Claverley CE Primary school

PE Policy

Date policy last reviewed: September 2024 -

Statement of intent

Claverley CE Primary Vision and Mission

'Encourage one another, and build each other up' (*1 Thessalonians 5:11*) to make the ***best*** of the lives we have been gifted by God by **b**elieving we can change things for the better; r**e**specting our environment and each other; **s**upporting our friends and community and ***t***aking every opportunity to learn.

Claverley CE Primary School is committed to safeguarding and promoting the welfare of the children and expects all staff and volunteers to share this commitment.

Core Values

To emphasise the Christian distinctiveness of our Church School the following values underpin all that we do and support our pupils to flourish. During their time at Claverley, we want to instil, within all our pupils, our core values of:

Hope – Christian hope means trusting in the loving purposes of God: trusting that the foundations of the world are good because they spring from God.

Dignity – not thinking too much of ourselves but putting others first, trusting in God's challenging wisdom so that we may grow in faith, hope and love.

Community – Live in harmony with one another.

Wisdom – Insight into the way life works; a proper understanding of the consequences of our thoughts, words and actions and an awareness of the true value of things.

Aims of our PE curriculum

At Claverley CE Primary, we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Teaching and learning

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

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. The PE subject leader works this out in conjunction with teaching colleagues. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

The school values being part of the PE partnership with TrustEd and benefits from specialist coaching for KS2. The school has strong links with local tennis, cricket, football and rugby clubs and signposts pupils and their families to these clubs. PE is taught for 2 hours a week and pupils come to school in their PE kit which increases the amount of teaching time in a lesson. TAs support PE lessons where there is an identified need. This might be to support 1:1, small groups of SEND or G&T pupils. At Claverley CE Primary, we hold: sports day, train sports ambassadors to lead events, we take part in the daily mile. We pride ourselves in delivering over 60 active minutes a day which has contributed to us retaining the Platinum Award – School Games Award.

EYFS

We encourage the physical development of our children in their reception class as an integral part of their work. As these classes are 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, 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 tools and 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.

Assessment

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessments. We have clear expectations of what the pupils will know, understand

and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document and progression ladders.

Monitoring and Reviewing

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's work and observes PE lessons.

The quality of teaching and learning in PE is monitored and evaluated by the subject leader.

Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma.

Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective.

- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.

Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips.