



Trinity St Mary's Church of England Primary
School

PE Policy

Spring Term 2024

"Many Hearts Make A School"



Trinity St Mary's C of E Primary School

Physical Education Policy

Introduction

Trinity St Mary's C of E Primary School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. A high quality physical education curriculum inspires all pupils to succeed and excel in physically demanding activities and competitive sports. It also provides opportunities for children to become physically confident in a way that supports their health, fitness and well-being, whilst embedding values such as fairness and respect.

Aims

It is the intention of the school to provide a broad and balanced PE curriculum that:

- Caters for the different strengths, needs and preference of each child by using differentiated activities (where appropriate) consisting of individual, paired, group and whole class activities. Through the variety of opportunities that PE offers children can develop a sense of personal achievement, fair play and teamwork.
- Teaches children to appreciate the importance of a healthy body and lifestyle and to begin to understand those factors which affect health and fitness.
- Encourages children of all abilities to join clubs and organisations with the aim of extending their interest and involvement in physical activity and sport.
- Through the Government Sports Premium Funding, the school will (where possible) provided opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils across the whole PE and sport spectrum. Sports Premium spending will be reviewed and published on the school website.

Specific aims in relation to physical development

Different experiences for different ages groups will ensure all pupils will have access to a range of appropriate challenges as they progress through the school so that they:

- Develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- Develop knowledge, skills and understanding and the ability to remember, repeat and refine actions and specific skills with increasing control and accuracy.
- Develop an awareness of the benefits of a healthy lifestyle by understanding the positive effects of regular exercise on the body.
- Understand the importance of safe exercising.
- Have the opportunity to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Aims in relation to social, emotional and cognitive development

Participation in PE and sports have other additional benefits which should help to:

- Develop a love of physical exercise.
- Develop the ability to work both independently and as part of a team. To communicate with and respond appropriately towards others using verbal and non-verbal communication.
- Develop confidence in skills and abilities.
- Promote an understanding of safe practice and develop a sense of responsibility for the safety of others.
- Develop a sense of fair play
- Develop decision making and problem solving skills.
- Develop reasoning skills and the ability to make judgements.
- Develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- Improve observational skills and to use this knowledge and understanding to improve performance.
- Understand that using correct technique will improve accuracy and performance. Use performance evaluation and develop the skills to act upon constructive criticism.

Aims in relation to spiritual, moral and cultural development

Participation in PE and sport have additional benefits which should help to:

- Develop a positive attitude, learning to not only celebrate sporting success, but learning to lose well and to grow from this experience.
- Encourage children to always do their best regardless of their ability or experience.
- Encourage children to treat team mates, opponents, coaches and referees with respect.

The PE Curriculum

In Early Years and Key Stage One, opportunities will be provided for the children to be active and develop their co-ordination, control and movement. Pupils should develop fundamental movement skills, become increasingly competent and confidence 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 should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Children should apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

In Key Stage Two, 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 should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games (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)
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performance with previous one and demonstrate improvement to achieve their personal best.

Swimming

Swimming is compulsory. Lessons will be provided in Year One, Year Two and Year Three. In particular, by the end of Key Stage Two, 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)

Expectations

Physical Education is a compulsory part of the curriculum for all pupil at every age, from age four to sixteen. Parents cannot withdraw their child from PE without formal agreement. If there are exceptional circumstances which prevents participation parents/carers should provide a letter explaining the reasons and define the period of time.

Earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings, parents should do so before school on a PE day.

Staff Development

Each class teacher will take responsibility for planning, teaching and assessing the PE curriculum for their class. Resources are available to support teachers such as through “Get Set 4 PE” and “The Children’s Health Project”. It is intended that all staff will take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. It is further intended that staff should be confident in the area of activity being taught. Where additional support is required this will be provided by either the subject leader, specialist sports coaches or outside providers through INSET.

Safety

In order to minimise the risk of injury:

- Children should dress in appropriate PE kit.
- Children should wear bare feet for apparatus work and gymnastics.
- Children should wear plimsolls or trainers (upper KS2) for outdoor/indoor work.
- Jewellery must not be worn.
- Long hair must be tied back
- Children will be trained to lift and carry apparatus sensibly into position under supervision.
- Equipment and apparatus will be checked by a teacher before use.

Safeguarding

All adults working with children in school will be DBS checked.

Extra-curricular activities

It is intended that a range of extra-curricular activities (both competitive and non-competitive) will be offered. A range of inter-school fixtures, tournaments and festivals within the William De Ferrers Sports Partnership will be participated in. Where a team needs to be selected, the decision of the school on who is selected will be final. A documented timetable of clubs will be published at the beginning of each term. The school's weekly newsletter will raise awareness of these activities.

Equality

All aspects of PE will be taught to include all children regardless of gender, background, culture or physical ability. Learning objectives will be set in line with the schools Special Needs and Equality policies.

Records and Assessment

Assessment for learning will be made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self-assessment. Assessment will also be made through longer term (formative) assessments.

School Sports Partnership (SSP)

Trinity St Mary's school is a member of the William De Ferrers Sports Partnership (SSP) and has access to curricular support, competitive opportunities for pupils and training for staff. The school, aspires to the High-Quality Outcomes which guide the work of all SSPs, these are:

- Increased participation in high quality PE.
- Increased participation in high quality extra-curricular learning.
- Increased attainment and achievement through PE and sport.
- Improved behaviour and attitude in PE, sport and whole school.
- Increased participation in competitive and performance opportunities

Monitoring and review

This policy will be reviewed bi-annually.

Date agreed:

Review date:
Spring Term 2026