

St Clement Danes Primary School



Physical Education Policy

ST CLEMENT DANES CE PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY

RATIONALE

Sedentary living patterns and unhealthy dietary habits are becoming more prevalent in our society and there is strong and consistent evidence that doing regular, moderate-intensity physical activity provides a range of physical, intellectual and emotional benefits for everyone.

By participating in physical activity before, during and after school, pupils can gain a range of physical, social, emotional and intellectual benefits. In general, the more time spent being physically active, the greater the health benefits.

Physical activity opportunities can be provided through health and physical education activities, sport, recreation and games.

Therefore, physical activity is an important dimension in pupils' broad scope of development during their years of schooling.

It is important that pupils are given opportunities to participate in a range of enjoyable physical activities at an early age so they will be more likely to continue being physically active throughout the rest of their lives. This policy is considered in relation to the [UK Chief Medical Officer's Physical Activity Guidelines](#) relating to physical needs in childhood.

PURPOSE

St Clement Danes has developed this policy to provide school staff and the school community with guidelines on what is required to achieve maximum levels of pupil participation in physical activity to ensure the aims defined below are met.

AIMS

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.

Physical Development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- To appreciate of the value of safe exercising.
- To reduce sedentary behaviour
- To develop children's gross motor and fine motor skills through a range of planned activities, use of resources and cross curricular experiences.
- To promote active travel

Social and Emotional Development:

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.

- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

Cognitive Development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To improve observational skills, the ability to describe and make simple judgments on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, Moral and Cultural Development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition. It is good to be competitive and strive to win and doing your best is also important.
- To be able to encourage others and give praise for their achievements so that when pupils perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

SCOPE

This policy applies to all pupils attending St Clement Danes Primary School, regardless of race, age, ability or location and to all members of the St Clement Danes community (teachers, coaches, administrators, parents or guardians, volunteers).

PHYSICAL ACTIVITY GUIDELINES FOR CHILDREN

The Physical Activity guidelines for children and young people are relevant to those aged from 5 to 18 years. Physical activity is associated with better physiological, psychological and psychosocial health among children and young people. Global and UK specific evidence has shown that boys are more active than girls at all ages and that physical activity levels decline through childhood into adolescence. As such, ensuring the all children are as active as possible throughout childhood is important for current and future population health.

Physical activity guidelines for children and young people aged 5-18 years:

- Children and young people should engage in moderate to vigorous physical activity for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports.
- Children and young people should engage in a variety of types of intensities of physical activity across the week to develop movement skills, muscular fitness, and bone strength
- Children and young people should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of not moving with at least light physical activity

For more information on the UK Physical Activity Guidelines for Children and Young People please refer to the [Chief Medical Officer's Report](#).

In 2019, the Government published a School Sport and Activity Action plan which sets out an ambition that children and young people should get 30 minutes of their daily physical activity through the school day and 30 minutes outside of school. The PE and Sport Premium helps primary schools to achieve this, providing funding to make additional and sustainable improvements to the quality of PE, physical activity and sport offered.

For more information on the School Sport and Physical Activity Action Plan please refer to the [document here](#).

For more information about the PE and sport premium for primary schools please refer to: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

For nurseries attached to primary schools, there are a different set of guidelines for children under the age of five. Physical Activity Guidelines for under 5s:

- Infants (less than 1 year):
 - Infants should be physically active several times every day in a variety of ways, including interactive floor-based activity e.g. crawling
 - For infants not yet mobile, this includes at least 30 minutes of tummy time spread throughout the day while awake (and other movements such as reaching and grasping, pushing and pulling themselves independently, or rolling over); more is better
- Toddlers (1-2 years):
 - Toddlers should spend at least 180 minutes per day in a variety of physical activities at any intensity, including active and outdoor play, spread through the day; more is better
- Pre-schoolers (3-4 years):
 - Pre-schoolers should spend at least 180 minutes per day in a variety of physical activities spread throughout the day, including active and outdoor play. More is better; the 180 minutes should include at least 60 minutes of moderate to vigorous activity.

For more information on the UK Physical Activity Guidelines for Under 5s please refer to: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>

Schools have an important contribution to make in encouraging and providing opportunities for children and young people to take part in physical activity, especially as in term time this is where children and young people spend most of their day.

PE CURRICULUM

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the National Curriculum for Physical Education in KS1 and 2.

A high quality physical education curriculum inspires all pupils in KS1 and KS2 to succeed in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Each Year group begins the school year learning about fitness and fundamental skills. Their skills progress as they move up the school.

In the Nursery and Reception Class (EYFS), physical development is one of the three prime areas of learning and development. Physical development involves giving children opportunities to be active and interactive; and to develop their co-ordination, control, and movement through activities which involve the use of a range of equipment and involve different spatial experiences. Children are also helped to understand the importance of physical activity. Structured lessons include the fundamentals of gymnastics, dance and games and opportunities for free flow active indoor and outdoor play that amount to at least three hours each day.

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. Additionally, pupils are also encouraged to participate in sporting activities during playtimes and lunchtime sport sessions are available to all pupils and have opportunities to join the after school clubs such as Fit for Sport, Karate etc. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and invasion, net and wall, striking and fielding, gymnastic, yoga and dance activities. At KS2 pupils continue to apply and develop the range of skills and units of work begun in KS1 and learning team games include cricket, netball, tag rugby, dodgeball, gymnastics, dance, athletics and swimming. We also enrich pupils' experiences through opportunities for outdoor and adventurous activities including a Year 6 residential trip which includes activities such as; climbing, orienteering, hiking and team challenges. Government Sport Funding is used to provide pupils with additional swimming lessons and PE afternoons at Coram's Fields.

A range of resources are used to support progression across the curriculum including: TOP sport resources, the GetSet4PE Scheme, Westminster Active, sport specific programmes introduced via specialist coaches (particularly for gymnastics) from the YMCA and Lords Cricket.

SWIMMING

Pupils in Years 4 to 6 participate in compulsory swimming lessons with the YMCA. All instructors are qualified swimming teachers.

PARTICIPATION

Teachers and any other members of the school community involved in the school physical activity programme need to:

- encourage enjoyment
- cater for varying levels of ability by providing every student with a 'fair go'
- provide equal encouragement to all pupils to allow them to acquire skills and develop confidence
- ensure the programme is available to all pupils by catering for groups with special needs such as:
 - students with disabilities/impairments; students from non-English speaking backgrounds
 - athletes with exceptional talent.
- prepare and conduct sessions based on sound coaching and teaching principles
- set realistic standards and objectives for pupils
- ensure a safe and productive environment
- encourage a healthy competitive spirit
- ensure consequences of inappropriate behaviour are clearly understood and promoted
- encourage pupils to participate in games before, during and after school
- act as a good role model of sporting behaviour

IMPROVING MOTOR SKILLS AND ACTIVITY LEVELS

As a Westminster School, one of the local priorities is to increase the activity levels, reduce obesity and to support the health outcomes of children in the borough. Our school does this is by:

Developing Fine and Gross Motor Skills - It is key, particularly to young children that they actively develop their gross motor which then underpin their fine motor skills. These skills enable them to progress not just physically but also in other areas of development. For older children these skills ensure their success in a range of curriculum areas, they are able to develop they handwriting for instance and develop skills in art and other subjects. We promote gross motor skill development through PE, playtimes and cross curricular lessons. Fine motor skills are supported through careful assessment of children's needs, provision of activities and resources across the curriculum which allow children to practise and improve their dexterity including [scissor skills](#), [pencil grasp](#), [handwriting](#), [finger isolation and other fine motor skills](#).

Promoting active travel - We provide storage and facilities which enabling scooter and cycling to school, put on whole school events promoting active travel and other activities linked to the curriculum, developments in the local area. We are working in partnership with the TfL to develop and enact a School Travel Plan which supports safe and active travel of the children and families in our local community.

Promoting health and activity - In school we address this by ensuring access to a range of times within the school routine which allow for movement breaks. For younger children this includes lesson times which involve movement as part of their planned session to complement their learning. In early years classes children are encouraged to use both the indoor and outdoor learning spaces during their time in school. Children may be encouraged utilise different parts of the classroom or the school to undertake learning such as going on a learning walk around the school in search of information. We are working to share information with families about the health or young children through links with the [Change4Life Program](#), [HEP](#), NHS and local Nursing Team. This means signposting families to resources and support and providing guidance on ways we can support children to reduce sedentary behaviour, eat healthily and improve their oral health.

ASSESSMENT

Assessment for learning is made through short term (daily/weekly) observations of pupils' work, through discussion with the pupils and through their own self and peer assessment. The use of cameras for pupils to assess their own performance and to record progress is encouraged throughout the school.

Assessment of learning is made through medium term (summative) assessments and long term (formative) assessments.

SAFETY

The provision of a healthy and safe environment for pupils, teachers and any other members of the school community is essential.

Teachers and any other members of the school community involved in the school physical activity program also need to: recognise the difference between pupils' physical and emotional characteristics; understand the short and long-term medical conditions of pupils (this includes previous and existing illnesses and injuries); ensure that the equipment and facilities are safe and in good working order; correct use of equipment is taught along with any potential hazards, enforce the use of recommended protective equipment required for a particular game or sport; provide access to appropriate first aid facilities and equipment.

The school has a PE risk assessment and this is updated regularly.

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Pupils should dress in shorts, tracksuit bottoms and t-shirts.
- Pupils will work in bare feet for dance, gymnastics and apparatus work.
- Plimsolls or trainers are worn for outdoor games, together with tracksuits if it is cold.
- Jewellery is not to be worn (except for stud earrings). Watches should be kept safely in a container in the classroom.
- Long hair should be tied back and rigid headbands should be removed.
- Pupils will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.
- Teachers and any other members of the school community involved in PE lessons should wear PE kits and suitable footwear

HEALTHY SCHOOLS

The school is part of the [Healthy Schools](#) Award Program and holds Gold Award status. PE, sport and competition play a central role in the school attaining this status.

BEHAVIOUR

Teachers and any other members of the school community involved in the school physical activity programme need to:

- Ensure pupils are aware that their behaviour is expected to be consistent with behaviour expected at school or home, before, during and after any sporting event or recreational activity.
- Manage pupils who fail to comply with the above codes of behaviour as set out in the school's 'Behaviour Management' policy.

COMPETITION

St Clement Danes takes part in competitions that occur at the intra-school level as well as at an inter school level that is appropriate for the age and experience of the pupils. This is supported by the Westminster School unit and the PE subject leader.

Teacher and any other members of the school community involved in the school physical activity programme need to ensure all students participating in the sport programme are aware that, although everyone likes to win and a healthy competitive team spirit is to be encouraged, participating is also important.

ROLES AND RESPONSIBILITIES

St Clement Danes has a responsibility to ensure that every pupil is presented with the opportunity to participate in good quality physical activity experiences to enhance their learning, development, knowledge and understanding.

SUBJECT LEADER

The Subject Leader should be responsible for improving the standards of teaching and learning in PE through monitoring and evaluating the following areas:

- PE planning and lesson observation
- pupil progress
- monitor progression across the school

- provision of PE
- the quality of the learning environment

The Subject Leader should also:

- take the lead in policy development
- audit and support colleagues in their CPD
- purchase and organise resources
- keep up to date with recent developments in PE

STAFF/STAFF DEVELOPMENT

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class. All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/ disseminate the information. Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

LINKS WITH OTHER SUBJECTS

PE can link to other subjects, e.g. English (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). Computing is also recognised as a potential tool for recording movements and actions to develop pupils' ideas as well as the appropriate use of audio visual and data logging equipment.

LINKS WITH COMMUNITY ORGANISATIONS

Teachers and any other members of the school community involved in the school physical activity programme are encouraged to establish closer cooperative links with sport, recreation and community organisations.

Written and Reviewed by: Samantha Paget

Last Review Date: April 2021

Next Review Date: April 2023