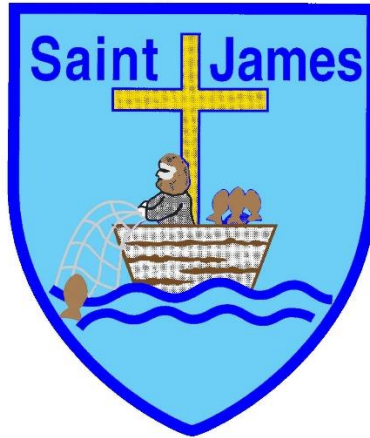


# **Altham St. James CE Primary School**

## **Physical Education Policy**



### **Our Mission Statement**

**Living our lives as Jesus wants us to**

- **Be the best that we can be**
- **Respect the world and everyone in it**
- **Love, Forgive and reconcile**

***John 15:12 Love each other as I have loved you***

### **Introduction**

At Altham St. James School, we aim to provide a safe, secure and ordered environment in which children can learn effectively through physically demanding activities and competitive sport. We offer a broad, balanced and Adaptive Physical Education curriculum, which is progressive, stimulating and challenging and which, allows each individual child to experience a sense of achievement and success. We aim to foster qualities such as self-esteem, self-confidence, tolerance, perseverance, empathy, fairness, respect and a positive attitude towards Physical Education which will support their health and fitness and which will hopefully continue into their adult lives.

### **Aims**

To ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time

- engage in competitive sports and activities
- lead healthy, active lives

### **Importance of PE**

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

### **Sports Premium**

This is funding provided to improve the quality of PE and sports activities offered to pupils. Altham St. James School is awarded £16,530 per annum (2025). This will be used to hire Specialist coaches, fund after school sports activities, run sports competitions and to provide adequate resources and CPD. A report will be given termly to Governors.

### **Programmes of Study (National Curriculum 2014)**

#### **Early Years**

In the Foundation stage, the children will develop their fine and gross motor skills through the Physical Development area of the EYFS curriculum.

#### **Key Stage 1**

Pupils will develop fundamental movement skills. They will become increasingly competent and confident, working towards mastery of these skills. They will access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will have opportunity to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

- Mastery or working towards mastery of three key areas of Fundamental Movement Skills (FMS): locomotor, manipulative skills and stability skills, using a range of activities to apply these. 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 will continue to apply and develop a broader range of skills. They will learn how to use them in different ways and to link them, to make actions and sequences of movement.

They will have opportunity to communicate, collaborate and compete with each other. They will develop an understanding of how to improve in different physical activities and sports and will learn how to evaluate and recognise their own success.

Pupils will 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...

Pupils in KS2 will have opportunity to learn 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.

## **Teaching and Learning Methods**

### **Early Years**

The Foundation staff will be responsible for the Physical Education provision and will be guided by the Physical Development Early Learning Goals. The Foundation Stage children will also participate in a weekly PE lesson.

### **Key Stage 1 and 2**

The class teacher will generally be responsible for the class in addition to the extra staff arrangements required for swimming.

In both Key stages, the P.E Hub planning scheme of work will be used and adapted to meet the needs of the cohort.

Qualified sports coaches will also deliver lessons to pupils for a range of different sports. This will not only provide high quality PE teaching but will enable staff to observe and enhance their professional development.

### **Planning Continuity and Progression**

- The school will follow long term plans with skills progression for each year group based on the National Curriculum for PE
- Lessons are based on the PE Hub scheme of work

### **Dress**

- The children change into clothing appropriate to the proposed activity. The kit recommended by the school for gymnastics, dance, athletics and games is, shorts (dark colour – black or blue) and a white t-shirt and where children wear tracksuit bottoms they should be close fitting.
- The children work in bare feet or pumps during dance and gymnastic activities and pumps and where appropriate training shoes) for games activities.
- Long hair should be secured.
- Staff should ensure that their own footwear is suitable and where possible, wear appropriate clothing.
- For swimming, the children should change into trunks or swimming costume.
- A cap should be worn whilst swimming for children who have long hair.
- No jewellery is allowed. Earrings should be taped over if ears have just been pierced. This should be done at home. There is no swimming if ears have been recently pierced.
- Normally the children will change in the classroom under the supervision of the class teacher.
- All new parents are informed and full details are set down in the school prospectus of the dress etc., required for their child when undertaking PE.

### **Non-Participants**

- All children should participate in PE activities as far as possible
- A note signed by a parent or guardian is expected if a child is not to participate in PE activities. It may be appropriate to request a doctor's note following a series of notes from a parent/guardian.
- Non-participants should be encouraged to take as active a part as possible in the activities, e.g. time-keeping, scoring, evaluation of performance.
- Children who are unable to go swimming will be under the supervision of the teacher
- Parents will be notified if their child forgets their PE kit. This will be monitored.

### **Special Educational Needs**

The policy of the school is that all pupils are entitled to equality of access to the full range of educational experiences available. It is the responsibility of all teachers and support staff to ensure that pupils are taught and assessed appropriately according to their needs. In addition to the principles and practice described in this policy, the school undertakes the procedures recommended by the DfES Special Educational Needs Code of practice to ensure that parents and pupils are fully involved in all decision-making and support programmes.

### **Equal Opportunities**

All pupils will have access to the PE curriculum and treated equally regardless of ability, gender, race cultural background or any physical or sensory disability. It is the responsibility of staff to promote good practice in equal opportunities.

### **Gifted and Talented.**

All teaching and learning situations will take account of the range of abilities and work will be differentiated accordingly.

### **Out of School Learning (OSHL)**

The school offers a range of lunchtime and after school sporting activities lead by school staff and professional coaches. These are open to any pupil in the relevant year group. Staff will notify pupils/ parents/ carers of any cancellation, rearrangements of clubs as soon as possible. Attendance registers are taken at the beginning of each of these sessions in case of fire or other emergencies.

### **Safety**

The school will follow the safety requirements as laid down by the guidelines 'Safe practice in Physical Education and School Sport 2012'. In addition, teachers should ensure there is a safe working environment wherever the activity is under taken.

### **Some General Rules**

- Floor space must be clean and dry
- When using moveable apparatus such as hoops and ropes children must be careful not to slip on them and children must be informed of the risks
- Low apparatus such as mats and benches should be stored around the hall so the children can have easy access to it

- Large apparatus should be carefully placed with an appropriate number of mats

### **Points to Remember**

- Apparatus must be accessible
- Apparatus should be in good, safe working order
- Mats should be stored flat
- Apparatus must be appropriate to the age of the children
- The children must be trained to put out their own apparatus
- Children must always sit on the floor, not on the apparatus, this includes mats and benches
- Apparatus must be checked by the teacher before use
- Large pieces of apparatus should be put out first, followed by benches and small pieces of apparatus and finally mats. Apparatus should be put away in reverse order, i.e. mats first etc.
- Key Stage 1 children should only get out apparatus they can carry

### **Mats and Benches**

When lifting mats and benches children should be taught to bend their knees, keep their backs straight and always look forwards.

All-purpose gymnastic mats may be used for two purposes:

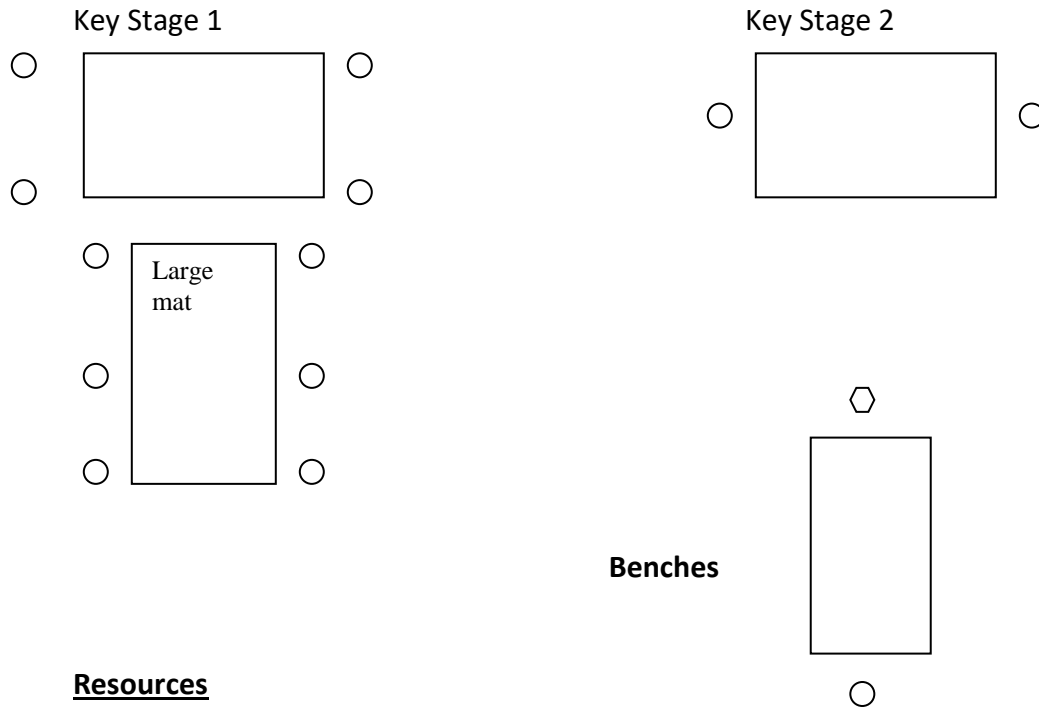
- Mats may be placed to indicate to children suitable and safe dismount points from apparatus, e.g. when jumping from a padded or agility table
- Mats may also be used in a precautionary way when children are working at a height, e.g. when working on the climbing frame or climbing rope. Their prime purpose when used in this way is to protect the skull in the event of an unforeseen fall. This procedure might be compared to the wearing of protective headgear when cycling for instance.

In both instances teachers will need to exercise their professional judgement in deploying mats effectively – too many mats spread indiscriminately around the hall would represent a health and safety hazard in itself limiting free and uninhibited movement around and between pieces of apparatus.

It is important from the earliest stages that children are educated in the use of mats and it should be made very clear to them the purpose behind placing a mat in a particular location. Children should be made very aware that mats are not designed to function as a safety net.

Finally, it remains critical that children are presented with appropriate gymnastic tasks and challenges. Children should not be allowed to embark upon gymnastic activity, which in the teacher's judgement is dangerous. It is essential that children undergo a progressive and well-planned gymnastic programme, which seeks to equip them with the appropriate technical understanding and confidence to improve their performance levels in a safe responsible manner.

### **Mats**



### **Resources**

PE equipment is stored in the PE shed in the lower playground.

### **Assessment and Recording**

Pupils learning in each activity will be assessed termly as described in the National Curriculum attainment targets.

### **Monitoring**

The whole PE programme will be monitored and reviewed by staff on an annual basis as part of a rolling programme.

### **Professional Development**

Staff will keep abreast of new resources, attend relevant courses where applicable and disseminate information to staff. Funds will be available for the subject via the School Development Plan and school budget.

**Success Indicators**

Pupils are developing competence in a broad range of physical skills and may excel in some. They are physically active for sustained periods. They engage in competitive sports and activities. They are leading healthy, active lives.

**Reviewed May 2025.**