



Shinfield St Mary's C of E Junior School

PE Policy

Our Vision

Jesus said 'As I have loved you, so you must love one another.' John 13, 34

This commandment guides us all to love and value all members of the school community. Children and adults from all backgrounds will thrive in the belief that diversity is to be celebrated and respected. As well as loving those who are present in our lives they will interact in the world in ways that reflect their responsibilities as global citizens and custodians of our planet. Our children will make an impact in the wider world which will benefit future generations

Love is Patient
Love is Kind
Love is Honest
It trusts, hopes, perseveres and protects.

November 2013	Agreed
November 2014	Reviewed
Feb 2016	Reviewed
Feb 2018 – no updates	Reviewed
March '20 – many updates, reflecting clothing safety guidance and the use of ICT in PE lessons	Reviewed
November 2022	Reviewed vision updated and changes to PE Kit
June 2025	Reviewed

Next Review June 2028

Introduction

This policy should be read in conjunction with the school's Teaching and Learning Policy statement that deals with matters common to all subjects taught in school. The policy has been compiled as a result of staff discussion and approved by the Governing Body and will be reviewed annually.

Shinfield St Mary's Junior School believes that Physical Education, experienced in a safe and supportive environment, is vital in its contribution to a pupil's physical and emotional development.

The PE programme aims to ensure that all pupils are provided with opportunities to develop control and self-confidence and an ability to manage themselves in a variety of situations.

Aims

Our aim is for all children to be given opportunities that will enable them to:

- be physically active and to find enjoyment in physical activity
- develop the physical skills, habits and interests that will lead to a healthy lifestyle
- understand how physical activity affects the body
- discover their own aptitudes and preferences in order to find a lasting sense of purpose, achievement and fulfilment in physical activity
- develop an awareness of opportunities for community participation
- develop an understanding of the need for safe practice in physical activities
- develop positive attitudes of perseverance, fair play and sporting behaviour and the ability to cope with varying degrees of success in competitive and co-operative physical activities
- develop communication skills, through encouraging the use of correct terminology, in order to promote effective co-operation
- acquire and develop skills and respond intelligently and creatively to a variety of challenges
- perform with increasing physical competence and confidence in a range of physical activities and contexts
- develop the ability to plan a range of movement sequences, organise equipment and apparatus, and to design and apply simple rules

- develop the ability to use what they have learnt to evaluate their own work, and the work of others, and to improve the quality and control of their performance
- develop a greater social, spiritual, moral and cultural skill set

Time Allocation

- PE is taught throughout the year and it is the school's aim that all children will spend an average of at least 2 hours each week on PE.

Components of Physical Education

PE is a foundation subject in the National Curriculum and consists of four strands:

- Acquiring and developing skills
- Selecting and applying skills, tactics, and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

These strands are taught through six areas of activity:

- Dance activities
- Games activities
- Gymnastic activities
- Athletic activities
- Outdoor and adventurous activities
- Swimming and water safety activities

The curriculum in PE has been organised to ensure that pupils in both key stages have access to all areas of activity and go beyond the statutory requirements of the National Curriculum.

Pupils will be taught all six areas of activity with swimming and water safety being taught in the Summer term at Year 5. Outdoor and adventurous activity is taught in curriculum time and also in the form of a residential visit in the Autumn term for Year 6. Instruction is provided by Rhos-Y-Gwaliau Centre Staff.

Planning for PE

The scheme of work has been developed to provide pupils with a broad range of experiences and to ensure there is balanced and progressive coverage of aspects within each activity area.

Medium term plans give details of each unit of work for each term. Where appropriate, units may be linked to other aspects of the curriculum, e.g., dance and history, gymnastics and science.

The PE Leader is available to support the work of teachers when planning and teaching.

Teaching and Learning

A variety of teaching and learning strategies are used in PE lessons, including whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for other children and encourage pupils to evaluate their own performance as well as that of others.

Within lessons children are given the opportunity both to collaborate and compete with each other and have the opportunity to use a wide range of resources.

In all classes there are children of differing abilities, and suitable learning opportunities are provided by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies:

- Setting common tasks that are open ended and can have a variety of results
- Setting tasks of increasing difficulty, where not all children complete all tasks
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenge through the provision of different resources

However, a pupil whose needs are severe or complex may need to be supported with an individual programme during the main part of the lesson

Suitable Professional Clothing for the Teaching of Physical Education

All staff must change into suitable clothing and footwear for Physical Education lessons acting as role models for the students with what is appropriate to wear for different sports/ activities.

An important consideration is Health and Safety when teaching or when assisting in PE lessons. Members of staff should not wear clothing that could have implications for the health and safety of themselves, or others in their care.

During P.E. all jewellery should be removed other than simple rings or stud earrings. Long hair to be tied back. It is recommended that staff teach gymnastics and dance in bare feet.

Hoodies may only be worn for teaching outside.

Extra-Curricular Activities

The school aims to provide a range of PE-related activities for children out of school hours throughout the year. The school sends teams to participate in inter-school events in these sporting activities, where appropriate.

In addition, other sports activity sessions are provided by external agencies.

Pupils are encouraged to look for opportunities within the local community to participate in organised physical activity, e.g. sports clubs, holiday activity camps. Information is circulated where appropriate.

Computing

ICT may be used in various ways to support teaching and enhance pupil's learning experiences. ICT will include the use of the iPads. These will be used when appropriate to meet the learning objectives. For example, video recordings may be made so that pupils can evaluate performance and look for ways to improve the quality of their work.

Resources

Resources for physical education are stored in the hall. Other resources may be stored by the PE Leader, including CDs, DVDs and books. It is the responsibility of all staff to ensure equipment is fit for use and to report any issues to the PE Leader. It is the responsibility of the PE Leader to purchase resources within the constraints of the budget allocated to PE, ensuring that they are sufficient to allow all pupils access to the requirements of the National Curriculum.

According to age and maturity, children should learn to collect and replace equipment appropriately. They should be taught to handle equipment safely and be able to set out apparatus and equipment according to the needs of the lesson.

Health and Safety

In accordance with the requirements of the National Curriculum all pupils should be taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks.

Due regard will be paid to the Safety Guidelines for PE by staff in planning and delivering units of work. More detailed guidance can be found in the PE Association's 'Safe Practice in Physical Education and Sport' (2012).

The gymnastic apparatus is checked annually by LEA contractors, but should also be checked each time it is used. Any concerns about the safety of any equipment should be reported to the PE Leader.

Pupil Physical Education Kit

Shinfield St. Mary's Physical Education kit is compulsory and consists of the following:

- Blue T-shirt with school logo*
- Blue/White shorts with no logo* or Blue Skorts*
- Trainers

*Items available to purchase from the School Office

Navy blue/black jogging bottoms or black sports leggings. No logos.

PE Kit can be purchased from the School Office at the start or end of the school day. All pupils should bring their kit to every Physical Education lesson even if they are not going to be actively involved as a performer. If a pupil is injured or unwell, a signed note from the parent or guardian must be provided to the class teacher or a message relayed through the School Office. Pupils who are excused will still need to change into PE kit as they will be involved in the learning process through the role of a coach, umpire, referee or leader.

It is advised that students wear shin pads and mouth guards during hockey lessons on the MUGA. Studded boots during tag rugby and football lessons on the grass field are also advised.

Personal effects, including jewellery and cultural or religious adornments

All personal effects should be removed. Staff should always give a verbal reminder to students and, where necessary, visually monitor the group and/or individuals.

If items cannot be removed, staff need to take action to try to make the situation safe. In most cases, this may mean adjusting the activity in some way or, where a risk assessment allows, making the item in question safe.

Earrings/Ear studs: If an individual's ears have been pierced within a 6 week period, then they will not be required to remove the earring/stud. Students unable to remove earrings/studs should be required to make them safe by taping, front and back, which may offer a measure of protection. The taping should be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received (e.g. from someone or from equipment such as a ball). It is advised that ears are pierced during the school summer holidays to allow for the 6 week period.

This taping may be done at home for younger children or prior to the lesson for older students. It is the responsibility of the individual to provide tape. Staff are not required to remove or tape earrings/studs for students.

Where taping is utilised, the teacher supervising the group maintains the legal responsibility to ensure the taping is effective for purpose. Where staff consider the taping to be unsatisfactory to permit safe participation, they will need to consider alternative involvement in the lesson for the student.

The use of retainers (flat studs that retain the piercing when earrings or studs are removed) is becoming more common as a form of acceptable substitution where total removal is not possible. Provided these are flat and cannot cause damage if a blow or ball hits the side of the head, the level of risk is clearly reduced.

Assessment and Record Keeping

Feedback to pupils about their own progress in Physical Education is achieved through discussion between child and teacher in the context of the PE lesson.

Formative assessment is used to guide the progress of individual pupils in PE and is mostly carried out informally by teachers in the course of their teaching. It may include practical tasks directly observed by the teacher, discussions related to a practical task and discussions in which children appraise their own work and progress.

Teachers keep records and report to parents on pupils' progress in accordance with the school's Assessment and Record Keeping Policy.

Subject Leader

The role of the PE Leader is to:

- Take a lead in policy development and the production of schemes of work designed to ensure continuity and progression in Physical Education throughout the school
- Support colleagues in their development of units of work
- Monitor the planning, teaching and learning in PE
- Take responsibility for the purchase and storage of resources for PE
- Keep up-to-date with developments in PE and disseminate information to colleagues as appropriate
- Link effectively with schools in the area
- Report to the Governing Body re the impact of the PE Funding.