



Physical Education Policy

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1	Jan 2025	ML	LGB		

<i>Type of Policy</i>	<i>Tick ✓</i>
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

I have come that they may have life, and have it to the full
(John 10 vs 10)

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me
(Philippians 4 vs 13)

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise
(Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

These five Christian values are taken from our Mission Statement which was drawn up by our pupils, staff, parents and governors at the end of 2018. The full text reads as follows:

*With God's help
we will live kindly,
love each other,
learn and laugh together!*

Physical Education Policy

Aims and objectives

Physical education develops the whole child; their 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, striking and fielding activities, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action and an appreciation of good movement. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. In evaluating and improving their performance, we hope to produce pupils who know how to become good performers. Thus we enable them to make informed choices about physical activity throughout their lives and to take part in and enjoy an extensive range of sports and activities. These aims link with our school aims, which encourage all children to excel in, and enjoy their school sport and P.E.

The aims of PE at The March are:

- to provide all children with 2 hours of high quality PE every week
- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt 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.
- to enable children to be safe in and around water, to recognise the importance of water safety in their lives, and to be able to take part in and enjoy a whole range of water based sports and activities.
- to enable children to know how to become good performers.

Staffing and staff development

Class teachers are responsible for teaching their own classes for P.E. as well as a P.E. specialist takes the class, and in swimming Westgate Leisure Centre staff teach children of all abilities and are part funded through Sports Premium funding.

Staff are encouraged to attend courses to extend knowledge in Physical Education and are supported by the PE coordinator. In school CPD is provided for staff within the school from areas staff have identified as requiring more guidance. Staff work alongside a regular PE coach to develop skills.

Teaching and learning style

At The March, we use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's physical skills, knowledge, and understanding and we do this through a mixture of whole-class teaching, individual, paired and group activities. Teachers draw attention to good examples of individual, paired or group performances 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 and flexible range of resources. The use of iPads in PE lessons allows children to see their own performances and then work on any skill they need to improve.

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:

- common tasks that are open-ended and can have a variety of results, e.g. timed events,
- tasks of increasing difficulty, where not all children complete all tasks,
- 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, or equipment.
- by using and adapting the Top Sport and Top Play resource cards.
- providing differentiated activities within lessons.

Entitlement and curriculum planning

PE is an essential subject in the National Curriculum. At The March C.E. Primary School we use the National Curriculum as the basis for our curriculum planning in PE. As required, we teach 2 hours of PE per week in all year groups and ensure there is a breath of skills taught across each year group, key stage and that there is a progressive curriculum of skills taught. Swimming activities and water safety is taught in Key Stage 2. The March school has always had a strong tradition of swimming and use Westgate Leisure Centre, Chichester. All children therefore have two years of swimming and water safety in Key Stage 2. We work this system to make full use of the whole pool with the non-swimmers and use the shallow water, while more competent children can then work in appropriate depth of water to suit their abilities (Westgate Leisure Centre, Chichester). In line with Government requirements we publish the swimming data of Year 6 pupils. We also feel as a school that swimming is an essential element of P.E providing children with strength, suppleness and stamina to undertake other elements of P.E. As the school is situated in close proximity to number of gravel pits and the sea we feel that the teaching and learning of water safety is essential. The half hour that is devoted to swimming is also a period of intensive activity for the children where their bodies are working hard. Through Sports Premium money, the school have provided additional swimming coaches to those payed for by parental contributions. At present teachers plan for two hours of P.E. per week.

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. This is agreed with teaching colleagues in each year group. Get Set 4 PE is a resource which is used to aid teachers in the delivery of PE ensuring high quality teaching and a spiral curriculum to ensure that skills are built upon each time a sport is revisited.

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. Our current Long Term Plan for Physical Education is below:

Reception	Introduction to PE : Unit 1	Introduction to PE : Unit 2	Fundamentals : Unit 2	Dance : Unit 1	Games : Unit 1	Games : Unit 2
		Fundamentals : Unit 1	Gymnastics : Unit 1	Gymnastics : Unit 2	Ball Skills : Unit 1	Ball Skills : Unit 2
Year 1	Fundamentals	Sending and Receiving	Dance	Yoga	Striking and Fielding Games	Athletics
	Ball Skills	Fitness	Gymnastics	Invasion Games	Net and Wall Games	Target Games
Year 2	Fundamentals	Sending and Receiving	Dance	Yoga	Striking and Fielding Games	Athletics
	Ball Skills	Fitness	Gymnastics	Invasion Games	Net and Wall Games	Target Games
Year 3	Fundamentals Y3/4	Handball	Gymnastics	Yoga	Cricket	Athletics
	Fitness	Ball Skills Y3/4	Dance	OAA	Tennis	Golf
Year 4	Swimming	Swimming	Gymnastics	Yoga	Cricket	Athletics
	Fundamentals Y3/4	Netball	Dance	OAA	Tennis	Golf
Year 5	Swimming	Swimming	Gymnastics	OAA	Cricket	Athletics
	Fitness	Hockey	Badminton Y5/6	Tag Rugby	Tennis	Golf
Year 6	Fitness	Basketball	Gymnastics	OAA	Cricket	Athletics
	Dodgeball	Hockey	Badminton Y5/6	Sport Leadership	Tennis	Golf

The school employ a PE specialist to work alongside staff and provide high quality PE lessons for a pupils over the course of the year.

Out of school hours learning/ Extra – Curricular activities

The provision of out of school hours learning at The March C.E. Primary School aims to enrich and extend the provision within school curriculum time.

Out of school hours activities are mostly after school, however. Extra – Curricular activities are open to different age groups and change termly in line with sports seasons. With the addition of Sports Premium we have been able to provide a larger number of sports based after school clubs which are heavily subsidised.

Children who show potential are encouraged to join a local club/ Active sport programme to further develop their talents. We have a Community Club display board in school to support this.



We also play fixtures against other local schools, often as tournaments or festivals organised by the SSP, locality schools and county games. These activities range from football, athletics, netball, cross country, tri-golf and cricket.

The Goodwood Area Schools (G.A.S.) tournaments where the children play in mixed school teams as a way of making connections with children they may meet in their secondary schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons and extra-curricular activities. It also gives children opportunities to represent their school and to mix with children from other schools and the wider community. These opportunities foster a sense of team spirit and co-operation amongst our children. It reinforces the understanding of and the need for fair play. The results of The March Annual Sports Day, G.A.S. Sports, and results of fixtures are promoted and celebrated within the school. As well as the children taking part in competitive events, there is also the opportunity to take part in mini festivals where the children learn new skills.

The school offers a range of clubs over the academic year provided by staff which children can participate in.

Community club activities/ Adults other than teachers

A range of clubs are offered by experts in the community, all of whom have current CRB checks. JSPC provides training at school for Children to take part in and this has proved to be incredibly popular. Karate is offered by an external specialist before school.

The Foundation Stage

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, and Stepping Stones, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle 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.

Contribution of PE to teaching in other curriculum areas

English, Maths and Science

PE contributes to the teaching of English at The March School by encouraging children to describe what they have done and to discuss how they might improve their performance and the performance of others. Opportunities for counting, and for measuring time and distance exist in P.E. activities. Children are particularly encouraged to time and measure in athletic activities. Experiments involving pulse rates before and during exercise may also be linked to science and maths.

Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In dance and gymnastics children can make video recordings of their performance, and use them to develop their movements and actions. Older children may compare each other's performance from recordings and use these to improve the quality of their work. Graphs may be made from data collected in science/ P.E. When PE lessons take part in the hall, videos of good models are showed to the children to help them understand what is expected of them and what movements should look like to help them evaluate their own and others performances.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Literacy and citizenship links may be made using material relevant to Commonwealth, World or Olympic games. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Trips to the Westgate Leisure Centre and sports fixtures provides children with opportunities to learn about leisure facilities, the correct behaviour in public places, and health and safety issues with regard to swimming. All children are taught in mixed gender groups which may or may not be split into single gender groups as children or teachers pair children up to work together. Mixed teams are encouraged especially when playing in

competition with other schools although some competitive events are a specified gender. Outdoor and adventurous activities provide work on communication and team work with others.

Spiritual, moral, social and cultural development

The teaching of PE offers excellent opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Children collaborate and discuss the need for fair play, for rules and for support for each other in team games. 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 needs

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs). Staff have been informed of adaptations that can be made to their teaching which ensures children with SEND can access the learning. They will be given further training on an annual basis which is primarily focused on the STEP principle when delivering Physical Education.



30 Active Minutes

The school are committed to providing 30 active minutes for children during each school day. In July 2018, the school put in a running track with the use of Sports Premium money. The track is part of a new initiative where every class has 15 timetabled minutes per day to complete The March Mile. This consists of 9 laps of the track, this provision currently out of use. In addition to this, the school conduct pupil voice to recognise activity levels over break and lunchtimes. This is also used to purchase equipment for children to engage with during lunchtimes. Sport Ambassadors, House Captains and Future Flyers help to facilitate activities during lunch breaks.

The school are also tracking children outside of school who do not participate in physical activity or extra-curricular activities. This is via an Excel document which provides inactive children at the school with additional physical activity session by the PE specialist.

Name	Pupil Premium	SEND	School Sport	Extra-Curricular	Club Attendance	Clubs and Activities out of School
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Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They 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 against the National Curriculum levels of attainment. They record this information on our central assessment tracker 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 child's annual report to parents. This is completed on INSIGHT by class teachers on a half termly basis in the subject.

PESSPA Council

Pupil Voice is completed annually with a focus on Physical Education, School Sport or Physical Activity. This is completed by our Future Flyers in Year 5 and 6 who visit classrooms and complete Pupil Voice in books as a form of recording the minutes of the meeting within each class. This is used to inform planning in PE, purchase additional lunchtime equipment, enter school sport competitions, etc.

Date of the meeting: 3.10.24		
PESSPA Councillors:		
Physical Education Are you enjoying PE either with Lee or your class teacher? Show with thumbs.		

Resources

There is now a wide range of good quality resources to support the teaching of PE across the school. We keep most of our small equipment in the PE stores, and this is accessible to adults only. The hall contains a range of large apparatus and mats, and children are expected to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities, the playground when the field is too wet, and the Westgate (Chichester) swimming pool for swimming lessons.

Sports Premium allows the purchase of new equipment to aid PE lessons and provide equipment for the children to have active playtimes. The subject leader ensures replacement and replenishment of equipment is completed in the form of auditing on an annual basis in line with the LTP.

The Learning environment

Achievements by children in school tournaments are recognised publicly in school assemblies and certificates or badges awarded to individual participants. The school also produces a termly School Sport newsletter which promotes the role of PESSPA at the school and promoting the achievements of the children.



The hall has the use of a projector to show children examples and a small whiteboard to put the expectations for a lesson on.

The playground is marked for netball and football as well as grids to allow for drills and small group games. In the summer term, the field is marked with a running track ahead of our sports day.

Health and safety

The general teaching requirement for health and safety applies in this subject. The school follows guidance set out in the AfPE document 'Safe Practice in Physical Education, School Sport and Physical Activity'. 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. As teachers, we aim to set a good example by wearing appropriate clothing when teaching PE. It is expected that jewellery is to be removed for any physical activity (page 136) and long hair to be tied back (page 138). It is expected that all children will take part in P.E. lessons but if illness/ injury prevent it then parents should provide a note to explain the reasons. If a child has lost/ forgotten their kit every effort should be made for the child to participate with the option of spare kit which has been provided to each class through the use of Sports Premium funding.



All teachers involved in the poolside teaching swimming are expected to do a Splash test and answer questions relating to emergency procedures for recovering a child in difficulty in the water and for evacuation of the Westgate Leisure Centre. The required ratio of adult supervision of children when travelling and changing is followed.

Risk assessments based on the areas in which PE is taught are carried out and reviewed termly by PE leads and before a session by the teacher in charge of the lesson. Termly reviews of PE equipment are carried out by PE leads and annually by an external provider for larger pieces of equipment.

Risk Assessment For On-Site Activity

Activity: Indoor PE lessons

Location: The March School

Date: Reviewed September 2024

Name: Matt Lyttle

Organisation: The March School

Hazards:	Groups of people at risk:	How the risk will be controlled:	Termly Review
Surface areas and PE teaching areas	Children and staff at risk of slips, trips or falls.	<ul style="list-style-type: none"> Visual sweep to be undertaken of the play area in order that dangerous items can be collected for safe disposal and that the areas are not cluttered 	
		<ul style="list-style-type: none"> Hall flooring to be checked for any damage which may cause injury during a PE lesson 	
		<ul style="list-style-type: none"> Report any problems identified to Premises Officer and ensure area is not used until it is made safe. 	
		<ul style="list-style-type: none"> If more than one game is being played at the same time, ensure is there adequate space between the games 	
		<ul style="list-style-type: none"> Ensure the playing area large enough for the activity to take place safely without overcrowding 	
		<ul style="list-style-type: none"> Ensure the equipment appropriate for the age group concerned (e.g. age, strength and ability of pupils) 	
		<ul style="list-style-type: none"> All jewellery always removed before every PE lesson 	
		<ul style="list-style-type: none"> Appropriate footwear to be worn in PE lessons or bare feet If bare feet, ensure children walk to the hall in shoes and these are stored safely in an area which will not cause obstruction 	

Risk Assessment For On-Site Activity

Activity: Outdoor PE lessons

Location: The March School

Date: Reviewed September 2024

Name: Matt Lyttle

Organisation: The March School

Hazards:	Groups of people at risk:	How the risk will be controlled:	Termly Review
Surface areas and PE teaching areas	Children and staff at risk of slips, trips or falls.	<ul style="list-style-type: none"> Visual sweep to be undertaken of the play area in order that dangerous items can be collected for safe disposal e.g. broken glass, dog faeces 	
		<ul style="list-style-type: none"> Check the playing surface even and in good condition e.g. free of loose grit, and relatively level i.e. no hollows or bumps. Rabbit holes checked in grass before lessons when the field is being used. 	
		<ul style="list-style-type: none"> Field is sectioned off for areas which can be used safely. Cones, posts and ropes used to mark out the areas. 	
		<ul style="list-style-type: none"> Report any problems identified to Premises Officer and ensure area is not used until it is made safe. 	
		<ul style="list-style-type: none"> If more than one game is being played at the same time, ensure is there adequate space between the games 	
		<ul style="list-style-type: none"> Ensure the playing area large enough for the activity to take place safely without overcrowding 	
		<ul style="list-style-type: none"> Ensure the equipment appropriate for the age group concerned (e.g. age, strength and ability of pupils) 	
		<ul style="list-style-type: none"> All jewellery always removed before every PE lesson 	
		<ul style="list-style-type: none"> Appropriate footwear to be worn in PE lessons 	

PE Equipment Safety Checklist

Area to be checked	Approved	If not approved why?	Any actions
Storage area free of clutter on floor	ML		
Storage area clear of any dangerous obstructions	ML		
PE equipment for the half terms PE accessible	ML		
Ensure PE mats are safe for use	ML		Mats now replaced.
All balls inflated without holes	ML		
Gymnastics equipment is safe and no tears on table tops	ML		
All equipment for this half term checked over	ML		

Name: M LYTTLE_

Signed: M B LYTTLE Date 10.9.24
 Risk Assessment For Off-Site Activity

Activity: Swimming Lessons

Location: Westgate Leisure

Date: reviewed September 2024

Name: Matt Lyttle

Organisation: Westgate Leisure

Hazards:	Groups of people at risk:	How the risk will be controlled:	Post Event Review
Bus journey.	Pupils	Ratio of 1:15. <u>Adult</u> to child. Chn to have seats belts on and these to be checked.	
Toilets	Pupils	Adults to accompany chn to the toilet and wait outside.	
General Public	Pupils	chn to change sensibly and adults to keep head counts whilst in the changing rooms. Boys and girls change on separate sides of the changing room. All bags to be stored in lockers once children are changed. Staff to line children and head count before leaving the changing area.	
Accidents- trips/falls	All	First aid Box Medical bag for class to be taken. Medical forms completed Leisure Centre staff to administer any first aid as a results of swimming On duty lifeguard poolside.	

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 co-ordinator. The work of the co-ordinator 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.

Continuity and Progression

Continuity and progression in P.E. is achieved by our whole school approach of challenging children to excel and develop in all areas. Rules, for formal team games are introduced when children are ready to move on from their own small games situations and own rules. Children who play/swim/dance in club teams outside school are recognised and their achievements and talents used to challenge other children to see what is achievable and to encourage others to join clubs either in or outside school to develop their talents further.

Sports Premium

'The PE and Sports Premium is a cross-departmental initiative of over £150 million per year. The aim of the funding is to improve the quality and depth of PE and sport provision, including increasing participation so that all pupils develop healthy, active lifestyles and realise their potential.'

(The PE and sport premium: an investigation into Primary Schools – November 2015)

Each year the when the Sports Premium allocation is announced, the PE Co-ordinator put together an action plan outlining the way the money will be spent during the academic year. The main areas the Sports Premium money is spent in is Continued Professional Development for teachers by working alongside specialist and attending training sessions, additional swimming teachers to up-skill class teachers and provide children with high quality swimming lessons, the purchase of new equipment in order for high quality lessons to be taught and equipment for use at playtimes to ensure that children have 'active' playtimes.

For the 2024-2025 a digital reporting tool will be used to inform the DfE of the spend, action and impact of the PE and Sport Premium money by the school. An action plan is used to ensure that the benefit to the children is maximised and different areas of the curriculum are developed.