

PE Policy

Reviewed March 2024



The Stour Academy Trust

**A Multi Academy Trust at the forefront of providing a 21st century education for children.
We have a vision for education that gives children the necessary skills to thrive in our
modern, 21st century world.**

Our pedagogical model combined with the intentional deployment of technology will help us deliver personalised learning. Through the innovative use of digital technology, we will create a level playing field for all children, irrespective of their language skills, reading ability or any other factors that may present learning challenges. Technology will accelerate our progress but will not be the driver of our vision. We will develop both the cognitive and social-emotional skills necessary for children to succeed in their personal and professional lives. There will be no barriers to achievement within our learning community and our teachers will build strong relationships that facilitate the learning of others. Traditional classrooms will evolve to allow the vision to be fully embraced. Our enabling environments will be child-centred and designed to allow for flexibility, collaboration and independence. The aim is to shape our environment to better reflect a 21st century workspace that promotes social interaction, communication and self-regulation.

Trust Values

We are:

- ♣ Collaborative
- ♣ Nurturing
- ♣ Inclusive
- ♣ Ambitious
- ♣ Innovative

Introduction

PE promotes the healthy development of a child's body and their physical competence. It teaches children the value of physical activity throughout life and provides them with opportunities for awareness and appreciation of skilful and creative performances, from their own and other cultures.

Throughout our PE sessions the children are taught about health and fitness and that there is not a "one size fits all" approach. All children are encouraged to be fit and healthy and shown different ways in which to work on this both at home and in school through exercise and healthy eating.

Children will all have the opportunity to lead in different areas of PE and sport whether it be through lessons, umpiring, refereeing or peer coaching. The school also gives opportunities for year 6 pupils to become sports leaders where they can extend these skills further, alongside developing their self-esteem, sense of achievement and positive attitude about themselves.

PE enables children to develop socially through co-operation and collaboration. We provide opportunities for children to promote their problem solving and decision-making skills and their awareness of others. During PE, a child is encouraged to think, devise, plan, practise, adapt and evaluate individually, or in a small group, or as part of a team, to develop essential social skills and positive sporting behaviour. We aim to develop their sense of fair play, both within PE curriculum time, and by encouraging all children to participate in extra-curricular sport.



Aims:

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.

Implementation

In KS1, our curriculum focuses on learning fundamental skills and introducing pupils to small team skill-based games. By KS2 pupils are introduced to a wide variety of sports using the skills they learnt in KS1 to build on. They will learn basic rules of a variety of sports, in addition to other active curriculum activities and the provision of apparatus during playtimes to encourage the children to be physically active.

Key Stage 1

Dance
Games
Gymnastic activities
Multi Skills
Athletic activities
OAA

Key Stage 2

Dance
Games
Gymnastic activities
Athletics
OAA
Fitness training
Swimming
Water safety

The teaching programme will include a variety of well-organised team or individual, co-operative and competitive activities, allowing pupils to work and play together within their class and school community.

Our PE curriculum also includes health and well-being as we believe that a healthy mind is as important as a healthy body.

Extra-curricular Activities and Community Links

Extra-curricular PE activities play an important role in the life of the school. They can extend and develop skills acquired during lesson time, promote the social aspects of sport and add a dimension to the school community. All children in Years R to 6 have the opportunity to participate in extra-curricular activities throughout the year.

Each school may research the patterns of uptake in extra-curricular clubs and seek to address this by adding in clubs that suit the needs and context of the school.



Competitions against other teams, within the school, inter-school within the Trust and with schools in the local area, lead to the development of team spirit and enable children to learn the useful lessons associated with winning and losing.

We have a close network with our local clubs and secondary schools to ensure that the Physical Education offer is as wide as possible.

Learning, teaching and inclusion

Teachers will adopt a range of teaching styles in order to engage all pupils in learning. Long term plans have been reviewed and are in place. All areas have a scheme of work ensuring progression and variety throughout the school.

Our PE Curriculum ensures we can give every pupil the opportunity to experience success in learning. We take a flexible approach to take accounts of any gaps in learning and to meet individual needs, allowing all children to try different sports and activities with progression through the year groups.

In PE the barriers to learning can range from physical capabilities to issues around changing, difficulties with language and comprehension or attitude and expectation. Things that might act as barriers for a few or many pupils will be addressed through planning and lesson adaptations.

Equal Opportunities:

Pupils will have equal opportunities to access, take part in and succeed in PE and Sport. All pupils regardless of race, culture, gender, physical or learning disability, social origins or physical stature are entitled to be included and achieve. Every pupil has an entitlement to a broad and balanced curriculum, equal curriculum time, access to extra-curricular activities and use of resources and facilities. Our policy is to enable all pupils to experience success. Sensitive and informed grouping of pupils, for example ability, social and random groupings will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources and facilities will also support children's age, stage and ability.

Additional support will be given where it is needed and liaison with the SENDCO will be sought, as for any other area of the curriculum.

Key Skills / Cross-curricular links:

PE offers an additional dimension to the whole school curriculum and the wider life of the school. PE has particular links with health education, personal and social education, citizenship, and key skills, including, literacy, numeracy, ICT, geography, language and communication skills and working with others. The dance element of the physical education curriculum will also enhance and enrich, complement and intensify experiences within the arts curriculum and across the school. Teachers will give pupils the opportunity to make the connections and develop these key skills through their work in PE.

Swimming and Water Safety

Swimming is an integral part of KS2 Physical Education. The National Curriculum states that:



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.

All pupils should be taught to swim from a young age and therefore all schools deliver swimming instruction to enable them to swim 25 metres.

Within each school, each Year 3 class would receive 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.

students who were unable to swim 25 metres competently, after their initial sessions have concluded, will be identified and given further lessons, with a qualified instructor, to give them every opportunity to develop their skills as a swimmer and their awareness of water safety.

The PE subject leader will:

- Provide strategic direction and development of physical education.
- Engage in schemes/coaches to help develop ideas and confidence for staff.
- Ensure that the policies and plans reflect the ethos of the school.
- Engage with the wider Trust PE team to develop a long-term curriculum plan based on the national curriculum programmes of study.
- Support teachers to develop and build their confidence in teaching PE.
- Evaluate the effectiveness of the physical education curriculum.
- Attend meetings or CPDL to develop community links with other schools and enable the participation of our pupils in district tournaments and events and disseminate any information throughout the school and / or wider Trust.

They will secure and sustain effective teaching of PE and evaluate the standards of learning and achievement by:

- Monitoring standards of teaching and learning using a range of strategies including lesson observation, reviewing planning, and talking with staff and pupils.
- Ensuring curriculum coverage, continuity and progression, considering the needs of all pupils.
- Ensuring that teachers are clear about teaching objectives in lessons and can communicate this to pupils.
- Setting high expectations for staff and pupils in relation to standards of achievement and the quality of teaching.
- Supporting staff to evaluate and develop their practice.
- Leading professional development of the subject and help to identify opportunities for continuing professional development to meet the needs of staff and the school.
- Reviewing the needs of physical education in terms of delivery, staff training and resources to keep the subject in line with any National changes.
- PE development planning, which will support the academy and Trust development plan.
- Ensuring that there is safe practice and that risks are assessed and managed.



Health and Safety:

- It is essential to secure safe practice and to ensure that all routine procedures are agreed and consistently adhered to by all staff. These procedures will include; organisation within the lesson as well as before and after the lesson when changing and moving to and from the working area; pupils' kit and equipment; resources including storage and safety; pupils responsibilities and management of safe practice and the withdrawal of pupils.
- It is essential that pupils are taught skills and operates within appropriate ground rules to enable them to participate safely and confidently within PE. Pupils are expected to work in a safe manner and know what this means.
- All staff will plan their work with the safety of pupils in mind: support can be sought from the subject leader to ensure that this is the case and that risks have been assessed and are managed effectively.
- The PE leader will ensure all outside agencies are appropriately qualified, risk assessed, mentored and that communication between outside agencies and school staff is clear.

Sports Premium Funding

In September 2013 the school was allocated School Sports Premium Funding. There are 5 key indicators for schools to target with this funding.

These are as follows:

- increasing all staff's confidence, knowledge and skills in teaching PE and sport.
- increasing engagement of all pupils in regular physical activity and sport.
- raising the profile of PE and sport across the school, to support whole school improvement.
- offer a broader and more equal experience of a range of sports and physical activities to all pupils.
- increase participation in competitive sport.

These will be reported on twice a year and published on each school's website.

Conclusion

The PE and sport journey begins in the primary school and it is essential that we make it a positive experience.

We aim to ensure that our PE lessons are informative, progressive and fun, encouraging and providing children with sufficient skills to feel confident in PE and sport. This document outlines the school's current policies regarding the teaching and organisation of PE activities and events. It emphasises the importance of PE to the school environment and in the development of all pupils.

Useful links

[Safe Practice: in Physical Education, School Sport and Physical Activity - Association for Physical Education \(afpe.org.uk\)](http://afpe.org.uk)

[kent- framework for safe practice ed visits v1.pdf \(theeducationpeople.org\)](http://theeducationpeople.org)

