



Jesus said, "I am the bread of life...Once a person is with me I hold on and don't let go." John 6:35

WOODCHURCH CE PRIMARY SCHOOL

Wonder, Commitment and Expectation

"If you have faith as small as a mustard seed... nothing will be impossible for you." Matthew 17:20

Our School Vision

"I am the bread of life. Whoever comes to me will never hunger, and whoever believes in me will never thirst." John 6:35

Rooted in the teachings of Jesus, the power of the Holy Spirit and our love of God, we aim to continue our long Christian history and tradition of serving our community. We will plant the seeds of faith, which will enable all to grow together as a family and as individuals, living life in all its fullness and flourishing in the world, walking in the footsteps of Jesus.

"If you have faith as small as a mustard seed... nothing will be impossible for you." Matthew 17:20

Physical Education Policy

Within the Physical Education curriculum, it is our intent that the children will recognise themselves as Communicators (Orators), Readers, Explorers and Learners – opportunities to develop these skills will be built into the delivery of the curriculum and children will be encouraged to reflect on how they have demonstrated these skills within their learning. This document is a statement of the aims, principles and strategies for the teaching and learning of Physical Education.

Introduction

At Woodchurch C.E. Primary School we believe that Physical Education is fundamental part of our overall well-being, helping to develop healthy lifestyles and support a positive state of mind in all young people. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

We aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.

We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.

We aim to promote our Christian values through sports and positively encourage children to share, respect, support, trust and grow together.

Curriculum Aims

At Woodchurch CE Primary School we aim:

- 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.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Curriculum Planning and Organisation

- Each class is timetabled so that they can access the hall regularly.
- The playground areas, field and woodland are used to facilitate activities such as outdoor activities and games.
- Teaching staff deliver high quality PE activities/lessons for 2 hours per week.
- Swimming lessons are provided by a qualified swimming instructor at Meadowside Special School.
- After school clubs are varied and offered most days after school by 'Full of Beans'.
- Lunch time sports coaches and trained play leaders provided focussed activities for KS2/KS1/EYFS children helping to establish healthy lifestyles.
- The school has strong links with the local high school who specialise in sports coaching. We provide opportunities for young sports ambassadors to work with our students both at Woodchurch High school and here at Woodchurch CE Primary school.

Furthermore, the high school provides opportunities for children to access a wider range of sporting activities utilising their campus facilities.

Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning.

The early learning goals are:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Work and play cooperatively and take turns with others.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson. This is assessed using PE passport.

Key Stage 1 & 2

- The school uses PE passport for the planning and assessment of PE lessons. These are supplemented with ideas and activities from other sources. PE passport is in accordance with the current National Curriculum guidelines.
- Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.

Assessment & Recording

Assessment is an integral part of planning, teaching and learning in PE and is carried out by teachers in the course of the normal class activity mainly through observations and sometimes through discussion with children. Photographic/video record may sometimes be used to document some work. PE Passport is used to record assessment judgements and comments and physical development levels and progress are recorded by the EYFS teachers for each child. Physical Education / physical development is included as part of the end of year reports to parents.

Monitoring

The PE subject leader will monitor through pupil voice, discussion of planning, assessment data and observation.

Equal Opportunities

All children have an entitlement of full access to the Physical Education curriculum. This entitlement takes account of the physical, sensory, academic, emotional and learning needs of individual children in ways which acknowledge the value of their responses, contributions and achievements. We take account of their requirements and make provision where necessary to support individuals or groups of pupils to enable them to realise their full potential and participate effectively in PE.

The Role of the Subject Leader

The PE subject leader will offer support and advice to staff. The leader will attend in-service training, to keep staff informed of recent thinking, and will raise awareness of issues pertaining to PE.

The PE subject leader will be responsible for ordering and updating resources, in consultation with staff.

Contribution of PE to teaching in other curriculum areas

English: Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths: Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT: Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE: PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Christian Values: Through sport children are taught the values of respect, trust, honesty and perseverance.

Healthy Eating: The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and in the dining hall.

SMSCD: PE offers many opportunities that support the social development of our children.

History/Geography: Ensuring PE lessons follow in sequence of the current humanities topics to enhance pupils understanding.

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • experiencing and reflecting on feelings of determination, exhilaration and enjoyment • learning to appreciate and enjoy the way their bodies work and can be used to express emotion (eg in dance) • gaining a sense of achievement • developing positive attitudes towards themselves • learning to know and challenge their own physical limits 	<ul style="list-style-type: none"> • reflecting on the need for rules • developing a sense of fair play and positive sporting behaviour • considering the issues around enhancing performance (including the use of drugs) • reflecting on values surrounding 'competition' (including 'winning at all costs') • examining issues in sport such as: racism, sporting heroes as role models, sports wear etc 	<ul style="list-style-type: none"> • learning how to manage feelings and controlling aggression when working with others • developing social skills of co-operation, responsibility, communication, personal commitment, loyalty and team work • learning how to handle success and defeat with dignity • discovering the role of sport/dance in society • learning to take responsibility eg as team leader/coach 	<ul style="list-style-type: none"> • learning dances from different traditions, including their own • playing traditional games and recognising their importance locally, nationally and internationally • understanding the importance of activities for different cultures • exploring the contribution of sport/dance to the arts • being aware of different cultural attitudes towards aspects of physical activity

<ul style="list-style-type: none"> • developing a healthy body and a healthy mind • understanding that body, mind and spirit influence each other • enjoy and know the quality of stillness • shared activities/team work developing a sense of belonging 		<ul style="list-style-type: none"> • looking at how people show they belong to a group eg sports wear, team strip etc • considering the social aspects of sport (eg leisure) • awareness of others' needs, particularly physical 	<ul style="list-style-type: none"> • considering sub-cultures in sport – teams adopting names of international sides
---	--	---	---

British Values: Throughout PE lessons children will recognise that they are equally responsible for their learning as the teacher is. They will take responsibility of their actions and will follow safety routines to protect the well being of others. Through watching and appraising performances, they will be free to hold their own viewpoints and listen to others as they would like to be listened to.

Inclusion

- PE kit is available for any occasional circumstances where a child does not have their own in school.
- Lessons will provide good quality experiences that are 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.

Health & Safety

- All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:
- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.

- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

Resources

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage. PE resources are stored in the PE cupboard.

Administration Arrangements for Extra Curricula Sporting Events

The School Office staff liaises with the subject leader and sports coaches to arrange after school clubs/ attendance of teams at External Sporting competitions.

School Sports Premium

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated yearly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

Kirsten Roberts

PE Subject Leader

Review Date: Summer 2024