

# St Andrew's Church of England Primary School



## PE and Sport policy

### Our Vision

PE and sport provides a platform for children to understand the importance of working together as part of a team, experience new things, develop new skills, understand the importance of being healthy and active whilst having fun and forming lifelong friendships.

### Introduction

At St Andrew's Primary school, we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching staff can work from and gives guidance on planning, teaching and assessment.

### Whole School Vision – Respect, Achievement, Fun

At St Andrew's Primary school we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.

We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish positive long lasting lifestyle choices.

We aim to promote our Christian values through sport and positively encourage children to share, respect, support, trust and work together in order to become well rounded citizens.

### Curriculum Aims

The PE curriculum aims to give children the opportunity to explore different areas of sport whilst being educated on the benefits of exercise and the importance of a healthy, active lifestyle. This covers many areas which includes: gymnastics, dance, net games, invasion games, striking and fielding games and athletics. The key aims of the curriculum are:

To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.

To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.

To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.

To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others and as part of a team.

To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others people's safety and well-being.

To educate children on the importance that exercise has on a person's mental wellbeing.

To instil positive values relating to respect for their peers, opposing players, referees and match officials as well as themselves.

To enable children to have fun and cultivate lifelong sporting interests.

### **Curriculum Planning and Organisation**

Each class has timetabled access to the hall at least twice a week regularly.

The playground areas and field are used to facilitate activities such as outdoor pursuits and games.

Teaching staff deliver high quality PE activities/lessons for 2 hours per week.

Swimming lessons are provided by qualified teachers from Hyndburn sports centre for Year 3 pupils.

Coaches from local sport clubs and coaching companies provide additional opportunities for extending the PE curriculum.

After school sessions include a Netball club, Football club, cricket club and multi skills club which run weekly for all children across both key stages.

Lunch time activities provide focussed activities for KS2/KS1/EYFS children helping to establish healthy lifestyles.

Through the Hyndburn sports partnership and the Church and Oswaldtwistle cluster schools link, the children are all given regular opportunities to participate in after school competitive sporting activities. School staff accompany the teams to these events.

The school has strong links with local high schools who specialise in sports coaching. We provide opportunities for young coaches to work with our students both at their schools and here at our school.

Furthermore, local high schools provide opportunities for children to access a wider range of sporting activities utilising their sporting facilities.

### **Early Years Foundation Stage**

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

#### **Expected**

Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

#### **Exceeding**

Moving and handling – Children can confidently hop and skip in time to music.

Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

### **Key Stage 1 & 2**

The school follows the PE Schemes of Work as set out by the Lancashire education authority. This scheme has been adapted to meet the needs of each individual class and is supplemented with ideas and activities from other sources. The schemes are in accordance with the current National Curriculum guidelines.

Lessons are blocked in units of work to promote greater depth of understanding, developing skills, the contextualised application of these skills and the ability to perform reflectively.

Currently swimming lessons take place weekly for Year 3 at Hyndburn sports centre once a week.

There is also a contribution of PE to teaching in other curriculum areas therefore PE provides a cross curricular element. These areas include:

### **English**

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

### **Maths**

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

### **Computing**

Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

### **PSHE**

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

### **Science**

Science and PE links include an understanding of the human body, what happens to the body during exercise and the importance of maintaining a healthy balanced diet.

### **Music**

PE and Music links include the performance of dance routines to pieces of music and understanding the importance of pitch, pace and tempo when planning and executing dance routines.

### **Christian Values**

Through sport children are taught the core values that run throughout school which are trust, friendship, compassion and forgiveness.

### **Healthy Eating**

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared throughout school.

### **Group work and social aspects**

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

### **Inclusion**

All children's ability levels will be celebrated and hard work will be praised and rewarded.

Lessons will provide good quality experiences that are suitably challenging for all pupils.

Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.

For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.

For the purposes of competitions, children in all age groups will be given the opportunity to participate in competitive but safe sporting environments.

### **Assessment & Recording**

Assessment is usually carried out by teachers in the course of the normal class activity. This is done in marking and feedback books. Children are then assessed at the end of each unit of work to show whether they are below, at or above age related expectation according to the school's PE steps criteria. This is done mainly through observations and sometimes through discussion with children. A photographic/video record is sometimes used to document some of their work. This is sometimes logged on class dojo. Physical development levels and progress are recorded by the EYFS teachers for each child. Levels of attainment are recorded on target tracker with skills being taken from the school's age related steps criteria for PE. The subject co-ordinator will work with teachers collaboratively to team teach and assess children in PE. Physical Education / physical development is included as part of the end of year reports to parents.

### **Health & Safety**

Children must wear a full PE kit to participate in PE. Where children do not have kit then school will provide clean replacement kit for individual children. Appropriate footwear in terms of pumps must be worn in the hall. Trainers can be worn in outdoor settings.

Children are briefed at the beginning of each PE lesson about the importance of health and safety and are shown how to use equipment appropriately and safely.

When equipment is needed to be set up for activities such as gymnastics, teachers and teaching assistants will set the activities up and perform appropriate safety checks.

When children are performing certain bodily functions related to sport or are learning a new skill or using new equipment, teachers will discuss how to perform the skills safely and assess risks that may occur whilst performing the activity. In addition, pupils are taught how to improve their own abilities to assess risks themselves and for their peers.

First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.

Inhalers for pupils suffering from asthma are made readily accessible

Children with individual medical conditions are monitored closely throughout and after PE lessons by staff.

Regular checks are made on all equipment.

The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.

Any items constituting a danger are taken out of use immediately.

Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and ear piercings.

Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.

Pupils wear suitable footwear when travelling to and from the hall.

If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

### **Resources**

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.

Large equipment/ mats and some indoor PE resources are stored in cupboards in the hall.

Outdoor equipment is stored in the outdoor sheds.

### **School Sports Premium**

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed regularly and is published on the school's website. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

### **Monitoring & Review**

The subject leader will oversee the continuity and progression within annual and medium term plans.

They will also monitor the quality of teaching and learning through team teaching, staff questionnaires and pupil interviews.

The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.