



St. Lawrence Primary School



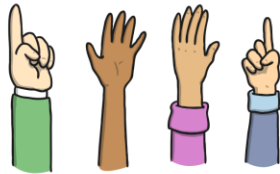
PE Policy

As a Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Articles from the UNCRC which are directly linked to the PE curriculum at St. Lawrence School:

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.



Article 28

You have the right to a good-quality education. You should be encouraged to go to school to the highest level you can.



Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 31

You have the right to play and rest.



As Duty Bearers, it is our responsibility to teach children their rights. This is done predominantly through PE sessions. Children learn about their rights, through their rights and for their rights. Staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability.

Our Mission: 'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.



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Introduction

At St Lawrence Primary School we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. PE should provide opportunities for all pupils to become physically literate and confident in a way which also supports their health and fitness. Children should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active lives as well as the values of sportsmanship, fairness and respect through the sports and activities they undertake.

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Aims:

The consistent delivery of high-quality PE lessons which are exciting, challenging and enjoyable and provide many varied learning opportunities

- Develop knowledge, skills and understanding across a range of sporting activities.
- Engage in moderate to intense physical activity over sustained periods of time.
- Participate in competitive sports and activities.
- Lead healthy and active lives, picking up positive habits for their future lives.
- To compete in games and activities in a collaborative team.
- To develop Staff competence and confidence in the delivery of high-quality PE lessons
- To promote safe practice in all activities.
- To use sport to build pupils self-confidence and self-esteem.
- To encourage involvement in extra-curricular sporting activities and develop community and club links
- Increase participation in competitive sports both in and out of School.
- To develop Staff competence and confidence in the delivery of high-quality PE lessons

Objectives:

- 1) Understand that it takes perseverance to succeed;
- 2) Develop the appreciation of fair play, team play, honest competition and good sportsmanship;
- 3) Provide opportunities for regular exercise (Weekly Mile) enabling pupils to develop co-ordination, strength, stamina, skilfulness and self-confidence;
- 4) Develop positive attitudes to participation in physical activity and understanding why it is important;
- 5) Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- 6) Foster self-esteem through the acquisition of physical competence and poise;
- 7) Learn from specialist teachers / coaches where the opportunity arises.

Inclusion:

- All learners will be given equal opportunities to access PE. They will be supported or challenged through differentiation. Planning will reflect the varying needs of all children in the class. Where possible, the diverse society in which we live will be reflected in the teaching and learning of this subject.
- Our staff members can attend training to provide and promote fair access for all, organised by the Jersey Sport which provide support in teaching children who fall into any target group. They provide suggestions on how to modify activities to include all learners.

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.

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- 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 are asked to remove shoes when participating in indoor activities such as gymnastics
- 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
- 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
- Equipment/apparatus is stored safely at the end of each lesson
- Pupils are taught to consider their own safety and that of others at all times
- School shoes are not permitted to be worn for PE
- In the event of an emergency or accident during lessons or visits, Mrs Ward will be alerted immediately and will summon the appropriate support from SLT, first aiders, emergency services and parents
- All staff are aware of the facility risk assessments for: the football field, the school hall, the upper playground, the lower playground and the trim trail

Staff Physical Activity Engagement

Staff members are encouraged to teach PE wearing the correct attire. This means they are a positive role model and ambassadors for an active and healthy lifestyle. Teachers should join in the activity to the maximum of their capability, as this is a very beneficial experience to promote self confidence in the children and encourage them to push themselves and try new skills.

Curriculum

St Lawrence uses an on-line PE Scheme of Work from The PE Hub which is used to ensure progression. Pupils develop physical skills, knowledge and understanding as well as learn about fitness, cooperation and fair play. Pupils' are assessed by means of a bought-in bespoke PE Assessment tool to ensure progress is made and end of key stage expectations are met by all children. Children's fitness is assessed termly using the bleep test (KS2) and times for each class are recorded for the Weekly Mile.

Activities taught at St Lawrence Primary

- Games
- Dance
- Gymnastics
- Fundamental Movement Skills
- Swimming
- Games (Netball, Cricket, Basketball, Hockey, Tennis, Badminton, Handball, Rounders, Hockey)
- Outdoor and Adventurous Activities – (Problem Solving, Orienteering)
- Athletics
- Health Related Fitness

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Participation in PE

We aim for full participation in every PE lesson and aim to do this by:

- Providing a wide range of imaginative resources and teaching strategies are used to actively engage pupils in participating in lessons.
- Making sure our curriculum takes into consideration the range of pupils' needs to ensure continuity and progression in learning is provided and PE lessons will be suitably differentiated in order to support and challenge pupils.
- Ensuring that pupils of all abilities are able to access the PE curriculum by providing alternative, or different resources to develop new skills and ensure a positive relationship with physical activity from an early age.
- Ensuring pupils who are unable to participate in a PE lesson are engaged purposefully with other roles such as observation, feedback, video recording, evaluation, coaching, umpiring and refereeing. Students should change into suitable footwear. Parental notes should be received if a child is excluded for any short or long term health reason.

Facilities available for physical activity

On-site facilities include:

- Hall – climbing frames, gymnastics mats, balance benches, box, springboards.
- Playgrounds (markings for football and netball on separate playgrounds) – to be used during the day for play times, lunch times and PE, both in and out of school hours
- Le Mourier, Haute Vallee School or Les Quennevais Sports Centre for all swimming lessons

Clothing to be worn during physical activity (before, during and after school)

We ask that all pupils come to school wearing their PE kit on PE days:

- *White or Green polo shirt*
- *Green Track Suit for cold weather*
- *Green shorts (leggings underneath are permitted)*
- *Trainers*
- *School shoes are not permitted to be worn*

Extra-curricular activities and clubs

School offers football, netball and Chess clubs

Private providers offer:

Viks Fit Kids

Brazilian Soccer

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Active playtimes

We have zoned areas in the playground and playing field to promote different types of physical activity and relevant equipment is provided to engage pupils. School staff also support different activities at lunchtimes, such as Football and skipping.

Sports Day

We organise an annual multi-sport circuit Sports Day type event at the end of the summer term, we run a more traditional type of Sports Day and encourage competition. Parents and carers are actively involved to attend and support their children. We have a wide range of sporting activities on the day to encourage participation and success for all children.

Involving parents and carers

We recognize the important part parents and carers play in encouraging children to participate in physical activity. Information about PE, physical activities and sporting competitions organised by the school and opportunities after school, are shared with parents/Carers by means of specific PE letters from the PE Lead and through the School newsletter. Information about all areas relating to PE can also be found on the School website.

Monitoring and evaluation of physical activity

The PE coordinator (Mr Fancourt) is responsible for the overall monitoring of the quality of PE and physical activity provision.

We monitor PE in the curriculum through subject reviews and self-evaluation in order to provide an accurate perspective on how it is being delivered and how it can be further improved. Fitness levels are recorded termly for each year group - KS2 record a bleep test and the whole school record how many laps children can run in 20 minutes. This is also recorded once a term and shared with the children. LKS2 have fit bits, and it's planned that all of KS2 will have Fit bits by 2023 and each class teacher records the highest step count in classes at the end of the day.

Physical Education is monitored and evaluated through:

- Lesson observations
- Monitoring of lesson planning
- Monitoring of equipment
- Pupils Assessment data
- Feedback from staff
- Children questionnaires
- Pupil records of participation, focusing on different groups
- Feedback from pupils/school council about PE and general physical activity
- Pupil attendance and achievement in sporting competitions
- Attendance at after school sports clubs

When external providers are used to deliver physical activity, the PE Lead will observe to ensure that high quality lessons are delivered and assessed consistently.

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The wellbeing of staff members and pupils is the key to a successful school. Frequent and good quality physical activity improves resilience, self-confidence, happiness and healthiness. This is why we have made increasing physical activity in school a priority.

Training and support for staff

We ensure relevant staff access high quality professional development annually on PE and physical activity to keep them updated on key related issues and ensure they are confident to teach the full breadth of the curriculum. We participate in training and projects run by the LA and other organisations.

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SMSC in PE

Spiritual

We develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Children should be consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others experiences. Examples of Spiritual lessons will be through; creativity in Dance and Gymnastic routines, reflecting and critiquing their own and others performances, displaying emotions through their Dance and Gymnastics routines, questioning students throughout lessons - WHY, WHAT, WHERE and HOW and Units of work focusing on Team building - Motivation, determination and character building.

Moral

We promote fair play, through encouraging others, etiquette, a handshake before and after matches, applauding the opposition and sportsmanship.

The concepts of self-discipline to excel are essential. Children are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself. Examples of Moral lessons include; Respecting equipment both when using it and when storing it, following instructions and decisions made by officials, abiding by the rules, in all sporting situations., listening to teacher and peer feedback on particular sporting skills, promoting trust with peers through team building activities and using students as sports leaders/ambassadors.



Social

We encourage children to use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Children can also develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs. Examples of Social lessons include; encouraging students to recognise and respect social differences and similarities, celebrate sporting success both in and out of school,, use of sports leaders running clubs and activities and Encouraging the attendance to extracurricular activities and promoting team work throughout lessons supporting one another to develop their skills in a cooperative situation.

Cultural

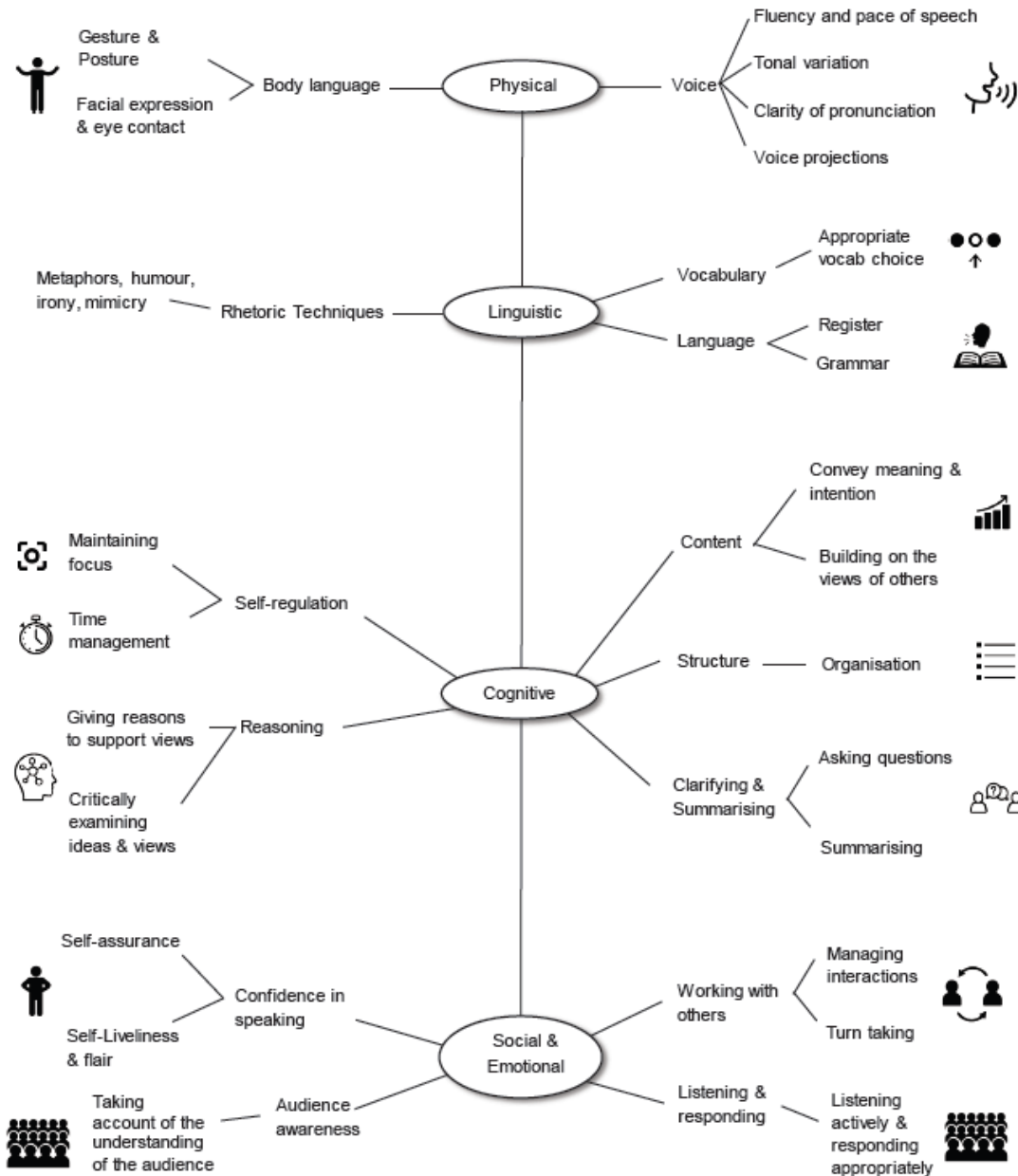
We encourage a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Examples of Cultural lessons in PE; learning about the developments of sports in different countries, Learning where different sports originate from and what the national sports of different countries are, World Cups and Olympic games, exploring and respect a variety of different cultural dances, gaining an understanding of different sports and their foundations, use of international examples of different athletes and their achievements and cultural engagement through elite performers both at school and in their own sporting environment

Oracy in PE

Oracy Graphic Organiser



“Get talking in class”



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Sentence Stems for giving feedback

Praise: What have they done well?

Be Specific

Give an example

Why was it good?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Because you have... • Your work has had the effect of... • You have improved how... • I notice that you... • This means that... | <ul style="list-style-type: none"> • When you... it made me... • Your use of... in order to... • I enjoyed the part where... • The part where you... has had the effect of... |
|---|---|

Enhance: What do they need to do to improve?

Be specific

Give an example

Why will it enhance their learning?

Checking for Understanding	Reshaping and Extending Learning
<ul style="list-style-type: none"> • Why did you choose to...? • Can you explain how...? • Prove to me how you came to this conclusion by using... • What effect did ... have on ... 	<ul style="list-style-type: none"> • I've noticed that you haven't... • Can you prove...? • Could you have included...? • Where else could you use... in your learning? • In order to improve your learning, you need to...

Respond: Show that you understand

Read what you could have done better

Correct the mistake

Show how you now understand

- | | |
|---|--|
| <ul style="list-style-type: none"> • Thank you, I agree that...because... • I can see why you've said that... • I actually disagree with you because... • I have now... the effect this has had is... | <ul style="list-style-type: none"> • Now that I've had time to reflect... • I agree with your comment that... because... • Now that you've pointed it out... • You've helped me to understand... |
|---|--|



Tiered Vocabulary Wall- A way to organise our words.

Tiered Vocabulary Walls are a way of organising words. The aim of using Tiered Vocabulary Walls is to increase the amount of Tier 2 and Tier 3 words which children hear and use themselves. Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching in order for them to be understood and used.

Tier 3	<u>Subject specific words:</u> These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as: <i>estuary, alliteration, igneous...</i>
Tier 2	<u>Focus words:</u> These will be common words that are found across subjects. These will need direct teaching, such as: <i>contradict, circumstance, precede, retrospect...</i>
Tier 1	<u>Everyday words:</u> These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as: <i>warm, dog, tired, run, table, flower....</i>



For example, Tiered Vocabulary for weather could look like:

Tier 3: barometer, isobar, celsius, tsunami

Tier 2: predict, forecast, breeze, shower, pressure

Tier 1: sun, cloud, rain, cold, warm, wind



	<h3>Talking like a Sportsperson Sentence Stems</h3> 
<ul style="list-style-type: none">• I liked / I disliked...• I think that...• <i>Can I make a suggestion?</i>	
<ul style="list-style-type: none">• I agree / disagree with your suggestion of...• I felt the most energetic movement was the...• We worked together best as a team when we...• We encountered difficulties when...• During this activity, we noticed the following changes on our bodies...	
<ul style="list-style-type: none">• We composed our movements, by...• The strengths / weaknesses of our work were...• An advantage / disadvantage of this technique was...• We believe the highest impact on our bodies came from...• To improve your technique, I would suggest...• I think your technique would be more efficient if you...	
<ul style="list-style-type: none">• Personally, I found this activity..., therefore...• This movement contrasts with..., because...• In comparison, I preferred this sports technique to..., due to...• Physically, I found this movement the most demanding, as...• After careful consideration, I have evaluated the effects on my body and these were...• I found...the most successful / unsuccessful, because...	



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Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	Feb 2021	Chris Fancourt	Draft	CF		Feb 21
0.2	Sep 2022	Chris Fancourt	Included SMSC	Whole staff	Whole staff	Sep 2022
0.3	May 24	Amory Charlesworth	Oracy	Whole staff	Whole staff	May 24

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