

St Ippolyts CE (Aided) Primary School

"Love one another. As I have loved you, so you must love one another"

John 13:34



PE Policy

Date of Issue: September 2022

Aims and objectives

Our curriculum offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the PE National Curriculum. We use the Twinkl Move progression maps and when required the scheme of work, these ensure that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. This progression is clearly identified on progression maps and each lesson has been carefully planned to match these. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. At St Ippolyts, it is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible. It is also the intention of St Ippolyts to ensure that every child has access to at least 60 minutes of physical activity every day.

Teaching and learning

PE is taught by teachers, sports coaches and aided by teaching assistants and sports apprentices. They teachers follow the lesson objective set out in the medium term planning produced by the teacher. We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers set and draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Anyone teaching PE provides positive praise and reinforcement of skills throughout lessons. With an ethos of doing your best and competing against your own self.

PE curriculum planning

The subject lead, in discussion with sports coaches, sets out a yearly plan to ensure coverage across the curriculum using the Twinkl Move progression maps and units. Teachers are given the freedom to adapt the units stated as long as they follow the progression map of skills required and sports specifically mentioned. Medium term planning for PE is shown in termly curriculum overviews, these show lesson by lesson specific objectives. Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills.

Contribution of PE in RSHE

Relationship, social and health education (RSHE) PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other's in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them

to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

PE and inclusion

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to offer a broad and balanced education to all. Through our PE teaching we provide opportunities that enable all children to make progress whatever their starting point. We do this by setting suitable learning challenges and responding to each child individual needs. Equally, Gifted and talented pupils are stretched and challenged.

Assessment

Teachers, sports coaches and sports apprentices complete a termly assessment of children against the progression map of skills. By the end of the school year this document shows if children are working below, at or exceeding the expected standard for games, gymnastics, athletics, dance and OOA.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep our equipment in the shed on the playground and at the school field during the summer. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and the nearby school playing field for games and athletics activities and the local swimming pool for swimming lessons.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity. No jewellery, head bands or oversized hair clips are to be worn for any physical activity. Those teaching PE remain vigilant of the safety of the surroundings and equipment being used.

Equipment Safety

The apparatus must be checked before use to ensure that it is in good working order. Apparatus in need of repair should be marked accordingly and put away where it cannot be used, until repaired. All apparatus should be carried from place to place rather than being dragged, thus preserving the apparatus, and minimising the risk of damage to the floor (causing splinters etc.). Between 2 and 4 children should carry the benches depending on the age and size of the children. Apparatus should not be placed too near walls, radiators, etc. - sufficient space must be allowed for landing, jumping on to mats etc. Pupils must be taught to handle apparatus correctly, although such handling must only take place with the teacher's permission, under the teacher's supervision, and be checked by the teacher prior to the apparatus being used. Ensure that all floors are clean, dry and clear of litter, etc. Do not start the lesson if you think the floor is dirty. Check that the hall is adequately heated and well lit, and that the surrounding objects, etc. are safely stored and well clear of any fire exits. Try to restrict the activity to a one meter boundary from the surroundings.

Pupil Safety

All participants should wear appropriate 'kit'. Teachers must wear appropriate footwear. Shorts and T-shirt (tucked in) should be worn with bare feet or plimsolls for indoor PE. For outdoor PE jogging bottoms and a jumper are to be worn with well-fitting trainers. All long hair should be tied back. During PE lessons no jewelry should be worn. In the event of a child having an ear pierced and studs worn which cannot be removed by the child tape should be provided. Teachers should be aware of any children with medical conditions, asthma etc. All staff are fully trained 'First Aiders' should this be required. In the event of an accident it must be treated and recorded in the accident book which is kept in the first aid cupboard/classrooms.

Teachers using the field should ensure they take with them any medication for the children, mobile phone and a first aid bag. An additional adult must always accompany the children when walking to the field.

Extra-curricular activities

The school offers a range of PE-related activities throughout the school year. These clubs encourage children to further develop their skills in a range of areas. The school also plays regular fixtures against other local schools and participates in local rallies. Children regularly take part in Stevenage Sporting Futures events and competition throughout the year. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons.

Monitoring and review

To be reviewed by subject lead in 2025