



# PE POLICY

## Autumn 2021

<b>AIMS</b>	<p>At Christ the King, 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.</p> <p>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.</p> <p>Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:</p> <ul style="list-style-type: none"><li>• Develop competence to excel in a broad range of physical activities</li><li>• Are physically active for sustained periods of time</li><li>• Engage in competitive sports and activities and lead healthy, active lives</li></ul>
<b>TEACHING AND LEARNING</b>	<p>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.</p> <p>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 and pupils in each year group. 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.</p>
<b>EYFS</b>	<p>We encourage the physical development of our children in the nursery and 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</p>

	<p>objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.</p> <p>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.</p>
<b>TIME ALLOCATION</b>	<p>Children in Y1-6 receive 1 hour of both indoor and outdoor PE per week.</p> <p>EYFS have 1 hour indoor session per week as well as timetabled sessions on the adventure playground.</p>
<b>ASSESSMENT</b>	<p>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 assessment software. 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, progression ladders and knowledge organisers.</p>
<b>MONITORING AND REVIEWING</b>	<p>The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:</p> <ul style="list-style-type: none"> <li>• Supports colleagues in their teaching, providing a strategic lead and direction;</li> <li>• Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;</li> <li>• Reviews evidence of the children's work and observes PE lessons.</li> </ul> <p>The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by SLT.</p> <p>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.</p> <p>Physical Education is monitored and reviewed through:</p> <ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Monitoring of lesson planning</li> <li>• Monitoring of equipment</li> <li>• Pupils Assessment data</li> </ul>

	<ul style="list-style-type: none"> <li>• Feedback from staff</li> <li>• Children questionnaires</li> <li>• Pupil records of participation, focusing on different groups</li> <li>• Feedback from pupils/school council about PE and general physical activity</li> <li>• Pupil attendance and achievement in intra/inter sporting events</li> <li>• Attendance at lunch time and after school sports clubs</li> </ul>
<b>EXTERNAL PROVIDERS</b>	<p>To increase opportunities and inspire children to be active, we regularly source outside providers to deliver activities which would not normally be covered in curriculum time. Some examples of activities delivered are athletics, dodgeball, football and multi-skills through Full of Beans.</p> <p>We also make links with the wider community using local links to Port Sunlight Tennis and Rugby Clubs, Cheshire Cricket and Rugby Tots who come in to work alongside teachers as well as provide opportunities for the children to broaden their experiences in sport and physical fitness. Wirral School Games provide in school support, set intra competitions to take part in, run a variety of inter competitions and festivals for children of all abilities to take part in, regardless of ability or experience.</p> <p>All visitors/coaches are expected to have an up to date CRB/DBS and provide this with photographic I.D (passport/driving licence) on arrival for their session.</p>
<b>EQUAL OPPORTUNITIES AND INCLUSION</b>	<p>We comply with the Equality Act 2010 and are proactive in ensuring that all pupils, including those with special needs or disabilities are provided with a comprehensive programme of physical activity. For pupils with disabilities or health conditions we will adapt activities to suit their individual needs. Where appropriate, this may mean providing specialised equipment, differentiating activities, offering a parallel or separate activity or setting a challenge appropriate to their skill level.</p>
<b>PE AND SPORTS PREMIUM FUNDING</b>	<p>PE and School Sports Premium funding is used across a variety of areas relating to PE and sport across school from FS1 through to Y6. A breakdown of the funding can be viewed on the school website.</p>
<b>FACILITIES AVAILABLE FOR</b>	<p>On-site facilities include:</p> <ul style="list-style-type: none"> <li>• Junior and Infant Hall – climbing frames, gymnastics mats, balance benches, box, springboard</li> </ul>

<b>PHYSICAL ACTIVITY</b>	<ul style="list-style-type: none"> <li>• Playground– to be used during the day for play times, lunch times and PE, both in and out of school hours</li> <li>• MUGA (Multi-Use-Game-Area) is used for break/lunchtime activities and curriculum activities</li> <li>• Daily mile running track</li> <li>• School field</li> <li>• The Oval Leisure Centre for all swimming lessons in KS2</li> </ul>
<b>HEALTH AND SAFETY</b>	<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.</li> <li>• 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.</li> <li>• Equipment and apparatus are stored safely at the end of each lesson.</li> <li>• Pupils are taught to consider their own safety and that of others at all times.</li> </ul> <p>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 as necessary. Risk Assessments are in place for all school sporting trips using Evolve.</p>

**Policy agreed by Governors:**Autumn 2021

**Signed:** ..... (Governor)

**Policy to be reviewed:**Autumn 2023