



Physical Education Policy

Introduction

At the Emmaus Federation 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). 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.

Intent

At the Emmaus Federation, physical education is an integral part of our curriculum that is inclusive and engages all pupils. Children develop the knowledge, skills and competence to excel in a broad range of sports and physical activities. We aim to deliver high-quality teaching and learning opportunities that enables all children to achieve their personal best. Children participate in competitive sport and we teach them to transfer their learning to the sporting activity, ensuring they do their best and are display good sportsmanship. We aim for all children to be physically active for sustained periods of time and be able to make informed decisions to lead healthy and active lives. Swimming is an important life skill, we aspire for all children to leave primary school being able to swim at least 25 metres.

The ambitions for our curriculum:

- **High aspirations permeate across the school**
- **The school offers a host of cultural experiences and enrichment opportunities**
- **British Values are an intrinsic part of the school**

We are proud to have an ambitious, PE curriculum which stimulates our children into asking searching enquiry questions by using key vocabulary which shapes their learning and enables them to be confident and resilient and ensures they are well prepared for the future, both in education and in life.

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

Teaching and Learning

Activities taught at the Emmaus Federation

- Games
- Dance
- Gymnastics
- Fundamental Movement Skills
- Games
- Outdoor and Adventurous Activities –
- Athletics
- Health Related Fitness

Application

In Physical Education we use the following headings to help children become active learners in Physical Education.

- **Investigation**
- **Expression**
- **Interpretation**
- **Reflection**
- **Commitment**
- **Empathy**
- **Application**
- **Discernment**
- **Analysis**
- **Synthesis**
- **Evaluation**

The application of knowledge to be an active learner.

Investigation-in PE, this covers

- asking relevant questions
- using different approaches to determine skills and tactics

Expression-in PE this covers

- the ability to express themselves through movement
- the ability to explain what they do and how they do it

Interpretation-in PE, this covers

- understanding the effects of what they do and how this could be changed to improve or maintain a standard

Application

- make connections between different skills in different sports and how these are interlinked
- to apply the skills they have learnt in different situations

Discernment-

- understanding and responding to the tactics and games of others
- developing insights into tactics and working as a team.

Analysis-

- explaining what they have done to improve a skill and what can be done to improve efficiency the next time

Synthesis

- linking learning from one skill to another
- transfer of skills across an increasingly wide range of sports

Evaluation

- evaluate what is good in a performance
- understanding what can be done differently and what impact this may have on the outcome

Processes for effective learning in PE

- 1) Identify questions-what do they need to know to improve performance, what skills can be applied, how can they find out if it was effective.
- 2) Plan and carry out enquiries-trial and improvement, practice and adapt
- 3) Present and explain findings- describe and explain their performance to others, consider improvements
- 4) Empathise and reflect-expressing and explaining ideas and feelings about their performance and the performances of others
- 5) Evaluate-identify improvements for the future and put these into practice

The Implementation of PE at the Emmaus Federation

Pupils at the Emmaus Federation participate in weekly high- quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities both during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.

Participation in PE

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

- A wide range of imaginative resources and teaching strategies are used to actively engage pupils in participating in lessons.
- 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.
- Staff ensure 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.
- 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 (*school to include*) eg :

- Hall
 - Playgrounds (KS1 and KS2 separate playgrounds) – to be used during the day for play times, lunch times and PE, both in and out of school hours
 - MUGA
 - Field
- Geoff Moulder Leisure Centre for all swimming lessons.

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

We ask that all pupils change for PE and wear:

- *White t-shirt (long sleeve tops are permitted to be worn during winter months)*
- *Black/Navy shorts (leggings underneath are permitted)*
- *Trainers or black PE pumps*
- *School shoes are not permitted to be worn*

In addition to PE, there are a range of opportunities for physical activity throughout the school day.

Extra-curricular activities and clubs

A range of after school clubs are available to pupils which are provided free of charge by teachers and external providers. These clubs complement the curriculum, the interests of pupils and the local sporting opportunities. The pupils also have the opportunity to regularly take part in a range of inter-school sports competitions

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. 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 may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga. - 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. - Equipment and apparatus are stored safely at the end of each lesson. - Pupils are taught to consider their own safety and that of others at all times. 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

Equal Opportunities

The Governing Body ensures that the school does not discriminate against any pupil on the ground of disability, sex or race in deciding admissions, providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the school provides. The Federation prides itself on its ability to welcome and involve children of all abilities, backgrounds and heritage. Children are recognised as individuals and both supported and challenged at their own level of development. Our main principal aim is that all children achieve the best that they can be, in all aspects of their development, during their time within the Federation

Role of the PE Coordinator

- Endeavour to promote a dynamic approach to the development of PE ensuring that it has a high profile.
- To evaluate the standards of PE teaching through the analysis of assessment data, observation and pupil voice

- To update the PE curriculum and oversee its implementation by other staff.
- Keep up to date with developments in PE through reading and course attendance.
- Report back on courses attended.
- Advise and support staff with the teaching and learning of PE.
- Be responsible for overall auditing and upkeep of all school PE resources and facilities.
To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required.
- Coordinate extra-curricular PE activities as appropriate to staffing and pupil interest, such as events provided by Boston Schools Sports Partnership.
- To lead on whole events that include PE, such as Sports days.
- Represent the school at external meetings in relation to PE.
- To work closely with the lead governor for PE.

Signed by: A Cook and K Shaw

Position: Physical Education Co-ordinator

Date: January 2022