Chilham St Mary's CE Primary School

PHYSICAL EDUCATION POLICY

Policy reviewed: June 2025
Next Review: June 2028

At Chilham St Mary's, we are a diverse, loving community of learners, committed to providing firm foundations where everyone can grow in the knowledge and power of God's love. We encourage and support every individual to explore and achieve their own potential, rooted within our unique, historic environment.

Policy Purpose

This policy document aims to reflect the philosophy of our school in relation to how PE is both taught and learnt. It provides a framework through which all staff can approach PE and gives guidance in areas such as curriculum content, planning and assessment.

This policy is intended to be used in conjunction with the 'Greenacre Sports' scheme of work and our 'Progression of Skills in PE' document. This identifies which areas of the curriculum are covered by each class and to what extent. It is intended that this policy and the 'Greenacre Sports' scheme of work will form the basis for teaching of PE.

Policy Rationale

Chilham St Mary's believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self- confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential. A balance of individual, paired and group activities, in co-operative, collaborative and competitive situations, aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's ability to work independently, and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background. The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

Curricular Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions, and to perform them with increasing control, co-ordination and fluency. (Acquiring and developing.)

- To develop increasing ability to select, link and apply skills, tactics and compositional ideas. (Selecting and applying.)

- To improve observational skills and the ability to describe and make simple judgements of their own and others' work, and to use their observations and judgements to improve own performance. (Improving and evaluating.)

- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising. (Knowledge and understanding of fitness and health.)

- To develop the ability to work independently, and communicate with and respond positively towards others. (Working alone and with others.)

- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

The scheme covers:

- Invasion Games
- Net/Wall Games
- Striking and Fielding Activities
- Athletics
- Dance
- Gymnastics
- Swimming and Water Safety (Years 5 to 6 only)
- Outdoor and Adventurous Activities

Aims- EYFS

Pupils should develop confidence in a wide variety of movements working at different speeds and levels to improve gross motor control. They will gain experience of a broad range of equipment and apparatus. They will learn to work alone and in small groups and in team situations.

Aims- KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- Pupils will be taught to:
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.
- Gain a basic understanding of how exercise affects the body.
- Begin to observe and comment on their own and others performance.

Aims- KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Create and Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Safety

- Class teachers and adult's others than teachers are responsible for the safety of the children in their care.
- PE kit and jewellery rules are understood by the children and are enforced
- The teaching area and equipment are assessed for safety prior to a lesson
- Children are taught how to safely get out, carry, use and put away equipment- no pupils are allowed in the equipment store unsupervised
- Any problems with unsafe or damaged equipment are reported to the PE Subject leader or Headteacher
- Accidents should be logged in the accident book and parents should be informed when necessary
- Staff are aware of the fire procedures when leaving the hall

Swimming and Water Safety

Pupils will be provided with swimming instruction key stage 2. In particular, pupils will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Curriculum and School Organisation

The PE curriculum will be planned in conjunction with our 'Progression of Skills in PE' document, to ensure suitable progression through the programme of study devised for each class. Detailed planning of PE work will take place on a termly and weekly basis by the class teacher and will be seen in medium and short term plans. The PE lead will evaluate the PE curriculum annually and draw up a development plan based upon findings. The development of the PE curriculum will involve all members of staff.

Clothing for PE Activites

Indoor games, dance and gym:

- Black shorts, team or white t-shirt, plimsolls or non-marking trainers.

Outdoor and athletic activities:

- Winter: Tracksuit bottoms and outdoor trainers, school sweatshirt or similar
- Summer: Black shorts, team or white t-shirt, trainers

Swimming

- One-piece swimming costume for girls (no bikinis)
- Trunks, named swimming cap if required
- Goggles (with parental consent-children must be able to fit themselves and adjust as necessary)

Jewellery/Watches

On advice from the Association for Physical Education (AfPE) 2022 no watches or jewellery should be worn in PE sessions.
If ears are to be pierced it is recommended that this takes place at the beginning of the summer holidays.

If ears are pierced at other times during the year, then parents must provide plastic backed earring covers as well as signing a waiver accepting responsibility for any injuries.

Only stud earrings may be worn for 6 weeks after piercing. After this period earrings should not be worn on PE days unless the child is capable of removing and replacing them, themselves.

Extra-Curricular Activities

We believe extra-curricular activities are an extremely important part of a child's primary education. They enable pupils to develop particular skills and further their interest in sporting activities. It helps to introduce a healthy competitive element to team games and promote co-operation and a sense of good sportsmanship. The extra-curricular activities offered will vary from term to term in 6 week blocks and will compliment current activities or forthcoming competitions. We also strive to introduce at least 2 extra sporting opportunities each year which are additional to planned PE sessions. Previous extra activities include; Archery, Zumba, Badminton and Orienteering.

Time Allocation

Each class receives at least 1 hour 20 minutes of timetabled PE each week and are expected to take one session at the sports hall and a shorter session on the school playground.

Assessment and Record Keeping

The class teacher will complete termly assessment folders linked directly to the 'Progression of Skills' document.

Pupils will carry-out termly self-assessment focusing on what they feel they have achieved and what they would like to improve.

Resources

A variety of PE resources are available at school. Resources will be audited termly in consultation with the pupil 'Sports Council' and teaching staff. The majority of the current PE equipment is kept in the store in the recreation ground hall. The store is accessible to members of staff and children under adult supervision. Staff are asked to inform the co-ordinator if any resources need replacing.

Equal Opportunities and Inclusion

At Chilham St Mary's Church of England Primary School we recognise our responsibility to provide a broad and balanced curriculum for all pupils. In PE the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils.

When planning, teachers will modify lessons, as necessary, to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- Sets suitable learning challenges
- Responds to pupils diverse learning needs
- Overcomes potential barrier to learning and assessment for individuals and groups of pupils.

All children should have equal access to resources and activities enabling them to develop their skills to the best of their ability. The SEN Lead and PE Lead jointly advise teachers on the support which can be provided for individual children with particular educational needs, including high ability pupils. Specialist equipment will be purchased as required to meet specific needs.

Community

Our community is a driving force for our school and it is our ethos to encourage contributions towards children's learning from all sources of expertise and skill that are available. These include parental, governor, church and wider community contributions in a variety of forms. Contributions through volunteering and clubs ensure that our curriculum enriches the learning of the children and impacts on their attainment and enjoyment by providing context to the subject matter of their day to day schooling.