

GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL



PE (Physical Education) January 2021

Review: September 2025



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Physical Education Policy

Introduction

Physical Education develops the child's knowledge, skills and understanding. It involves the child in the continuous process of decision making, selecting and applying skills, performing, evaluating and refining their work. It contributes to the overall education of the child by encouraging and helping them to lead full and valuable lives through engaging in purposeful physical activity. Children will perform with increasing competence and confidence in a range of physical activities.

Physical education is divided into six areas of activity, athletics, dance, games, gymnastics, outdoor education and swimming. Through these activities, the child will be encouraged to develop the personal qualities of enthusiasm, commitment, fairness and a positive attitude towards a healthy lifestyle.

Aims

Physical Education is a unique process of learning. It educates pupils in the knowledge of the body and physical activities; the skill to use their body efficiently and effectively; the understanding of how their body moves and the importance of a healthy and fit lifestyle. The context is mainly a physical one. We attempt to foster an awareness of enjoyment, well-being and self-fulfilment that will develop through participation in physical activity.

At Guston Church of England Primary School we aim to:

1. Develop personal qualities such as self-esteem, leadership skills and motivation, along with social skills and positive attitudes towards others, e.g., teamwork, co-operation, etc.
2. To promote positive attitudes towards physical activity, as individual participants, team members and spectators, i.e., to observe the conventions of fair play, honest competition and good sporting behaviour. To cope with success, failure and limitations and to encourage the practice and improvement of physical skills.
3. Ensure safe practice
4. Understand what it takes to persevere, succeed and acknowledge others' successes
5. Develop problem solving skills and interpersonal skills which will have a much wider application
6. Develop positive attitudes by behaving with one another and seeking to support each other, thus producing effective team work.

Breadth and Balance

The National Curriculum Physical Education Orders are the basis of our physical education programme. The children in the Foundation Stage will work towards the early learning

goals in the section 'Physical Development'. At Key Stage 1 aims will be achieved through dance, games and gymnastics activities. At Key Stage 2, the core programme of dance, games and gymnastics will continue, with the addition of swimming in Year 3.

The programme will include a variety of team and individual, cooperative and competitive activities, allowing pupils to work and play together for the mutual benefit of all. Work in Key Stage 2 will build directly on work in Key Stage 1.

Within the planning of schemes of work, lesson plans and individual sessions, account will be taken of the range of learning styles that are likely to be evident in any one class. Opportunities will be provided and activities selected to allow for such a variety. Teachers will address the need for creative, interpretative, imaginative, social, cultural, aesthetic, moral, and physical skills to be practised and mastered.

Teachers will encourage, inspire, direct, observe, help, counsel, advise, instruct, prepare, lead, appraise, manage, control, facilitate, guide and nurture pupils, strengths and gifts.

Health and Safety

"PE includes many activities which offer a challenge to the children's initiative, determination and courage, safety precautions cannot remove all risks, but should eliminate unnecessary dangers!" (Deni 1985, Safety in PE in the Primary School).

Equipment Safety

1. The apparatus must be checked before use to ensure that it is in good working order.
2. Apparatus in need of repair should be marked accordingly and put away where it cannot be used, until repaired.
3. All apparatus should be carried from place to place rather than being dragged, thus preserving the apparatus, and minimising the risk of damage to the floor (causing splinters etc.). Between 2 and 4 children should carry the benches depending on the age and size of the children.
4. Apparatus should not be placed too near walls, radiators, etc. - sufficient space must be allowed for landing, etc.
5. Pupils must be taught to handle apparatus correctly, although such handling must only take place with the teacher's permission, under the teacher's supervision, and be checked by the teacher prior to the apparatus being used.
6. Ensure that all floors are clean, dry and clear of litter, etc. Do not start the lesson if you think the floor is too dirty.
7. Check that the hall is adequately heated and well lit, and that the surrounding chairs, tables, objects, etc. are safely stored and well clear of any fire exits. Try to restrict the activity to a one metre boundary from the surroundings.

Pupil Safety

1. All participants should wear appropriate 'kit'. *TEACHERS MUST ALSO WEAR APPROPRIATE FOOTWEAR OR KIT.* Shorts and T-shirt (tucked in) should be worn and bare feet or plimsolls when appropriate for indoor PE. For outdoor PE a tracksuit may be worn during the winter months with trainers. All long hair should be tied back. Should pupils fail to bring kit more than once, then this will be reported to parents in a letter.

2. During PE lessons no jewellery should be worn. In the event of a child having an ear pierced and studs worn which cannot be removed by the child, a note must be received from the parents/guardian to give the teacher permission to apply tape.
3. Teachers should be aware of any children with medical conditions, asthma etc., which should be noted in the class register.
4. Teachers should know the school's 'First Aiders' and where they can be found.

Guidance will be sought from "Safe Practice in Physical Education" Baalpe and "Leadership and Management of Offsite Work" Kent CC, which can be found in the school staffroom, and updates can be found on the KCC website.

Pupils will be expected to wear school PE kit when participating in PE as explained in the school prospectus and class booklets – pupils are allowed to wear appropriate hoodies and tracksuit bottoms when the weather is cold. All jewellery should be removed. In the case where earrings cannot be removed, they should be covered with micro-pore tape. Long hair must be tied back.

Equal opportunities

All pupils regardless of race, gender, physical ability, social origins or size are entitled to be included and be successful in physical education. All pupils have equality of opportunity in respect of curriculum balance, curriculum time, extra curricular involvement and use of resources and facilities.

Our policy is inclusive, and seeks to encourage and inspire every child to achieve their fullest potential within physical education.

Inclusion

Refer to the Guston Church of England Primary School Inclusion Policy.

At Guston:

- No pupils will be excluded from any physical education unless advised by a medical professional.
- Lessons will provide good quality experiences that are differentiated and suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

Assessment, recording and reporting

Children are regularly assessed in areas of participation, with reference to the units studied and assessed at the end of each key stage with reference to the end of key stage level descriptors. This is monitored by the PE co-subject leader and each class teacher.

Summative assessment will be made on pupils annual reports.

Each pupil will be assessed on the area of studies covered using the appropriate guidelines, and this will be recorded annually on the pupil's individual assessment record sheet. Staff have guidelines to help them to complete assessments and to plan appropriate learning objectives.

Foundation Stage will be recorded on the Early Learning Goals for Physical Development on the Foundation profiles.

Role of the Subject Leader

The subject leader will monitor standards of learning and teaching using a range of strategies including lesson observations, reviewing planning and talking with staff and pupils. She is responsible for developing a long term curriculum plan for physical education based on the National Curriculum programmes of study.

Extra-Curricular Activities

At the time of writing the school offers the following extra-curricular activities and clubs:-

Monday – Benchball

Wednesday – Gymnastics Club

Friday – Running Club

All clubs are currently run by members of staff and outside agency, venture Sports

All clubs will be involved in inter school competition, displays or productions throughout the year. Our annual sports day is very important at Guston Church of England Primary School, with all children from KS1 and KS2 taking part in all activities.

Resourcing

Funding at Guston Church of England Primary School for Physical education will be within the school budget plan for each financial year, taking into account the new Sport Funding. The subject leader will bid yearly for any additional resources.

Equipment is accessible in the locked shed located on the lower playground, and this will be regularly checked and maintained. Staff should ensure resources are always replaced safely, securely and tidily after use. Any shortages, breakages or damage should be reported immediately to the physical education subject leader and taken out of use if presenting a danger.

The Primary School PE and Sport Funding is used in a variety of ways to ensure the sustainable development of PE provision within the school and to increase the participation of our pupils in a range of competitive sports. The school has employed a Specialist P.E. coaching team one day a week to work alongside members of staff to deliver the P.E curriculum and develop teacher's subject knowledge. Sports funding is also used to update resources, whole school CPD and secure transport to a range of sporting events and competitions.

Teaching Strategies

Children should have the opportunity to work:-

- as a whole class
- in groups - size dependent on age
- in pairs
- individually
- co-operatively
- competitively
- in teams of various sizes
- in mixed ability groups
- to lead
- to make decisions / choices about their work

Cross Curricular links / Health Education

PE has a contribution to make to most aspects of a broad and balanced curriculum. The most obvious of these aspects is of course PE's role in Health Education, although the school will also aim to enhance PE's role in developing personal and social skills. PE will enable children to experience success and failure in competitive situations without damage to self-confidence or self-esteem, whilst also providing problem solving situations in a very different context to that of the classroom. An Outdoor and Adventure Residential is organised annually for children in year 6.

The Government Childhood Obesity Plan

The plan has set out the ambition for all children to achieve 60 minutes of physical activity every day, with schools being responsible for delivering 30 of these active minutes. To address this we have set up several initiatives to meet the pupils needs:

- Guston Physical 15: this takes place every morning between 9:00 and 9:15. Pupils are encouraged to walk, jog, run, hop.... around the school field or playground dependent on the weather conditions. Teaching staff take part alongside the pupils.
- Active Learning: this is where maths or English starters are taught with a focus both on the objective and physical activity through a variety of exercises and games
- Playground games: a variety of games and equipment is available at lunchtime with instruction from adults

Review

The subject leader will regularly review and monitor physical education teaching in all year groups.

The effectiveness of the physical education curriculum will be evaluated in discussions with the head teacher, key stage leaders and physical education subject leader. Governors will be kept informed of progress. Resources, teaching methods and needs should be identified and priorities for in-service support and / or external review should be established. This evaluation will form the basis of an action plan which will inform the school improvement plan.

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