pumps, trainers (non-marking)

Athletics/games – shorts, t-shirts, pumps, tracksuits, trainers

Swimming – One piece swimming costume or trunks (no shorts), swimming cap, goggles with parental permission

Adventure activities – Suitable outdoor clothing depending on activity.

FIRST AID

In the event of an accident, all children should leave any apparatus and sit quietly. If there is any doubt do not move the child, send for a first aider. Ensure any accidents are noted in the accident book.

PRIMARY PE AND SPORT PREMIUM

Funding information and impact of funding can be found on the school's website.

CHORLEY SCHOOLS PARTNERSHIP

The school works closely with the partnership to receive support in the development of PE and Sport at Brinscall St John's by bringing specialist coaches into school, providing CPD, further developing our provision of extra-curricular Sports clubs and participating fully in their festivals, tournaments and leagues.

EXTRA CURRICULAR ACTIVITIES

A number of extra-curricular activities are available through school, clubs and the CSSP including football, Hi 5 netball, cross-country, dance, fencing and judo.

COMPETITIVE SPORT

Children are given the opportunity to take part in a number of competitive events including school intra and inter competitions, virtual challenges, leagues, festivals, galas, friendlies, tournaments and Sports Day.

CO-ORDINATOR

The role of the co-ordinators, Mr Stephen Westwood and Mr Matthew Gibbins, is to:

- implement and monitor the policy, action plan and Primary PE and Sport premium
- provide professional leadership and management to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils.

Policy updated Sep 2024

Stephen Westwood and Matthew Gibbins, PE subject leaders

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