



St George's Primary School is a Church of England school that promotes the spiritual, moral, cultural and physical development of each child.

Our School Aim: to help all children reach their full potential and develop an enthusiasm for lifelong learning within a caring and Christian environment, preparing them to be valuable members of society.

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| Policy Title: | Physical Education |
| LT Responsibility: | Headteacher |
| Review Body: | Executive Headteacher |
| Date: | December 2018 |
| Review: | December 2019 |

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the trust's Equality Policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the school and trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

*This policy should be read in conjunction with the Trust's Equality Policy .
<https://www.aquinastrust.org/>*

Policy on Physical Education (PE)

1. Definitions

Physical Education is planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both "learning to move" (i.e. becoming more physically competent) and "moving to learn" (learning through movement, a range of skills and understandings beyond the physical activity, such as co-operating with others). The context for learning is physical activity, with children experiencing a broad range of activities, including sport and dance

Physical Activity is a broad term referring to all bodily movement that uses energy. It therefore includes physical education and sport. However, it is wider than this, as it also includes active play, playground games and routine, habitual activities such as walking and cycling, as well as housework and gardening and school sport.

School Sport is the structured learning that takes place beyond the school curriculum



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(i.e. in the extended curriculum), sometimes referred to as out-of-hours learning. Again, the context for learning is physical activity. The “*school sport*” programme has the potential to develop and broaden the foundation learning that takes place in the physical education. It also forms a vital link with “*community sport and activity*”. Whilst all pupils are encouraged to be involved in school sport, not all choose or are able to do so. For some, young people physical education remains their only structured or organised, regular physical activity. It is therefore crucial that pupils receive their entitlement of at least 2 hours of quality physical education per week.

Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy learners and movers

Link: <http://www.afpe.org.uk/physical-education/wp-content/uploads/Definition-of-PA-PE-School-Sport.pdf>

2 Aims and objectives

2.1 Our objectives in the teaching of PE are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success;
- providing specialist support where individual children have particular gifts or talents.

3 Primary PE & Sports Premium

3.1

From 2013, all state sector primary schools nationally, receive Government funding to promote high quality sustainable PE & Sports provision within both curricular & extra-curricular settings. Our school receives an annual grant of £9785 that is ring fenced. Both



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Department of Education and Ofsted have issued guidelines that stipulate that accountability rests with the school by way of how the funding is spent and that all schools must provide online evidence of actual spend and impact. St. George's Bickley CE Primary is committed to ensuring that this invaluable source of funding is apportioned to areas of the PE & Sports programme that guarantee the further raising of Subject Leader management and professional teaching standards; increased resourcing and learning opportunities for our students.

3.2 Other outcomes that we wish to subsequently address are:

- Evidence of healthier lifestyles
- Improved physical fitness levels
- Enhanced pupil confidence and application to other academic subjects

3.3

The school applies the following DfE Vision Statement to the core of all planned initiatives associated with the Premium:

'All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport'

3.4 The school addresses progress in accordance with the nationally prescribed five indicators that are:

- the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- the profile of PE and sport being raised across the school as a tool for whole school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Link: <http://www.afpe.org.uk/physical-education/evidencing-the-impact-guidance-template/>

3.5

St. George's Bickley CE Primary also complies with meeting the statutory requirement, as instructed by DfE and HMI, to ensure that information on the use of the Primary PE and Sport Premium is made available to parents on its school website.

3.6



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The Legacy of The Olympic & Paralympic Values

The school believes that the lifelong values derived from London 2012 Olympics can richly support whole school behavioural and academic achievement by way of:

- adopting and demonstrating a commitment to the Olympic & Paralympic Values (friendship, excellence and respect; inspiration, determination, courage and equality)
- using the London 2012 Games to inspire the school community to embrace and participate within cross-curricular Values-based projects and activities

4 Teaching and learning style

- 4.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.
- 4.2 In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
- setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80m sprint);
 - setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
 - grouping children by ability, and setting different tasks for each group (e.g. different games);
 - providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

5 Effective Teaching of Physical Education

5.1

The range of activities for children in Physical Education will by necessity require a wide variety of teaching styles. A rich array of proven, appropriate methods will be skilfully employed by the teacher to maximise the possibilities for the children in our care. Safety, participation, challenge, creativity, spontaneity, sensitivity, persistence, fun and enjoyment



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are all key features that are customarily contained within the repertoire of the caring, responsible teacher.

5.2 Throughout the key stages, pupils will be taught with an emphasis on the following 4 strands:

- Acquiring and developing skills
- Selecting and applying skills
- Knowledge and understanding of fitness and health
- Evaluating and improving performance

5.3 Ultimately the quality of teaching is assessed by its impact upon learning and progress Attained.

Teaching is GOOD when:

- *Teachers have a clear understanding of the value of their subject which they communicate effectively to pupils.*
- *Teachers and external coaches/practitioners have a good level of specialist expertise which enthuses and challenges most pupils.*
- *They use a wide range of resources and teaching strategies to promote good learning across all aspects of the subject.*
- *Good planning based on what pupils already know, understand and can do ensures that all pupils are fully included and challenged to achieve their best.*
- *Good relationships and high expectations also promote good learning for all pupils.*
- *The use of ICT enhances pupils learning, progress and enjoyment of physical education and provides opportunities to observe and analyse work for improvement.*
- *Teachers ensure that pupils are active and engaged in physical activities throughout the lesson.*
- *Time in lessons is used effectively and pupils are expected to work hard for sustained periods of time.*
- *Activities develop pupils' physical competence and knowledge of the body in action as well as promoting their physical fitness.*
- *Non-performing pupils are engaged purposefully with other roles, such as observation and feedback, coaching, umpiring/refereeing.*
- *Pupils are encouraged to perform at maximum levels in relation to speed, height, distance, strength and accuracy.*
- *Pupils' progress is systematically checked throughout all Key Stages.*
- *Assessment data is used by teachers and coaches to plan further challenges for more able pupils and to provide additional support for the less able*
- *Pupils are given opportunities to assess their own and others' performances and suggest improvements.*



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- *Assessment of pupils' progress is regular and accurate; this enables teachers to gauge how well individual pupils are progressing and identify those who need further challenge or additional support to help them achieve.*

Teaching is **OUTSTANDING** when:

- *Teachers communicate high expectations, enthusiasm and passion about their subject to inspire pupils to do their best.*
- *Teachers and external coaches/practitioners have a high level of confidence and expertise both in terms of their specialist knowledge across a range of activities and their understanding of effective learning in the subject.*
- *Teachers and external coaches/practitioners ensure pupils' outstanding learning and progress through well planned and well organised lessons.*
- *They use their extensive subject knowledge and expertise to show pupils the step-by-step stages of learning new skills, and how to apply skills in different activities and situations.*
- *They use a very wide range of innovative and imaginative resources and teaching strategies to stimulate all pupils' active participation in their learning and secure outstanding progress across all aspects of the subject.*
- *Time in lessons is maximised to engage all pupils in vigorous physical activity.*
- *Enjoyable and highly effective learning is promoted through excellent relationships, regular praise and feedback.*
- *ICT is used very effectively to support observation and analysis to improve work further.*
- *Expectations of all pupils are consistently high which ensure that pupils of all abilities learn new skills, find out how to use them in different ways, and link them in order to accurately repeat actions, sequences or team tactics.*
- *The pace of learning is rapid and pupils are expected to work very hard and to be physically active for sustained periods of time and to persevere when they begin to tire.*
- *Non-performing pupils are engaged very purposefully with other roles, such as observation and feedback, coaching, umpiring and refereeing.*
- *Pupils are expected to perform at maximum levels in relation to speed, height, distance, strength and accuracy.*
- *Pupils' progress is systematically checked throughout all Key Stages.*
- *Assessment data is used by teachers and coaches to plan further challenges for more able pupils and to provide additional support for the less able.*
- *Teachers and external coaches/practitioners question pupils to check their understanding and provide expert advice on how to attain exceptionally high levels of performance.*



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- *Pupils are given frequent opportunities to assess their own and others' performances and make suggestions for how they could be improved.*
- *Pupils' progress is systematically checked throughout all Key Stages. Assessment data are used by teachers to plan further challenges for more able pupils and provide additional support for less able pupils to enable them to exceed national expectations.*

Association for Physical Education

<http://www.afpe.org.uk/news-a-events/728-outstanding-teaching-in-physical-education>

6 PE curriculum planning

6.1 PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1.

In Key Stage 2, we teach compulsory dance, games and gymnastics, as well as two other activities: swimming and water safety, and athletics. The Aquinas Advisory Council have decided that we will not teach outdoor and adventure activities.

6.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.

6.3 We use the national scheme of work as the basis for our medium-term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

6.4 Class teachers will work from a daily plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

6.5 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

6.6 Parents and carers will be informed which PE activities are led by approved instructors and not directly by a member of teaching staff.



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7 The Foundation Stage

7.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

8 Contribution of PE to teaching in other curriculum areas

8.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

8.2 Mathematics

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

8.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these areas of living.

8.4 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other

8.5 ICT

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their understanding of high quality movements and actions. Older children compare each other's performances from recordings, and use these



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to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

9 PE and inclusion

- 9.1 We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 9.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
- 9.3 Intervention through SEN Support Register will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.
- 9.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

10 Assessment for learning

- 10.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement in accordance with the age expectations associated with National Curriculum learning outcomes. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher at the end of each year.
- 10.2 The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school.



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11 Resources

- 11.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children have access to a field for games and athletics activities in the summer term, and the local swimming pool for swimming lessons.

12 Health and safety

- 12.1 The afPE book "Safe Practice in Physical Education and Sport" (latest edition) should be referred to in respect of all matters of health and safety within PE lessons. Copies are located within the staffroom as well as with the Subject Leader and Senior Manager. All teaching staff should be fully appreciative of the procedures related to the teaching of specific activities. Furthermore, they are responsible for safety within their own lessons and for ensuring that they are always compliant with the prescribed guidelines. Student teachers and non-quality assured coaches should never be left to deliver a PE lesson unsupervised.
- 12.2 It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The Aquinas Advisory Council expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the Aquinas Advisory Council is that no potentially dangerous jewellery is to be worn for any physical activity. (Earrings should be removed for PE / Games activities; in the event that they are unable to be removed they must be covered with micro-pore tape). **Key stage 2 children are expected to wear trainers for outside games to offer the correct support needed for invasion games and athletic activities.**

13 Extra-curricular activities

- 13.1 The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term.

14 Monitoring and review

- 14.1 The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
 - gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in PE and indicates areas for further improvement;



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- uses specially allocated regular management time to review evidence of the children's work, and to observe PE lessons across the school.
- 14.2 The quality of teaching and learning in PE is monitored and evaluated by the headteacher / subject leader as part of the school's agreed cycle of lesson observations.
- 14.3 This policy will be reviewed during the 2017-18 academic year to absorb anticipated changes made in relation to DfE expectations linked with the doubling of the Primary PE and Sports Premium.

Signed: Ellen Peyton

Date: December 2018

DATA PROTECTION

St George's CE Primary School [The Academy] processes personal data, some of which will be sensitive personal data, in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.