



## St Michael in the Hamlet Physical Education (PE) Policy

Academic Year 2022-2023

### Intent:

At St Michael in the Hamlet Community Primary School we recognise the vital contribution Physical Education has in developing a child's physical, cognitive, social and emotional development.

**“Our aim is to provide a range of healthy, sporting and challenging activities to all pupils in our school. We will support learning through participation and encourage children to improve and excel. We are committed to providing positive experiences to children of all abilities through the teaching of basic skills, healthy lifestyles and essential life skills. This will enable individuals, groups and teams to flourish and achieve.”**

At St Michael in the Hamlet Primary School we believe that sport plays an important part as it contributes to the health and well-being of our children. Sporting excellence and participation, alongside strong cultural opportunities, go hand in hand with academic standards.

We encourage children to develop their creative and expressive abilities, through improvisation and problem solving children are taught to appreciate the importance of a healthy fit body, and begin to understand those factors which affect health and fitness.

### Implementation:

#### PE Curriculum

A wide range of activities is delivered in school, which aim to engage and inspire all children. We are also committed to ensure that all children receive at least 2 hours per week of high quality well-planned Physical Education.

#### Reception

Reception lessons encourage the youngest learners to develop their agility, balance, and coordination in fun teams and partner based activities in dance, gymnastics and physical Literacy.

#### Early Years Framework for Reception:

- To performing and link simple gymnastics movements.
- To create and perform short dance sequences.
- Body movement basics, including balancing self and object.
- To control speed and direction in running games.
- To be able to navigate obstacle courses.
- To be able to move and control objects like beanbags, balloons, and balls.
- Cooperating and problem solving with partners and groups.
- To understand the basic changes exercise causes in the body.

## **Key Stage One**

- To develop fundamental movement skills, becoming increasingly confidence and competent. To master basic movements such as running, jumping, throwing and catching.
- Develop balance, agility and coordination skills.
- To apply basic movements in a range of activities.
- Perform dances using simple movement patterns.
- To work individually and with others.
- Participate in team games and to develop simple tactics for attacking and defending.
- Engage in competitive physical activities.

## **Key Stage Two**

- To use running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance in combination.
- Perform dances using a range of movement patterns.
- Enjoy communicating, collaborating with each other and within a team.
- Play competitive games, modified where appropriate. Apply basic principles suitable for attacking and defending.
- To swim competently and proficiently over a distance of at least 25 meters. Use a range of swimming strokes effectively.
- To perform safe self – rescue in different water- based situations.

Over the year each child will participate in games, athletics, dance and gymnastics lessons. Opportunities are also planned for swimming in Year 3 and Outdoor and Adventurous activities in Years 6.

## **Impact:**

### **Sports Funding**

We have used the Sport Funding to purchase the bronze membership of the Liverpool Schools Sports Partnership, which alongside our own school actions has enabled us to strengthen and improve our provision in the following ways:

- To support and engage the least active children through a varied Physical Education programme, during Curriculum PE lessons, as well as before after school PE activities.
- To pay for professional development opportunities for teachers in PE and sport.
- To provide cover to release teachers for professional development in PE and sport.
- To buy quality assured professional development modules /materials for PE and sport.

## **Assessment**

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child at each level of attainment.

### **PE assessment involves:**

Regular feedback during PE sessions from adults (teachers or coaches), other young people or through self-reflection. Through feedback, pupils understand what they can do well and what they need to do to improve and make progress.

- An ongoing dialogue between children and adults, with both short and long term goals considered.
- Detailed and specific individual progress of children is measured against detailed criteria across a wide range of sporting activities.
- Consistently looking to extend children, in order that they fully realise their potential within the subject.
- A range of recordable measures, using ipads to self and peer reflect on practical sessions. Photographic evidence and adult observation.
- To use the **PE Passport** software to assess all children's weekly and half termly targets to record their progress as well as monitoring gaps in skills and knowledge. To identify individuals who could benefit from targeted provision to ensure they reach their full potential.

## **Safety**

As with all physical activity, it is important that certain procedures are followed in order to minimise the risk of injury:

- Children should dress in shorts/tracksuit bottoms and t-shirts.
- Children will work in bare feet for all indoor and apparatus work.
- Plimsolls or trainers are worn for outdoor games, together with a tracksuit if it is cold.
- Jewellery is not to be worn. Ears pierced for less than six weeks will be covered with medical tape. Earrings will need to be removed prior to any swimming or PE activities.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by an adult before use.

## **Safeguarding**

- All adults working in school with children will be DBS checked.
- Adequate and sensitive arrangements will be made for changing that will take into account the needs of pupils from different religions, beliefs and cultural backgrounds.
- All pupils will be treated fairly with respect for their privacy and dignity.
- When whole classes change together in a classroom consideration should be given to utilising furniture or screens to provide discrete areas. Also covering windows if practicable.
- There should always be at least a minimum of **two members of staff** where possible in all Physical Educational activities.
- During swimming all adults will remain in close proximity. Leaving changing room doors slightly ajar.
- Pupils should be aware that an adult can enter the changing room if necessary – in response to a disturbance or an emergency.
- As far as possible, members of staff should supervise or assist pupils of the same sex.

- If there is a need to enter the changing room it is recommended that they should alert pupils before entering giving them an opportunity to cover up.
- Clear expectations about behaviour will be established before any swimming occurs.
- Any assistance that is required should take place openly not out of sight of others.
- Pupils who express disquiet or concern about the behaviour of a member of staff should be listened to and appropriate enquires conducted by the Head Teacher
- Allegations about a member of staff, from any source, must be reported promptly to the Head teacher, who will act in accordance with the school's procedures.

### **Practice at St Michael in the Hamlet CPS**

**Under normal operating conditions children will be expected to change for P.E lessons referring to the following recommendations. Children are still coming into school wearing appropriate clothing and footwear to participate in PE lessons.**

- Reception to Year 4 children change for PE in their classrooms under the supervision of staff. If a child's parent request they change separately they will go somewhere suitable to do so alone or with a same sex class friend depending on the circumstance.
- **Year 5 and 6** to be given the opportunity to change separately – being supervised by a staff member who positions themselves between two classrooms.
- Male members of staff will ask for a female TA to assist them in supervision of Upper Key stage two children so they are not left in a vulnerable position.

### **School Field**

When travelling to the school field the following procedures must be followed.

- Staff to inform the school office that they are going to the school field.
- To gain access to the field groups must go through the school building.
- A first- aid kit and radio **must** be taken to the school field.
- Staff will confirm they have arrived safely and upon leaving the field to let the school office know they are heading back to the main school building.
- All medication to be taken.
- Pupils' who need to use the toilet will use the EYFS outside facility.
- All gates must be locked and secured once all pupils are safely through.

### **The Wider Curriculum**

Physical Education and sport has a high profile in our school and permeates many aspects of school life.

During our residential visits, children are given opportunity to participate in many different activities which may include: orienteering, assault courses, canoeing, raft building, climbing, caving, zip-wire, trapeze, high rope challenge, low rope challenge, quad bikes, sport target shooting, archery, giant swing, abseiling, puzzle physical solving, indoor sports, dance, fencing and water sports.

Intra-school sports challenges are built into the curriculum and regular house sports are encouraged. In the summer term we also hold our annual Sports Days in which we encourage participation of all children in potted sports and organise competitive races for our more sporting youngsters on a House basis.

Other agencies are used to enhance the variety of activities available and we take full advantage when these opportunities become available. For example, Liverpool John Moores University students deliver a year 6 Dance project and dance workshops. Talented children are signposted to local clubs and events to encourage them to develop their skills.

Healthy living and positive attitudes towards Health Issues are investigated and promoted across the curriculum. We look at balanced diets and healthy diets in science, alongside what is not healthy.

Philosophy For children (P4C) activities promotes positive attitudes towards looking after each other, and taking care of ourselves. We concentrate on healthy lifestyles, which include mental, emotional and spiritual health.

Special events like Healthy schools Week highlight the importance of a balanced diet appropriate to children. Parents of new children are encouraged to sample our excellent dining provision at new intake meetings, where families may experience examples of healthy school meals.

### **Beyond the School Day**

The school is keen to provide a wide range of extra-curricular clubs for children throughout the year, which are organised by our teaching staff and support staff. Children enjoy the opportunity to work with different staff and have the chance to try many sports such as Football, table tennis, circuit training. We try to cater for all our children's needs and so ask the children which clubs they would like to see included during the year; we also monitor participation and check uptake against gender and free school meals.

We believe that children leave our school equipped to enjoy sport for all its health and social benefits. For those who relish the competitive element, they gain the skills, confidence and relevant experience to succeed at their chosen level and discipline.

### **Monitoring and Review**

This policy will be reviewed every three years.

Review Date

April 2024

Policy updated April 2023