



# St. Mark's C.E. Primary School

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## Physical Education Policy

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# **Physical Education Policy**

## **Rationale**

The school believes that Physical Education experienced in a safe and supportive environment is a vital element to a child's physical and emotional health and contributes to our whole school ethos. Physical Education is the only subject in the National Curriculum exclusively concerned with the physical child and consequently, especially for the sake of their health, it is important that all children are given a broad and balanced PE curriculum in school and access to a range of Out of School Hours Learning (OSHL) opportunities. The curriculum is designed to provide equality of access and opportunity for each individual irrespective of ability, experience, cultural backgrounds, interests, gender or disability.

## **Aims**

Through the St Mark's environment we aim:

- ✓ To aid our children's physical development building stamina, suppleness and strength.
- ✓ To promote a positive and committed attitude to PE through fun and enjoyable lessons and activities.
- ✓ To develop skills, knowledge and understanding that children need to take part in a team.
- ✓ To become willing participants and value the contribution which Physical Education and exercise can make towards children's health, well-being and lifestyle.
- ✓ To develop in each child an appreciation of physical and creative performances within and through movement.
- ✓ To assess and make judgements on children's own and other's performances.
- ✓ To provide opportunities for active learning through observation, demonstration and problem-solving.
- ✓ To promote understanding of safe practice in all activities.
- ✓ To focus on individual success in order to build children's self-confidence and self-esteem.
- ✓ To enable children to take part effectively on their own, with partners and in groups both in competitive and cooperative situations.
- ✓ To appreciate the importance of fair play and of abiding by the rules and codes of conduct in all activities.
- ✓ To encourage involvement in OSHL activities and develop community and club links.

## **Requirements**

Children in nursery and reception follow the Early Years Foundation Stage (EYFS). Early Years Teachers provide physical development opportunities through their continuous provision within their classrooms and outdoor area. They also participate in one weekly PE slot where the children explore Ball skills, dance, gymnastics and multi skills.

During Key Stage 1 (KS1) and Key Stage 2 (KS2) we aim to provide opportunities for the children to participate in over 2 hours of high level physical activity throughout the week. We allow 1 x 60minutes slot for a games/ team activity and 1 x 60 minutes slot for dance or gymnastics. During KS2 the children also get the opportunity to participate in swimming. As per the guidelines set by the government, by the end of Year 6, all children will be expected to be able to swim competently and confidently over a distance of at least 25 meters, be able to use a range of strokes effectively and be able to understand and perform safe self-rescue. We aim to ensure that all children can achieve these expectations by providing them with the opportunity to attend swimming lessons until they can do so.

## **Continuity and Progression**

The curriculum covers the six areas set by the National Curriculum, these include; dance, gymnastics, games, athletics, swimming and Outdoor and adventurous activities (KS2 only). There will be a progression from Reception to Year 6. The Key Skills for PE highlight this progression. We recognise that our children are at different skill and knowledge development levels. Differentiation is achieved by providing practical tasks, which allow children to succeed according to their individual ability. At all times steps are taken to ensure that cross-curricular issues are addressed.

## Inclusion

All children irrespective of SEN stage or disability will be included in PE lessons as long as there is no danger to themselves or to other children. Children will have the opportunity to play sports irrespective of gender. Children with very specific special needs (physical) will receive extra support during PE if required.

## Inhalers

All inhalers are kept in the child's classroom in a place (black bag) where the child knows they can be found. Inhalers are to be taken to every lesson in the bag. It is the teacher's responsibility to take the bag. During swimming and outdoor PE, inhalers must be taken to the location of the lesson.

## Clothing

Children from reception to year 6 are expected to wear a PE kit for PE lessons. The kit is a white polo shirt and navy blue shorts. Children without the correct kit or any kit will still participate unless it is deemed unsafe. During indoor PE, children should wear either pumps or have bare feet and during outdoor PE children should wear suitable trainers – pumps or school shoes will not be permitted.

The wearing of jewellery is forbidden and long hair must be tied back. If the child wears glasses, the class teacher should speak with the parent/ carer to discuss whether to keep them on or remove them to ensure the child's safety.

## Changing

Where possible, children from Year 3 upwards will change in single sex rooms. If this is not possible furniture will be used as a divide. Ideally, female staff will supervise the girls and male staff will supervise the boys. Where possible, the door will be left slightly open and the adult will warn children they are about to enter the room. Adults will be busy while children are changing, for example reading to the children.

Regarding supervision, as long as 'good order' is being maintained adults do not need to be in the room, however, they will remain close to monitor safety and behaviour. Children will know that if there is a disturbance, adults will enter.

## Assessment and Recording

At the end of each term the class team will assess the children development against the key skills relating to their year group. The class teacher and PE co-ordinator will use this data to monitor the children's progressions and highlight children that need additional support and children exceeding their age related skills.

## Roles and Responsibilities

**The Head Teacher** has responsibility for:

- ensuring that the policy is being implemented, and that it is congruent with national policy and the guidance from the LA.
- ensuring that equipment is inspected annually and that risk assessments are reviewed.

**The Governing Board** is responsible for:

- the ratification and approval of the PE policy.

**The PE Coordinator** working with the Head teacher has the responsibility for:

- coordinating a broad and balanced PE curriculum to ensure continuity and progression throughout the school
- reviewing resources with all members of staff
- making opportunities for Continuing Professional Development training available to all staff
- annually reviewing the School's Development Plan and setting targets for the future
- monitoring and evaluating pupil's progress in PE
- monitoring, assessing and evaluating present practice, provision and resources in PE teaching throughout the school.
- procuring, organising and maintaining necessary resources in relation to the budget allocation for the subject.