

PE Policy

Reviewed January 2020



The Stour Academy Trust

Introduction

Physical Education is a foundation subject within the National Curriculum. It educates pupils in the knowledge of the body and physical activities; the skill to use their body efficiently and effectively; the understanding of how their body moves and the importance of a fit and healthy lifestyle. This policy outlines the purpose, nature and implementation of Physical Education delivered in The Stour Academy Trust.

Staff at The Stour Academy Trust believe that Physical Education is a high priority for young pupils and understand how the quality of this education can have a substantial impact on a pupil's life. They understand that a quality Physical Education curriculum can empower pupils to lead a healthy, well-balanced lifestyle and can have positive impacts on both their physical and mental health and wellbeing.

Staff at The Stour Academy Trust believe in giving their pupils every opportunity to lead a balanced, healthy lifestyle and believe that educating them on the benefits of this can have a positive impact on their beliefs, health and lives overall.

This policy is broken down into six priority areas and aims to address how Physical Education should be delivered in each Stour Academy Trust school in a clear and concise manner. The six priority areas are:

- 1. Physical Education and Physical Activity*
- 2. Mental Health and Wellbeing*
- 3. Healthy Lifestyle and Choices*
- 4. Principles of Teaching and Learning*
- 5. Assessment Recording and Reporting*
- 6. The Role of the School PE Lead*

The implementation of this policy is the responsibility of the PE, Competitions and Events team, Headteachers, PE leads and all teaching staff within the Stour Academy Trust.

1. Physical Education and Physical Activity



At the Stour Academy Trust, we aim to promote physical activity and Physical Education not only through curriculum lessons taught each week, but by using cross-curricular and extra-curricular links to help educate our pupils on the importance of physical activity and a healthy lifestyle.

We aim to enable children to become physically educated by giving them the opportunity to:

- Create a healthy competitive nature within themselves; always striving to beat their personal best.
- Develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating movement.
- Promote physical activity and a healthy lifestyle.
- Ensure safe practice.
- Develop positive attitudes towards sports, competitions and engaging in activity with others.
- Develop problem solving skills and interpersonal skills which will have a much wider application.

Each of these goals will be met through a range of measures designed for maximum positive pupil impact, enjoyment, progress and success, as detailed below:

Create a healthy competitive nature within themselves; always striving to beat their personal best, by:

- Using a clear, concise and fundamental-based PE curriculum to develop intrinsic motivation within our pupils to better themselves where they can.
- To use minimal comparison with others in the class and look at the progress each pupil has achieved within each lesson, across the term and the academic year as a whole.
- Using the difference in ability as an opportunity for collaboration; peer assessment for each pupil to progress.
- Pupils are actively encouraged to strive to give their best and achieve personal goals.

Develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating, by:

- Understanding factors that can influence efficient and effective performance.
- Knowing how to improve their own performance and that of others by engaging in the continual process of reflection, selection, refinement, adapting and evaluation.



- Practising and consolidating movement concepts and motor skills in dance, games and gymnastics. In Key Stage 2 children will experience athletic activities, outdoor and adventurous activities and swimming in addition to the core programme.

Promote physical activity and a healthy lifestyle, by:

- Gaining an understanding of the importance and benefits of fundamental motor skills and how these can be applied in a range of contexts.
- Offering a wide range of competitions and events that cater for all ages and backgrounds, allowing pupils to explore their own enjoyment of physical activity in a variety of ways.
- Understanding and explaining the effects of exercise on the body.
- Selecting and engaging in regular physical activity, both in and out of the curriculum.
- Being aware of opportunities in local clubs and the community which cater for primary age children and actively encouraging students to try these clubs through taster sessions and school visits.
- Making healthy food choices at school, encouraging these same choices to be made outside of school.
- Running free extra-curricular clubs that are designed to enhance the skills learnt within the PE curriculum in a fun and competitive way.

Ensure safe practice, by:

- Understanding the importance of routine procedures and factors which affect safety.
- Appreciating the principles of safe practice and take responsibility for personal practice.

Develop positive attitudes towards sports, competitions and engaging in activity with others, by:

- Creating an environment that promotes and encourages personal qualities such as perseverance, teamwork, self-worth, sportsmanship, well-being and humility.
- Actively modelling and encouraging an appreciation of fair play and effective teamwork.
- Offering a wide range of competitions and events that cater for all ages and backgrounds, allowing pupils to explore their own enjoyment of physical activity in a variety of ways.



- Using signposting, assemblies and other initiatives to encourage pupils to think and act positively.

Develop problem solving skills and interpersonal skills which will have a much wider application, by:

- Working collaboratively in pairs and groups to collectively solve a range of challenging and innovative problems.
- Encouraging and allowing the expression of opinions in a safe, respectful and facilitating environment, ensuring all voices are heard.
- Expressing interest, enjoyment, motivation and enthusiasm for physical activity, including games, sports and exercise.



2. Mental Health

'Mental Health and Wellbeing' is the second strand of the PE curriculum that demands priority at the Stour Academy Trust. Mental health is taught explicitly throughout PE lessons and aims to instil in students the ability to be resilient and persevere in the face of adversity and the unknown.

All students have the right to feel safe, respected and included within their lessons and everyone has an equal voice. Physical education lessons can provide a range of challenging and unknown scenarios that may make students feel unsure and these feelings occur in everyday life; it is important to highlight this to students to help them understand the internal challenges they may face outside of their school lives.

Students should understand how to successfully deal with disappointment and be confident in attempting new tasks or challenges; overcoming barriers to these should be a focus throughout Physical Education lessons.

Please see the 'Well-being, Mental Health and Involvement' policy for further details on how mental health is a priority throughout the Stour Academy Trust and the skills students should gain from partaking in Physical Education.



3. Healthy Lifestyle and Choices

Students in the Stour Academy Trust are encouraged to lead a healthy lifestyle and make healthy choices that will benefit them throughout their lives, not just in school.

Physical Education lessons should aim to demonstrate the importance of a healthy lifestyle, with staff explicitly teaching both the short-term and long-term benefits of making healthy choices.

In KS2, students should be taught the nutritional value of a range of different foods and food products and begin to look for healthy options themselves. Students are encouraged to discuss what makes a food product healthy and the benefits that these foods may have later in life.

All schools within the Stour Academy Trust strive to be 'Healthy Schools' and intrinsically follow the 'Healthy Schools Policy'. Please see this policy for further information on how this is implemented.



4. Principles of Teaching and Learning

The principles of Teaching and Learning, alongside assessment, are what underpin the successful implementation of Physical Education lessons by teachers in all Stour Academy Trust schools. The principles are as follows:

- Differentiation and Special Needs
- Breadth and Balance of the Curriculum
- Use of the Teaching Assistant within the PE Lesson
- Swimming and Water Safety
- Long Term Planning and the New Scheme of Work
- Cross-Curricular Skills and Links
- Equal opportunities
- Knowledge and Understanding of Health and Safety

These principles are consistently approached in all schools within The Stour Academy Trust. They are considered in detail by all teaching staff and support staff before undertaking Physical Education lessons with pupils.

Differentiation and Special Needs

When planning and selecting materials for lessons, the tasks, resources and teaching styles have been thoroughly reviewed so that the needs of all pupils – regardless of ability, age or stage of development – have been accounted for.

Pupils with special educational needs are entitled to have the same access to physical education as their peers. When planning for lessons, teachers identify challenges for all pupils, modifying and adapting the task and/or equipment to include the least-able child and to stretch the most-able.

Teachers regularly liaise with the SENCO regarding any pupil they believe would need further support – for example, extreme learning difficulties or physical disabilities.

Breadth and Balance of the Curriculum

The National Curriculum will be the basis of our physical education programme, with a focus on developing the fundamental motor skills of all pupils throughout their time in The Stour Academy Trust. The National Curriculum for PE is detailed below:



Schools are not required by law to teach the example content in [square brackets].

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.*

During the planning process and development of the Stour Academy Trust PE scheme of work, the National Curriculum has been used as the foundation for lessons to be built upon, with learning objectives in each lesson intricately linked to



the National Curriculum. The Stour Academy Trust believes that a curriculum plan that balances fundamental motor skills alongside an encouragement of healthy competition is a recipe for success.

All pupils are regularly developing their fundamental motor skills and are frequently exposed to healthy competition within their lessons, regardless of their age or ability.

Use of the Teaching Assistant within the PE Lesson

At the Stour Academy Trust, Teaching Assistants take an active role within the PE lesson. They are effectively used to assist the teacher in ensuring that all pupils achieve the learning outcome of each lesson, regardless of ability.

Teaching Assistants regularly take small groups within the PE lesson and extend their learning and development in meaningful ways. This is not only done by taking a lower-ability group and giving bespoke support to them, but also by taking higher-ability pupils and discussing tactics, presenting them with challenges and aiding them to overcome adversities.

It is a firm belief of The Stour Academy Trust that curriculum interventions should not be performed by the Teaching Assistant during PE lesson time. It is imperative to the Trust that all students are given access to the legally required two hours of structured Physical Education each week and that Physical Education lessons are promoted as fun, engaging and a learning journey; not something that is able to be missed due to other curriculum needs.

Swimming and Water Safety

Swimming is an integral part of Key Stage Two Physical Education at The Stour Academy Trust. The National Curriculum states that:

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.*

Within the Stour Academy Trust, it is the belief that pupils should be taught to swim from a young age and therefore all schools deliver swimming instruction to Year 3 pupils.



Within each school, each Year 3 class would receive 8 swimming instruction sessions with a qualified instructor, spread out over the course of a term. The aim of these sessions is to adequately teach pupils to swim a range of strokes and successfully traverse 25 metres in water, unaided.

After all Year 3 pupils within a school have completed their initial 8 sessions, students who were unable to swim 25 metres competently will be identified and given another 8 sessions with a qualified instructor, with the aim of giving them every opportunity to develop their skills as a swimmer and their awareness of water safety.

Pupils who have been identified as able to swim 25 metres after the initial 8-session period will not attend the extra 8 sessions.

Long Term Planning and the New Scheme of Work

The Stour Academy Trust has developed a clear, concise and skills-based PE curriculum for all year groups within their schools. This curriculum aims to not only develop pupils fundamental motor skills in a differentiated, progressive way, but also to empower teachers across all year groups to continually grow and develop their own competency in delivering Physical Education lessons.

All strands of the Physical Education Long Term Plan are skills – not sports – based. This allows for a development of pupil skills as they grow and move through the school, where they are able to explore how their fundamental skills can be applied to a range of different sports and activities.

All pupils in Years 1-6 will receive Physical Education lessons in the following areas:

- Striking and Fielding
- Invasion Games
- Dance
- Gymnastics
- Net and Wall Games
- Athletics

In addition to this, pupils in Key Stage 1 will receive Physical Education lessons in one of the following areas:

- Sports Day Events



In addition to this, pupils in Key Stage 2 will receive Physical Education lessons in one of the following areas:

- Swimming (Year 3)
- Outdoor Adventurous Activity (Years 4-6)

PE is taught in 2, 1-hour lesson slots at all schools within The Stour Academy Trust, following the newly developed scheme of learning. Within this new scheme of learning, the first session of the week is skills-based learning, developing a chosen fundamental motor skill, with the second session used as an opportunity for pupils to further develop and apply this skill in competitive and engaging activities.

For each week, teachers are given one, 1-hour lesson plan for a specific fundamental skill. Teachers are able to follow this lesson plan to deliver the first PE lesson of the week, adapting it as is needed to meet the needs of all pupils in their charge.

For the second PE lesson of the week, teachers are asked to develop a competitive, yet friendly, activity or game where the skills that the pupils have been taught in the previous lesson can be applied. This can replace the skill-based learning on the lesson plan for that week, creating a new lesson for the second PE lesson.

This scheme of work ensures that teachers are constantly reviewing and developing their own practice and ability in PE, whilst ensuring that a clear, skills-based curriculum is being delivered to all pupils within The Stour Academy Trust.

Cross-Curricular Skills and Links

Physical Education and physical activity can be an added dimension to the wider school curriculum and this belief is adopted by The Stour Academy Trust. Staff are encouraged to intertwine physical activity – and therefore opportunities for Physical Education – into other areas of the curriculum. This can be through Outdoor Maths, Active English, PSHE, outdoor learning and many other facets.

Staff will give pupils opportunities to use ICT to support and develop their learning, data handling, research and retrieval skills within Physical Education lessons, by recording themselves completing a task, watching it back, collecting data and reviewing how their skills could be improved next time. This will then incorporate Maths and Literacy into the PE curriculum in all schools within The Stour Academy Trust.

Equal opportunities

All pupils – regardless of race, gender, ability, social origins, size, or individual difference – are entitled to be included and successful in Physical Education



lessons. All pupils have equality of opportunity in respect to curriculum balance, curriculum time, extra-curricular involvement and use of resources and facilities.

The Stour Academy Trust's policy is to enable all our pupils to experience success, not failure.

Knowledge and Understanding of Health and Safety

All routine procedures relating to safe practice are agreed and will consistently be adhered to by all teachers and support staff within The Stour Academy Trust.

Health education, particularly those areas addressing the effect of exercise on the heart and the need for exercise to keep us healthy, will be addressed during the appropriate Physical Education or PSHE lessons. Pupils will be taught the importance of a warm-up and cool-down and discuss how best to prepare for a range of different activities.

The safe use of equipment will be encouraged at all times and children will be trained to move and store equipment in a safe manner. Pupils in Key Stage 2 may be trained to collect and return small equipment from the equipment store with the permission of their teacher and supervision of a staff member.

Prior to a PE lesson, all equipment will be checked by a teacher to ensure it is safe to use. All adults working in the school have a responsibility to report any defects in the equipment which need to be addressed and rectified. All activities which involve children working above floor level must have mats.

When engaged in Physical Education, children are expected to behave in a considerate, responsible manner showing respect for other people and equipment. During physical education, children will be encouraged to discuss safety implications concerning themselves and others.

Pupils will be taught how wearing appropriate clothing and being hygienic is good for their health and safety. Good hygiene is imperative within all schools and is regularly discussed and practiced both in and out of the classroom. All Stour Academy Trust schools will promote the use of appropriate Physical Education attire, as detailed below:

- Plain T-shirts and shorts are to be worn for PE lessons.
- In colder weather, tracksuits and light sports jackets may be worn for PE lessons.



- Trainers must be worn at all times during PE lessons, with the exceptions of Gymnastics and Dance.
- For Gymnastics and Dance, pupils should be bare foot, unless they have a verruca, where plimsolls will be worn.
- Fashion trainers are not to be worn for PE lessons.
- No jewellery is to be worn during PE lessons.
- Long hair should be tied back appropriately to avoid injury.
- For swimming instruction, only swimming trunks and swimming costumes are to be permitted – Speedos and bikinis are not permitted.
- The British Association of Advisers and Lecturers of Physical Education (BAALPE) states that Goggles or masks should be allowed in exceptional circumstances where eyes may be adversely affected by chemicals in the water. Parental permission should be sought if children are going to wear goggles during PE lessons.

Pupils that do not have the appropriate PE attire will be expected to continue to take part in Physical Education, but in a non-active capacity. Some examples of non-active roles during Physical Education are:

- Umpiring/officiating
- Coaching
- Equipment monitors
- Score keepers

These examples are ways of ensuring that all pupils within The Stour Academy Trust are engaged in all of their Physical Education lessons, regardless of attire.



5. Assessment Recording and Reporting

The Stour Academy Trust have a robust assessment routine for the Physical Education of its pupils, which detail a clear picture of pupils developmental ages, their areas of concern and how they progress throughout the year.

Pupils in Years 1-6 will undergo a series of Fitness tests each year, administered in Term 1 and Term 5. The aim of these tests is to measure the progress made by each pupil in a range of skill areas. All fitness testing data is recorded, and comparisons are made between individual pupil's Term 1 and Term 5 results, to see if there is a progression of skills evident.

Members of the PE, Competitions and Events team will analyse this data further, looking at different demographics of pupils within The Stour Academy Trust to identify any patterns of non-progression amongst groups of pupils. This will then inform the review and adaptation of the Physical Education scheme of work delivered by The Stour Academy Trust.

Each lesson in the Physical Education scheme of work contains a learning objective, with a clear and detailed link to a strand of the National Curriculum.

During and after an individual Physical Education lesson, teachers will be constantly reviewing student performance. They will then note down on the Physical Education Assessment Tool those who were working below the expected standard (could not meet the learning objective) and those pupils who were working above the expected standard (met the learning objective with ease). This will occur for every Physical Education lesson.

The Physical Education Assessment Tool will be regularly reviewed by the teacher, identifying any pupils who may be considered "Gifted and Talented" in a specific area, as well as any students who are consistently not meeting the required outcomes. Those that are identified as persistently not meeting the outcomes would become a focus during lessons, working in a small group with an adult to develop their skills further at a rapid pace.

At the end of each term, teachers will review their Physical Education Assessment Tool to determine any gaps in knowledge or skill and use this to inform the adaptation of lesson plans moving forward for their class.

At the end of the academic year, teachers will review their annual Physical Education data, passing this onto the cohorts next teacher, so that they are suitably informed of the physical needs of the class and can identify any skills that need to be a focus moving forward. This data will also inform pupil reports, clearly showing



who has achieved/not achieved the age appropriate outcomes for each fundamental motor skill and National Curriculum strand throughout the year.



6. Role of School-Based PE Leaders

The PE Leaders within each school of The Stour Academy Trust are supportive of the staff within their school and assist staff to develop their practice wherever is required of them.

PE Leaders should regularly monitor the use of the Physical Education Assessment Tool and address any lapses in its use swiftly. They will also collect and store fitness testing data for all pupils in Years 1-6, so that it can be reviewed at the end of Term 5.

Staff in The Stour Academy Trust should speak to their respective PE Leaders should they feel they need extra support or training. The PE Leaders will then assist as necessary, supported by the members of the PE, Competitions and Events team.

PE Leaders should be vigilant in ensuring all pupils in their respective schools have access to two 1-hour sessions of high-quality Physical Education each week and speak to senior leaders if they have concerns in regards to this not being met.

When competitions or events are organised, it is the responsibility of the PE Leaders, alongside Head Teachers, to ensure that all relevant staff are aware of these competitions/events and have all relevant documentation and information to succeed in their organisation and implementation.



Reviewing the Policy

This policy outlines the practice and intentions of the schools within The Stour Academy Trust at the present time and will be used as an ongoing document. It will be updated on a regular basis, when the Government produces new regulations, or if it receives recommendation on how this policy might be improved.

