



Faith, Family and Fascination

Physical Education Policy

Boutcher C.E. Primary School

Reviewed by: David Jenkins

Last reviewed during: Autumn 2024

Next review due by: Autumn 2026

*“Love one another. As I have loved you, so you must love one another.”
John 13:34*

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Mission Statement

The Physical Education (PE) Policy will support the delivery of the Mission Statement. PE takes place within the context of the Christian aims and ethos of Boutcher School as reflected by our Mission Statement.

“The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.”

The children at Boutcher discussed our Mission Statement and created their own interpretation of it.

“In our school everyone has the right to learn, the right to feel safe and the right to respect. They have the right to learn the good news of the Gospels and to know that God loves us all equally (whether we are rich or poor, young or old.)

We strive to live in the way that Jesus would want us to. We tell others Jesus's stories so that they can learn from them too and we try to set an example for other people in the way that we act. In all that we do we help each other and love others as Jesus would want us to.

Boutcher CE Primary School tries its best to remember that Jesus loves us, even when we make mistakes.”

SMSC Statement

Through the teaching of PE children's SMSC is promoted and supported. We aim to prepare our children to maximise opportunities, develop their responsibility and enhance their experiences now and in the future. Through lessons we promote our Boutcher values of Faith, Family and Fascination. We enable every child to develop and flourish in a loving and open environment in lessons. We actively promote the fundamental British Values as stated by the Government and design opportunities in the curriculum to do this. We want PE to be an enjoyable subject where children are fascinated by the learning of themselves, others and the world around them. At the heart of our school, is a rich and diverse culture and community that we enjoy and celebrate. We seek opportunities to work with the local community, explore our local area, welcome visitors to the school, go on trips and take part in community events and projects.

For further information, see the SMSC Policy.

Equal Opportunities and Inclusion

In PE we are committed to promoting and providing all children with high expectations and an equal entitlement and opportunities regardless of race, gender, culture, class, SEN or disability. We aim to meet the needs of all our children by using a PE Scheme, Real PE, that promotes inclusivity to fully engage and motivate all children. This involves providing opportunities for SEND children to receive support and/or scaffolding as well as challenging all children to take an active part in their learning and to achieve their potential.

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Aims and Objectives

National Curriculum Aims

Key Stage One

Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations.

Key stage 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.

They should be able to engage in competitive (both against self and against others) and co-operative physical activities in a range of increasingly challenging situations.

Children will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and will begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns
- to begin to learn to swim, helping to develop an understanding of water safety

Key Stage Two

Pupils should continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success.

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 and understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Children will be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, football, hockey, netball, tennis, badminton, golf, cricket, basketball and rugby), 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

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Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Organisation, Planning and Delivery

Each year group across the school will have a range of activities, sports and games available. Some activities cross over year groups.

At Boutcher we aim for:

Engagement of all pupils in regular physical activity, for example by:

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative
- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim

The profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:

- actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes)
- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively

Broader experience of a range of sports and physical activities offered to all pupils, for example by:

- introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities

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- partnering with other schools to run sports, physical activities and clubs
- providing more and broadening the variety of extra-curricular physical activities after school in the 3pm to 6pm window, delivered by the school or other local sports/physical activity organisations/individuals

Increased participation in competitive sport, for example by:

- increasing and actively encouraging pupils' participation in competitive sport inside and outside of school
- organising more sport competitions or tournaments within the school
- coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations

Our School Priorities are:

1. To improve the engagement of all pupils in regular activity to improve their physical and mental health by offering a range of activities in PE, at break and lunch times, during after school clubs and by prompting an active lifestyle.
2. To increase the confidence, knowledge and skills of all staff teaching PE and sport.
3. To increase opportunities for children to participate in a broader range of sports and activities.
3. To increase participation in competitive sports events.
4. To increase the number of children leaving Boutcher Primary School as competent swimmers.

At Boutcher Primary School, we believe that we must spend our allocated funding to improve the quality of the PE, sport and physical activities we offer our pupils to a consistent, reliable and high standard. Our school has spread out this funding to target as many areas as possible. To achieve our school priorities the school has invested in the Real PE scheme of work. A whole school approach to PE at Boutcher meant an inset day was arranged for all staff to attend, where a PE specialist delivered a whole day's training using the new PE scheme. They will also come to our school to support teachers in delivering PE lessons once a term.

Real PE is a unique, child-centred approach that engages and challenges children in their PE lessons. It focuses on the development of twelve fundamental movement patterns involving agility, balance and coordination alongside healthy competition and cooperative learning. Real PE also focuses these fundamental movement patterns alongside on six learning behaviours or key cogs which are these are: Creative, Cognitive, Health and Fitness, Personal, Physical and Social.

In addition, to supplement this, outside agencies/school staff/PE Lead will offer two after school clubs per week to further promote physical activity and a broader range of sports/activities on offer. Classes will also participate in the Boutcher mile on a weekly basis. A cycling awareness course will also be offered as will a camping trip for Year 4 and a residential trip for Year 6. We will be offering offsite swimming lessons for Year 2 and Year 3 in order to ensure more able swimmers participate in swimming activities in an environment that will stretch and challenge their swimming ability as well as providing teaching for those who are not confident swimmers. To engage children in competitive sport, not only in school but against other schools, competitions will be found and teams entered across a range of sports.

It is the vision of the school to promote a varied, curriculum linked PE provision that can be tracked across all year groups from Reception to Year 6 to provide a whole school approach to PE. It is the aim to improve pupils' fundamental movement patterns, co-ordination, agility and physical skills that

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can be applied to a range of physical and sporting activities with teachers confident and competent to do this. We want our pupils to leave Boutcher living healthy, active lifestyles and confidently engage in physical and sporting activities. To ensure that Boutcher pupils get the best possible enjoyment and learning from P.E lessons, equipment will be purchased as and when necessary.

In all classes there are children of differing physical ability. Real PE ensures inclusivity for all children regardless of physical ability or SEN. Whilst recognising this fact, suitable learning opportunities are provided for all children by matching the challenge of the task to the ability and age of the child. This is achieved through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty, where not all children complete all tasks
- grouping children by ability and setting different tasks for each group
- providing a range of challenge through the provision of different resources and activities
- giving children the opportunity to beat their 'personal best' to feel a level of achievement

Children with an EHCP (educational health and care plan) may have specific targets relating to PE for teachers to focus on during these lessons and throughout other appropriate curriculum areas.

In order to promote the importance of daily physical activity, we at times carry out whole school exercise in the morning and each class aims to complete a weekly 'Boutcher Mile'.

There is a wide range of resources to support the teaching of PE across our school. We keep most of our small equipment in the PE shed, which is located at the back of the school. The hall contains a range of larger apparatus, and we expect the children to help set up and put away this equipment as part of their learning (e.g. mats and benches). By doing so, the children learn to handle equipment safely.

At playtimes the children use the playground for games and have equipment readily available to help further develop skills. There are different areas allocated for different activities. The Early Years garden contains additional climbing equipment for the Reception class to use during the day. An annual Sports Day will be held to help celebrate and promote sport, exercise, physical activity and the importance of leading a healthy lifestyle.

Marking and Feedback

Feedback is given to children during and after lessons to improve their abilities and this feeds into the planning of subsequent lessons.

Progress and Assessment

Teachers assess children's ability in PE by making assessments as they observe them during lessons and will adjust lessons and tasks as required. Teachers make an annual assessment of progress for each child, as part of the child's annual report to parents.

Cross-curricular Skills and Links

PE contributes to the teaching of personal, social and health education. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Every year our school organises a healthy eating and physical activity day/week. Throughout the week all classes take part in activities and workshops to continue to develop the children's

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knowledge and understanding of the importance of leading a healthy and active lifestyle. We also want to promote the importance of physical health on mental health and how sport, exercise and physical activity can improve and maintain positive mental wellbeing.

PE contributes to all areas of the curriculum. It links to the science curriculum, helping the children understand what it means to lead a healthy and active lifestyle. PE enables them to develop their knowledge of body parts, and notice the changes that occur during and after exercises.

At Boutcher we hold a healthy eating and physical activity day/week every year, which further helps to combine both these areas, giving children that opportunity to understand the importance of both in order to lead a healthy lifestyle.

PE contributes to the teaching of English (specifically oral skills) in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

We use ICT to support PE teaching when appropriate. Children may make video recordings of their performance and use them to develop their movements and actions.

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. PE enables children 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.

We provide a broad range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of different activity areas. When opportunities arise we send classes, groups and/or teams to compete with local schools across a range of sports, games and activities. 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 PE Lead also has links and contacts to further increase the opportunities available to children. The school aims to take part in local and national events related to physical activity, exercise and sport like Sport Relief.

Role and Responsibility of PE Lead

The PE Lead is actively involved in aiming to raise the standards of teaching of the subject across the school. The coordinator liaises with teachers and outside agencies to provide the best possible PE curriculum for the children. The PE Lead actively seeks to improve the PE curriculum for the children of the school by seeking to recruit outside providers to increase the diversity of the PE curriculum and to offer opportunities outside of the school. The PE Lead may lead INSET training and CPD sessions to support teachers in delivering the subject. The PE Lead will support and observe teachers from time to time and give feedback to further improve the teaching of

Plan for Unforeseen School Closure

Should there be an entire school closure we will continue to teach children in accordance with the PE curriculum overview. We will continue to plan a variety of activities and provide children with opportunities to continue with their learning at home with lessons being tailored and adapted to suit

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home learning. We will use online platforms to teach and deliver homework. Please see the Remote Learning Policy for more information.

Promoting Diversity in PE

At Boutcher, we have always been committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture or class. We want all children to feel they are positively represented and have opportunities to find out and explore the lives of significant individuals that have made an impact in the world we live in. For BAME children, this may be learning about prominent figures and their influence from people from a range of countries and places. We want children to see themselves as the future and be equipped with the necessary skills and knowledge from the wider world. If children have the self-belief and determination, they will achieve greatness. In terms of PE, we want all children to feel valued and positively represented.

In PE lessons children are regularly reminded that we respect all people, beliefs and cultures and that disrespect and derogatory views are not tolerated. If children share views that cause concern, these should be written on the appropriate forms and handed to the Headteacher. If teacher's feel uncomfortable in discussions or when planning lessons, they should speak to the PE Lead for support.