

Christ Church, Church of England, Junior School

**“Working together to build a strong foundation
through faith and learning”**



Physical Education Policy

Christian Vision

Grow and Learn together with God by our side.

January 2022

At Christ Church we inspire all pupils to succeed and excel in competitive sport. Pupils at Christ Church learn how to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions, sequences and movements. The children enjoy communicating, collaborating and competing with each other. The children will develop an understanding how to evaluate and recognise their own success.

1. Intent, Implementation and Impact for Physical Education (PE)

Intent

1.1 At Christ Church Junior School, Physical Education is an important part of our curriculum and we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social and moral development. We aspire for children to adopt a positive attitude and believe that anything can be achieved with determination and perseverance.

1.2 At Christ Church we offer a dynamic and varied program of activity to ensure that all children progress physically through a unique and fully inclusive PE curriculum. Our curriculum aims to improve the well-being and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We aim to deliver high quality teaching and learning opportunities that enable all children to achieve their personal best. All children participate in competitive sport which can be against self and/ or others. We encourage children to transfer the school values and promises to sporting and physical activity, ensuring that they aim to be the very best that they can be whilst demonstrating the school vision of 'Growing and learning together with God by our side'.

1.3 Swimming is an important life skill and we aspire for all children to leave primary school having met at least the minimum requirements of the National Curriculum.

Implementation

1.4 PE at Christ Church provides challenging and enjoyable learning through a range of sporting activities including invasion games, net & wall games, striking and fielding games, gymnastics, dance, outdoor and adventure, archery, badminton and swimming.

- Both Year 4 class has swimming during the academic year. Booster swimming sessions are provided to children who have not met the requirements.
- Pupils participate in at least 2 hours of high-quality PE lessons each week.
- The Long-Term planning for each class sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- Assessments are tracked by the PE Co-ordinator and used as handover for transition at the end of the academic year so that the new class teacher is aware of what the class has already been taught and to identify any areas that need further development.

- All staff can access the Medium-Term planning and half termly assessments for each class throughout the academic year.
- Teachers use and adapt planning and resources to ensure lessons across years show progression.
- Children are encouraged to participate in the varied range of extra-curricular activities. We provide inclusive and enjoyable clubs which increases children's physical activity.
- Physical activity is embedded in school life at Christ Church. We have a range of lunchtime activities which include football for both boys and girls and a playground games session. We also start the day with a daily mile on Thursdays!

Impact

1.5 At Christ Church, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the necessary skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active, and this has a positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise. We aspire for children to enjoy PE and develop a love of sport and physical activity which becomes part of their future life outside of primary school. Children can represent the school at sporting events from local to county level. Alongside this, we share sporting achievements both in and out of school in Achievers Assembly, so that we are promoting sports and activities, as well as celebrating a

2. Teaching and learning style

2.1 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 or group activities. Teachers 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.

2.2 Children will be assessed by completing a common task. They will be graded with a 1,2 or 3. The activities in the lessons will then be differentiated in order to support and stretch individual groups.

3 PE curriculum planning

3.1 Our planning comes from a wide range of sources including medium term plans created following CPD with qualified sports coaches. As required, we teach dance, games and gymnastics, swimming and water safety, and athletics. We also teach outdoor activity adventures team building games to ensure the children can solve problems both individually and as part of a team. The range of invasion games we teach give the children the opportunity to be competitive and to develop throwing, catching and ball control skills.

3.2 The curriculum planning in PE is carried out in two phases (long-term, medium-term). The long-term plan maps out the PE activities covered in each term. The PE subject leaders devise this plan in

conjunction with teaching colleagues in each year group. Sample plans and resources are also provided by the PE coordinator.

3.3 'PE Core Assessment Activities' that will take place throughout the unit of work and form the formal assessment for each individual child that half term.

3.4 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

3.5 There are times when PE will be taught by a specialist coach alongside our own teaching staff. The external coaches also plan using the 'PE Core Assessment Activities'

3.6 The teachers and coaches follow a progression of skills document which sets out the core assessment tasks.

4 Contribution of PE to teaching in other curriculum areas

4.1 **English**- PE contributes to speaking and listening in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

4.2 **Mathematics**- PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

4.3 Science

Some skills central to PE, such as communicating with others, problem-solving, comprehending and using existing resources to develop new ideas, also reinforce learning in Science. Both Science and PE support the development of observational skills, predicting outcomes, speculation and encouragement of curiosity and questioning.

PE provides opportunities for children to explore specific aspects of the human body. This learning includes understanding about the importance of food and nutrition as well as understanding how the body changes during exercise.

4.4 **Personal, social and health education (PSHE) and citizenship**- 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.

4.5 **Spiritual, moral, social and cultural development** -The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other 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 cooperate 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.

5 PE and ICT

5.1 Information and communication technology enhances the teaching of PE, where appropriate, in all year groups. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

6 PE and inclusion

6.1 We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

6.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment

7.1 In order to ensure assessment tasks in each year group show progression, the 'PE Core Activities' system is used. The outcomes are recorded on the schools assessment sheets twice each half term. The tasks that are expected to be completed in each year group are highlighted clearly on the sheet. The assessment sheets are also completed by external coaches to ensure that information is passed accurately between internal and external staff members. Assessment sheets for each area are passed on to the next teacher at the end of the academic year. This ensures the transition between year groups is smooth and skills are not repeated unnecessarily.

8 Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE shed which each teacher has a key for, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to 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 field and playgrounds for games and athletics activities, and a local swimming pool for swimming lessons.

9 Health and safety

At the start of each and every lesson the teacher must make a risk assessment of the dangers that are present in the room, or outdoor area and take action.

9.1 It is the general teaching requirement for health and safety that applies to this subject taken from 'Safe Practice in Physical Education and Sport' 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 area. No potentially dangerous jewellery is to be worn for any physical activity including earrings. Teachers are expected to check all apparatus and the area P.E. is taking place for any potential health and safety issues and adapt their lessons/ or make the children aware before starting.

9.2 First Aid

In order to provide satisfactory first aid cover first aid boxes are to be found for minor injuries

1. in the resources room
2. in the Practical area for each Year

In the event of a major injury/incident the following procedure should be followed.

- i) children should stop the activity and either sit or line up in a safe area.
- ii) teacher to send for an extra adult support by sending the emergency card to the office/Head's office/Deputy Head's classroom.

The "emergency card" issued to staff will be used to summon help.

At the start of every lesson the teacher should check the first aid box and that they have their emergency card.

10 Extra-curricular activities

10.1 The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term. The school also plays regular fixtures against other local schools. 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.

To enrich the P.E. curriculum the following opportunities exist:-

- a) Participation in local sport leagues and sporting activities both internally and with other primary schools.
- b) Regular football lessons are provided after school by Soccer Club 2000 to Upper School and Lower School pupils.
- c) A lunch time Soccer Club is organised by Soccer Club 2000 for Upper School pupils.
- d) Netball- An after school netball club is available after school. The club is supported by a netball coach.

Active break times

- a) A variety of equipment is available daily, both during break times and lunchtimes for use by the children. In addition the playground rota gives all children access to the adventure playground and the agility tyre park.
- b) Lunchtime staff lead adult led activities on a rotation basis.

11 Monitoring and review

11.1 The coordination and planning of the PE curriculum are the responsibility of the subject leaders, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject.
- Monitor assessment data every half term.
- Gives an annual summary report in which evaluates the strengths and weaknesses in PE and indicates areas for further improvement

11.2 The quality of teaching and learning in PE is monitored as part of the school's agreed cycle of lesson observations.

11.3 This policy will be reviewed at least every two years.