



**St Laurence-in-Thanel  
Church of England  
Junior Academy**  
*Believe, Achieve and Aspire!*

# **Physical Education Policy St Laurence-in-Thanel C of E Junior Academy**



21/04/2023

Review Date: 01/03/2025

## Physical Education Policy

### for St Laurence-in-Thamet Church of England Junior Academy

St Laurence-in-Thamet Junior Academy is committed to educating and providing opportunities for young people to develop their understanding and skills in Physical Education, Physical Activity and School Sport (PESSPA). We want our young people to understand that through PESSPA they know the benefits of being physically active to promote a healthy lifestyle, that physical competency is achievable no matter who you are and know that competition with others and against yourself (personal bests) help challenge us to better achieve greater things.

#### **1. The aims of PE**

The importance of physical education:

"A high-quality physical education curriculum inspires all pupils to succeed and excel 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."

The National Curriculum for England (2013)

The aims of PE at St Laurence are:

The national curriculum for physical education aims to ensure that 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.

## **Key stage 2**

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, modified where appropriate [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 performances with previous ones and demonstrate improvement to achieve their personal best.

## **2. Teaching and learning style**

Every child participates in at least 2 hours of physical education through planned curriculum lessons each week. The school uses Active Play at lunchtimes to increase physical activity and provides many after school clubs to further increase opportunities for all children to be more active.

2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities.

Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with and against each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 60m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the triple jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment and OAA (outdoor and adventurous activities)

2.3. Relevant sporting activities will be planned and taught to the children, taking into consideration the children's local community, interests, needs and abilities.

### **3. PE curriculum planning**

3.1 PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. In Key Stage 2 we teach a range of activities including dance, games and gymnastics and other activities: swimming and water safety, athletics and outdoor and adventurous activities.

3.2 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 in each year group and reviews this on a yearly basis.

3.3 Our medium-term plans, are taken from the The PE Hub schemes of work, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader oversees and reviews these plans ad their appropriateness. We also use other sources to enable planning to be adapted or changed to suit our children.

3.4 Class teachers use lesson plans as guided by The PE Hub which can be annotated or rewritten dependant on the individual teacher's preference. These plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader discuss these on an informal basis.

3.5 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

#### **4. Contribution of PE to teaching in other curriculum areas**

##### **4.1 English**

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. In addition, children are given the opportunity to write match and event reports, reading these out in assemblies and publishing reports in the school magazine.

## 4.2 Information and communication technology (ICT)

We use ICT to support PE teaching when appropriate. In many activities children make video recordings and take photographs of their performance, and use them to develop their movements and actions, improving the quality of their work. Any photographs taken remain within the school, with strict adherence to the safeguarding children policy.

## 4.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

## 4.4 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## 4.5. Numeracy skills

The children are provided with opportunities to further develop numeracy skills such as measuring distances and times during athletics activities.

## **5. Teaching PE to children with special educational needs**

5.1 At our school we teach PE to all children, whatever their ability, however, we should be aware that some AEN/SEN children who have difficulty accessing other aspects of the curriculum, may well shine when involved in physical

activities. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

5.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

5.3 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **6. Assessment and recording**

6.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons using the Head, Heart and Hands model. At the end of a unit of work, teachers make a judgement as to whether the child is working below, expected or above the expectations of each individual unit. They record the information in their assessment grids and use the information to plan the future work of each child. The teacher passes relevant information concerning levels on to the next teacher at the end of each year.

6.2 The PE subject leader will keep some photographic and written evidence of children's work where appropriate (in a portfolio). This demonstrates what the

expected level of achievement is in each area of activity in PE in each year of the school.

## **7. Resources**

7.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. Children are actively encouraged to handle and be responsible for the PE equipment, helping to set up and clear away. A list of the contents of the PE shed is provided to staff each year in order to help inform planning. The equipment is regularly checked to ensure it is safe and appropriate for use. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and playing field for games and athletics activities and the local swimming pool for swimming lessons.

## **8. Health and safety (including PE kit requirements)**

8.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity and all long hair (shoulder length or longer) must be tied up, adhering to guidelines issued in afPE Safe Practice Guidance 2008. This rule applies to both girls and boys. Earrings need to be removed for all physical education lessons; adults are not permitted to remove earrings for children. Whilst it would be ideal if children's ears were to be pierced at the start of the summer holiday, given 6 weeks to settle and are then ready to remove for PE lessons from the start of September, this is frequently not achieved. In order to ensure that children are allowed to participate in physical activity, for this period immediately after having ears pierced, the following 6 week period, parents may



place tape over their child's ears before the start of the school day. A signed letter needs to be provided stating the date the ears of your child were pierced and the date, 6 weeks later, when they will be able to be removed. This will allow their child to take part in PE lessons. However, if the tape becomes loose or the teacher judges that the child is at possible risk of possible injury, physical activities may be stopped, they will be given the opportunity to take part in the lesson in other ways. Parents are encouraged to ensure that children do not wear earrings on days they have PE lessons if they are unable to remove them themselves. Children unable to take part in lessons may be included in the planning aspects or used in an officiating role.

## 8.2 The school PE kit requirements:

As a result of Covid-19 and to enable a quicker transition in and out of PE lessons, children will wear PE kit into school on PE days. PE days are timetabled but the wearing of PE kit into school will be determined by class teachers who will inform children and parents of any changes.

Outdoor PE- House colour T-Shirt, if none available, a plain white T-Shirt or sport shirt, black or green shorts, and a pair of trainers. In colder weather, jog pants or track pants and a sweatshirt is desirable.

Indoor PE- Plimsolls are not recommended for either dance or gymnastics as bare feet are required. House colour T-Shirt, if none available, a plain white T-Shirt or sport shirt, and a pair of black or green shorts. Children will not be allowed to go onto the larger pieces of gym apparatus in jog pants or track pants.

Swimming- Girls- a one-piece swimsuit, bikinis are not suitable. Boys- a pair of swimming trunks. A swim cap is now recommended for all children, girls and boys. Goggles would be desirable.

## **9. Swimming Policy**

9.1 Swimming is part of the National Curriculum and all children are therefore required to take part in swimming lessons. The school uses the local swimming pool, and currently employs qualified swimming coaches to deliver swimming lessons. A qualified lifeguard is present at all times poolside when the children are in the water, this lifeguard is in addition to the swimming coaches.

9.2 A yearly risk assessment is conducted by the subject leader to ensure the swimming pool complies with Health and Safety requirements, as laid down in the Safe Practice in Physical Education and School Sport, afPE (2008). A copy of the current risk assessment is in the swimming file, kept in the Head teacher's office.

9.3 Copies are kept of all external swimming coaches qualifications as per best practice, Safe Practice in Physical Education and School Sport, afPE (2008). The school has a swimming coordinator, normally the subject leader for PE, who is qualified to teach swimming, ASA Certificate for Teaching Swimming and NARS lifeguarding qualification. Copies of all qualifications can be found in the Swimming file.

9.4 Children will be escorted to the swimming pool by school staff who are CRB checked and supervised at all times.

## **10. Monitoring and review**

10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order

to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

## **11. Extra-curricular activities**

11.1 The school provides a range of PE-related activities for children at the end of the school day. Current clubs provided in this academic year include netball, football, hockey, cricket, athletics, fitness, cross country, dodgeball, basketball, tennis, rugby and rounders. Whilst some clubs are provided by the teaching staff, at times we welcome external clubs and coaches in to work with our children. All external coaches and clubs have undergone relevant CRB checks and work closely in cooperation with the school. These clubs encourage children to further develop their skills in a range of the activity areas. The school informs parents about current club activities via the school newsletters each term and the school website. The school plays regular fixtures against other local schools and participates in area knockout competitions in many sports. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. The school works actively with the Thanet PASSPORT team to provide additional opportunities for children to experience both inter and intra school festivals and competitions.

This School Policy for Physical Education is written in accordance with advice from the publication *Safe Practice in Physical Education and School Sport*, association for Physical Education (2008). A copy of this publication can be found in the Head teacher's office.

Signed by PE Subject Leader

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Date:

Signed by Head teacher:

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Date:

Signed on behalf of Governing Board:

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Date:

This policy is due for review on July 2025

Further information can be found at:

Amateur Swimming Association- [www.britishswimming.org](http://www.britishswimming.org)

National Curriculum- [www.curriculum.qcda.gov.uk](http://www.curriculum.qcda.gov.uk)

The PE Hub - <http://thepehub.co.uk/>

Association for PE - <http://afpe.org.uk>

Youth Sports Trust - <http://youthsporttrust.org>