

**Christ Church CE School
Physical Education Policy
Spring 2018**



Christ Church
CE Primary School
Regents Park
NW1 4BD

Christ Church C of E Primary School
Physical Education Policy

CONTENTS

Mission Statement

Our School Aims

Introduction

Rationale

Aims of our physical activity policy

Physical activity in school

Physical education curriculum

Contribution of physical activity to teaching in other curriculum areas

Teach PE to children with SEN

Facilities and resources

Health and safety

Monitoring and review

Christ Church C of E Primary School
Physical Activity Policy

Mission Statement

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims - Every Child Matters

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

The Values of the School

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

Christ Church C of E Primary School

Physical Activity Policy

Date of policy: Spring 2018

Review date: Spring 2020

INTRODUCTION

- This policy provides school staff with guidelines on what is required to achieve maximum levels of student participation in physical activity and high quality physical education.
- The policy needs to be read in conjunction with the LCP Physical Education scheme of work.
- This policy will be submitted to the Governing Body. Review of the policy will take place in accordance with developments of the School Sports Partnership Scheme.

RATIONALE

Why have a physical activity policy?

Sedentary living patterns and unhealthy dietary habits are becoming more prevalent in our society and there is strong and consistent evidence that doing regular, moderate-intensity physical activity provides a range of physical, intellectual and emotional benefits for everyone.

Physical education (PE) develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. It also promotes an understanding in children of their bodies in action and the effects that this has on both their physical and mental well-being.

By participating in physical activity before, during and after school, students can gain a range of physical, social, emotional and intellectual benefits. Therefore, physical activity is an important dimension in students' broad scope of development during their years of schooling.

It is important that all children are given opportunities to participate in a range of enjoyable physical activities at an early age so they will be more likely to continue being physically active throughout the rest of their lives.

AIMS OF OUR PHYSICAL EDUCATION POLICY

- To provide students with the best possible physical activity experiences regardless of race, age, ability or location, so as to encourage a lifelong healthy lifestyle pattern.
- To provide a supportive environment for enjoyable participation in a wide variety of physical activities, through the development of skills and good codes of behaviour.
- To provide the safest possible environment for all participants.
- To deliver appropriate resources and facilities.
- To provide equitable opportunities for all students to participate.
- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To enable children to develop and apply skills in a cooperative manner using appropriate levels of experiences and/or competition as required.
- To provide talented and gifted students the opportunity to reach their potential and provide an age-appropriate participation pathway.
- To encourage participation in community sport and physically active recreation.
- To encourage participation of the whole school community in supporting physically active experiences.

PHYSICAL ACTIVITY IN SCHOOL

BEFORE SCHOOL

From 8.30 am Key Stage 2 children are allowed to play football and basketball for 15 minutes.

WITHIN THE PE CURRICULUM

At Christ Church we follow a broad and balanced PE curriculum, fulfilling the demands of the National Curriculum.

We:

- Aim to ensure that all children get two hours of physical activity a week.
- Aim to ensure that every child can swim 25m and has basic water skills by the end of Year 6.
- Aim to develop the fitness of the individual child, by ensuring a good pace in lessons and incorporating fitness activities into PE lessons as appropriate.
- Integrate, where possible, PE into other curriculum areas (e.g. use of athletics data in ICT or measuring the effect of exercise on pulse in science).
- Develop programmes that meet the needs of all the children, providing equal opportunities.

- Involve the community where possible – e.g. Sports Day, inter-school matches, outside coaching personnel and resources.
- Ensure children bring and wear the correct PE kit for all lessons.
- Provide enjoyable experiences, which help to develop positive attitudes of sensitivity, co-operation, competition and tolerance.
- Ensure all children can represent the school at a competitive level during their time at Christ Church.
- Promote social skills such as collaboration, turn taking, reflective discussion and fairness.

LUNCHTIME GAMES AND ACTIVITIES

Sports equipment and playground equipment are always available and are planned on a rota to ensure children are consistently given access to a wide range of resources. Lunchtime supervisors will encourage children to participate in physical activity, suggest and lead games and support children in playing co-operatively.

Playground Friends (children from years 5 and 6) are also trained in playground games and encourage participation in Key Stage 1 and Foundation Stage at lunchtimes. To motivate children, certificates are awarded for successfully achieving certain skills (e.g. skipping).

AFTER SCHOOL ACTIVITIES

There are a broad range of after school clubs organised by the PE Co-ordinator and run by school staff and external coaches (e.g. Camden School Sports Association). These include football, basketball, tennis and dance. The school also takes part in a regular after-school football league competition and enters into a variety of one-day events, such as running and athletics competitions.

TRAINING OPPORTUNITIES

We advertise training opportunities to staff. Staff are also encouraged to take part in physical activity.

TRAVELLING ACTIVITIES TO AND FROM SCHOOL

The school has a school travel plan which is updated regularly. We encourage children to walk to school and encourage children to take part in Camden initiatives.

Year 5 take part in Camden's pedestrian skills training.

Year 5 and 6 often take part in Camden's cycling proficiency programme.

Years 5 and 6 also take part in drama-based activities about road safety regularly.

PHYSICAL EDUCATION CURRICULUM

THE TEACHING AND LEARNING OF PE

High quality PE will:

- Enable all children, whatever their circumstances or ability, to take part in and enjoy PE.
- Promote children's health, safety and well being.
- Enable all children to improve and achieve in line with their age and potential.
- Encourage children to be active for sustained periods of time.

These principles form a basis for PE provision in our school, with the aim of meeting the outcomes of high quality PE as described by National Curriculum 2013 (see appendix).

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/partner/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 peers. 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.

In all classes there are children of differing 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 challenges through the provision of different resources, e.g. different gymnastics equipment.

PE CURRICULUM PLANNING

PE is a foundation subject in the National Curriculum. Christ Church uses the LCP Physical Education Scheme of Work. In Key Stage 1, children are taught games, including competitive team games, dance, gymnastics and athletics. In Key Stage 2, children are taught games (including competitive team games), dance, gymnastics, athletics, outdoor adventurous activities and water skills and safety. Children go swimming for 1 term in years 3, 4 and 5. Those children who are unable to swim 25 metres by the end of year 5 attend a local pop-up pool in the summer term of year 6 to ensure they are able to do this. In year 6 children visit an outdoor activity centre for a residential trip.

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 works this out in conjunction with teaching colleagues in each year group.

Medium-term plans, which we have adapted from the LCP scheme of work, give 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. In the medium terms, teachers list the specific learning intentions for each lesson and give details of how lessons are to be taught. Differentiation is included on these plans. These plans will be reviewed following PE lessons and may be adapted depending on whether children have achieved the learning intentions.

PE planning is monitored as part of our regular planning monitoring program.

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 planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

THE EARLY YEARS FOUNDATION STAGE

We encourage the physical development of our children in nursery and reception classes as an integral part of their education. Both classes follow the Development Matters in The Early Years Foundation Stage document, which supplements the Statutory Framework for the Early Years Foundation Stage. The physical development of these children is related to Development Matters objectives and Early Learning Goals. We encourage the children to develop confidence and control of the way they move, and the way they handle 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.

ASSESSMENT AND RECORDING

Teachers assess children's work in each PE unit by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons.

Additionally, to assess core fitness throughout the year, teachers use Change 4 Life Animal Impact PE Challenges with the children each term. These challenges allow the children to assess their own fitness including core strength, endurance, agility, co-ordination and balance.

These records enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

CONTRIBUTION OF PHYSICAL ACTIVITY TO TEACHING IN OTHER CURRICULUM AREAS

Literacy

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. Physical development supports children's handwriting skills.

Numeracy

PE provides many opportunities to develop a variety of essential numeracy skills, for example: counting to form groups, time activities and keeping scores, symmetry and sequencing during dance and gymnastics when forming different body shapes.

Science

Children can learn how exercise affects their heart and other parts of their bodies. They can learn how to measure their pulse and why this changes when taking part in exercise.

Personal, social and health education (PSHE) and citizenship/Science

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 things. They also learn about how parts of their body work, including the skeleton and muscles, and how this can affect their long term health.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way 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 co-operate 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.

TEACHING PE TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

At Christ Church we have an inclusive approach towards PE. We aim to teach PE to all children, whatever their ability and individual needs, and we actively seek ways to ensure this provision. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, a child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention at school level may, in some situations, lead to the creation of an Education Health Care Plan (EHCP) for children with special educational needs. The EHCP may include, as appropriate, specific targets relating to PE or physical development.

We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

FACILITIES AND RESOURCES

A sum of money is allocated to physical education annually from the school budget. There is a range of resources to support the teaching of PE across the school. We keep most of our equipment in the PE sheds, 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 set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. The children use the school playground for outdoor activities, the school hall for indoor activities and the local swimming pool for swimming lessons. The school also makes use of Regents Park Playing Fields for sports day. Outdoor and adventure activities take place at a registered residential centre and at venues chosen by the class teacher (e.g. Broadgate ice rink, The Jubilee Centre).

In addition to the school's PE budget, Christ Church is also in receipt of the 'PE and Sport Premium' funding. How we intend to spend this money in the current year, and the impact of how we have spent this money in previous years is available on the school's website.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in 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. PE kit is expected to be brought into school on a Monday and then to be taken home on a Friday to be washed. If children do not have suitable kit in school, then a standard letter

will be sent home to remind parents/carers of the importance of this and children will need to wear the spare PE kit provided by the school.

The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

The subject leader carries out safety checks on equipment and facilities termly. Staff should report any broken or damaged equipment to the subject leader. The subject leader has written risk assessments for indoor and outdoor activities (see appendix).

MONITORING AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The PE subject leader is responsible for writing and maintaining an action plan for physical activity, alongside subject leader core tasks (see appendix). They are also responsible for an annual summary report, based on the PE action plan, in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

The PE subject leader has specially-allocated management time in order to review evidence of children's work and undertake lesson observations of PE teaching across the school. This occurs on a rolling programme basis and in accordance with the Curriculum Development and Monitoring Programme at Christ Church.

OTHER RELEVANT DOCUMENTS

Equal Opportunities Policy, Health and Safety Policy.