



# Emmanuel C of E Primary School



## PHYSICAL EDUCATION POLICY

**Subject Leader     Steve Wright**

*Revised June 2018*



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### **Mission statement**

At Emmanuel school broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure.

Building on our Christian ethos and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically. We stress the fundamental principle;

**“Always treat others as you would like them to treat you” Matthew 7:12**

## **1 Rationale**

We believe that a high-quality physical education curriculum inspires all pupils, regardless of ability, to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for all pupils to become physically confident in a way which supports their health and fitness. An opportunity to compete in sport and support others builds character and helps to embed values such as fairness and respect.

At Emmanuel we recognise the importance of exercise and the positive influence it has on academic achievement, emotional stability and interaction with others. We also aim to increase enjoyment and participation in sport and physical activity for all pupils.

We follow UNICEF’s principles of a Rights-Respecting School (RRS), based on the United Nations Convention on the Rights of the Child (UNCRC), where each member of the school community has rights.

## **2 Aims and Objectives**

PE is a unique area of the curriculum that develops the physical and social skills of children, as well as the academic skills. The Physical Education National Curriculum 2014 states that it should ensure pupils develop competence to excel in a **broad range** of physical activities. Children should be physically active for sustained periods of time, have the opportunity to engage in competitive sports and activities, whilst understanding the values of leading healthy and active lives. It also plays an important part in helping children feel part of a community and to have links and contact with children from other schools.



## 2.1 The aims of PE teaching are to:

- Engage in vigorous physical activity to promote physical development and a healthy lifestyle. This will also have a positive impact on children's academic learning.
- Extend children's physical skills to develop control, movement, confidence, co-ordination and versatility by providing children the opportunity to develop a broader range of physical activities. *.-Rights respecting article 6*
- Enable children to communicate, collaborate and compete with each other.
- Promote enjoyment in movement, which will encourage lifelong physical activity.
- Develop inter-personal and problem-solving skills, develop personal qualities such as confidence, self-esteem, tolerance and empathy.
- Develop social co-operation, respect and positive attitudes to fair play.
- Provide opportunities for all children to achieve their full potential.*.-Rights respecting article 29*
- Promote and develop safe practice in physical activities.
- Provide opportunities for Out of School Hours Learning in sports and physical activities.
- Ensure that all parents are aware of their children's work in physical education at school and encourage them to make physical activity available to their children outside of school as often as possible.

## 3. Entitlement

**3.1** The National Curriculum 2014 sets out what children should be taught at each Key Stage, and the 'Developmental Matters' provides targets for Foundation Stage children. The National Curriculum programmes of study specify that all pupils should develop fundamental movement skills which can be taught through activities that involve running, jumping, throwing and catching. Children should participate in a range of team games to develop cohesion, tactics and principles. Engage in competitive games where children can communicate and collaborate with each other, while comparing their performances with previous ones and demonstrate improvements to achieve their best.



**3.2** Six areas we focus on are; Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities, and Swimming.

**3.3** The Government states all children are entitled to have up to 120 minutes of quality physical activity curriculum time, as well as providing several OSHL clubs. Early years have daily sessions of outdoor and/or indoor physical development weekly. All year groups benefit from two PE lessons per week, one delivered by a specialist PE teacher and one planned for by a specialist PE teacher and delivered by the class teacher.

**3.4** All Key Stage 2 children are provided with a full term of swimming by registered instructors at Swiss Cottage Sport Centre. Children are taught to swim competently, confidently and proficiently over a distance of 25 metres. They learn a range of strokes including front crawl, backstroke and breaststroke. Children also learn basic safe self-rescue in different water based situations.

**3.5** Outdoor and Adventurous Activities are incorporated into the Year 6 Residential trip by PGL. This week long course supports a range of skills and outcomes which cannot be easily achieved in a school environment. PGL encourage the physical, social and mental development of our children, whilst promoting their wellbeing, positive attitudes and self-confidence, to help them develop into successful learners, responsible citizens and confident individuals.

**3.6** PE lessons are timetabled so that each class have hall spaces available once a week and the MUGA space once a week for the outdoor curriculum.

**3.7** PE is a very important part of the curriculum and everyone is encouraged to take part in a lesson through regular reminders of PE days and appropriate kit needed. Under no circumstances will a child be punished by removing them from an entire PE lesson. As with all areas of the curriculum, the children must actively participate. If a child is being disruptive or causing harm to themselves or to others, they will be removed for only a short period of time. A child who forgets their PE kit will be given a yellow slip to take home to let parents know that their child requires the correct equipment. Additionally they will still take part in the activity as an umpire or as an evaluator.

#### **4 Opportunities for Out of School Hours Learning**

The extra-curricular programme shares the aims of PE teaching in Emmanuel School. They also provide opportunities for children to engage in more physical activities.

Games and play equipment are used at lunchtimes, with lunchtime supervisors leading and joining in activities.

Numerous out of school hours clubs are available to the children throughout the whole school year, some run by professional coaches e.g. Football, Karate and Cricket. Children also have the opportunity to participate in festivals and inter-school activities, such as Cross Country and Swimming.



## **5 PE Curriculum Planning**

**5.1** Emmanuel Primary school has a variety of published schemes for basis curriculum planning to ensure we meet the learning objectives– these include the Val Sabin, LCP schemes of work and Tops Cards. All skills that the children learn in PE build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

**5.2** Curriculum planning is completed in two phases (long-term and medium-term). The long-term plan maps the PE units of work studied in each term in each class on a two year cycle. Through this programme of study we teach each of the four aspects of knowledge, skills and understanding for each area of activity set out in the National Curriculum. Emmanuel Primary Schools long- term curriculum map has been planned to coincide with the Camden schools sports competition calendar to prepare children for borough competitions.

**5.3** The medium-term plans give details of each unit of work and specific learning objectives and activities. The specialist PE teacher prepares these using teaching resources available in school. The PE Subject Leader is responsible for reviewing these plans and ensures that children have complete coverage of the National Curriculum.

**5.4** We use ICT to support PE teaching when appropriate. Digital cameras and videos are used to illustrate teaching points and to help teacher’s make more accurate formative assessments. In dance and gymnastics children may watch or make video recordings of their performance, and use them to develop their movements and actions and enable them to self-evaluate their work. Children compare each other’s performances and use these to improve the quality of their work.

## **6 Equal Opportunities and Inclusion**

We teach PE to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with English as an Additional Language, or with Special Educational Needs, and planning PE takes into account the targets set for individual children in their Individual Education Plans (IEPs), where appropriate.

## **7 Assessment and Recording**

**7.1** Pupils’ progress is assessed against learning objectives for each unit; children not reaching them or exceeding them are noted. This information is used to inform



differentiation and future planning. Pupil progress and achievements are assessed by the PE specialist and uploaded on to an assessment grid.

**7.2** Termly, the PE specialist assesses pupils using the National Curriculum Attainment Targets, and records whether they are working above, below or in-line with National Expectations.

**7.3** Annual reports inform parents and carers of their child's involvement in PE.

## **8 Equipment and Resources**

**8.1** The hall and MUGA at Emmanuel School are available for PE. Swiss Cottage Sport Centre is used for swimming lessons.

**8.2** Pupils are taught from Early Years how to manage and use apparatus safely and effectively.

**8.3** There is a comprehensive range of small games and equipment stored in the PE cupboard in the hall.

**8.4** Equipment and resources are replaced and updated following regular audits.

## **9 Safe Practice**

**9.1** Suitable clothing is compulsory for children and staff during PE lessons.

**9.2** The PE uniform is:

- Blue shorts, yellow Emmanuel t-shirt and trainers.  
Blue jogging bottoms and jumper may be worn outside in cold weather.
- For swimming girls need a swimming costume, and boys need swimming trunks (not shorts), and a towel. Girls/Boys with long hair should wear a swimming hat.

A child who forgets their PE kit will be given a yellow slip to take home to let parents know that their child requires the correct equipment. Additionally they will still take part in the lesson by observing, responding and evaluating.

**9.3** No jewellery is allowed (apart from stud earrings) and should be removed before the lesson.

**9.4** Long hair must be tied back.

**9.5** For Dance and Gymnastics, children should work in bare feet.

**9.6** If a child has a verruca, they should cover it with a plaster, verruca gel, or a verruca sock for swimming.



**9.7** All staff should wear suitable clothing such as trainers and loose, stretchy clothing.

**9.8** The physical environment should be checked prior to the start of each lesson to ensure it is suitable and safe. This means:

- The removal of all unnecessary furniture and other obstacles
- A clean, splinter-free floor
- A visual check of the apparatus
- Easily accessible gymnastic equipment
- Emergency exits clear
- A safe outdoor space

**9.9** Children who go swimming should be made aware by staff at the pool of safety procedures in the event of an accident or fire. The teacher will be responsible for ensuring the safe passage of children to and from the pool. Children who attend lessons will do so under the supervision of a Class Teacher and the qualified swimming teacher and lifeguard.

**9.10** Procedures for dealing with an accident:

- In the event of a minor accident, two sensible children will be asked to inform a first aid trained member of staff and the accident will be dealt with on site.
- In the event of a major accident, two children or a member of staff will be sent to inform a first aid trained member of staff and to inform the Headteacher. The child involved should not be moved until qualified assistance is available. The child will be dealt with off-site if necessary and parents informed accordingly.

**9.11** All accidents, whether minor or major, must be recorded in the school accident book.

**9.12** In the event that a fire alarm is sounded during a PE lesson, the children must immediately be lined up at the door and taken to the area of the playground which is detailed in the health and safety policy. ***This must be done whether the children are clothed and wearing shoes or not.***

## **10 The Role of Parents and Carers**

**10.1** Emmanuel School welcomes and appreciates the support and involvement of parents and carers in all aspects of their children's education.

**10.2** Parents who help with clubs will be appropriately inducted and monitored. A list 99 will have previously been carried out.

## **11 Responsibilities of the Sports Leader**



- Completing a PE policy and updating it at regular intervals
- Completing annual Action Plans for PE
- Ordering, organising, storing and labelling of equipment and Teacher Resources
- Providing an inventory of equipment and Teacher Resources to staff
- Organising and providing staff INSET
- Providing schemes of work for physical education
- Constructing the PE timetable
- Assisting and supporting staff, where required, to implement the curriculum
- Organising and assisting with sports related after-school clubs
- Liaising with outside agencies to provide links with the local community
- Monitoring the teaching and learning of PE
- Managing the PE budget
- Acting as the school's Primary Link Teacher for the Camden Partnership of the School Sport Coordinator Programme.

## **12 Monitoring and evaluation**

**12.1** Monitoring of lessons through lesson observation and drop-ins will be carried out regularly by the Subject Leader and the Senior Management Team.

**Policy reviewed** **June 2018**

**Agreed review schedule** **3 yearly**

**Next review due** **June 2021**

**Reviewed by (signature)**

**Flick Rea, Chair of S&HR**

**Kathryn Fitzsimmons, Head Teacher**