



Firs School Physical Education Policy

Document location: <https://goo.gl/2E4Rfp>
Document number: 5.17 (See <http://goo.gl/jliS7j>)
Document issue: 2.4
Document status: Issued
Date: 14/Feb/2023

DISTRIBUTION

Please note that 2 copies of this policy are printed as standard and distributed to the following areas.

- 1) The Staff Room
- 2) The School Office

This policy can be viewed on the school website at <http://www.firsschool.net/parent-area/school-policies>
The electronic version of this document is also available direct using the URL printed on this document.

PUBLICATION HISTORY

10/Jan/2010

Issue 1.0, Initial publication

15/11/2014

Issue 1.1 updated and reviewed by Emma Fearnley and David Girvan

11/11/2015

Issue 2.0 updated and reviewed and reformatted by Lucy Davies

6/11/2017

Issue 2.1 updated and reviewed and reformatted by SLT

10/06/2019

Issue 2.2 updated and reviewed by SLT

09/07/2021

Issue 2.3 updated and reviewed by SLT, changes highlighted in yellow

21/04/2022

Issue 2.4 updated and reviewed by SLT, changes highlighted in orange

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1.1 RATIONALE

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:

- make clear our vision of the curriculum subject of physical education as part of teaching and learning at The Firs School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating physical education
- define clear responsibilities in relation to physical education
- provide clear definitions and purposes for the teaching of physical education

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of different genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils. The fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are a full part of every area of the curriculum and school life.

The assessment and recording of Physical Education is part of the overall assessment of the child and should be seen alongside all the other areas of development. Assessment in Physical Education reflects the general principles and procedures laid down in the school's assessment policy. This also contains details of the reporting and marking procedures within the Firs School. **Assessment in PE is recorded on the School's Scholarpack platform termly.**

1.2 PHYSICAL EDUCATION CURRICULUM

At The Firs we base our Physical Education Curriculum delivery upon the English National Curriculum and use the following documents to inform our planning:

The Programme of Study for physical education - September 2013

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

The statutory framework for the early years foundation stage - **Updated June 21**

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

'Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity'.

National Curriculum for England; Physical Education; p15

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At The Firs School the Physical Education curriculum is planned in year groups and collated in to the whole school curriculum plan. The Physical Education **Subject Leader** also holds copies of class teacher medium and short term Physical Education planning and collates these into the subject '**red online**' folder. At our school our objectives in Physical Education are:

- *to participate in a range of psycho-motor / movement activities in order to develop personal physical skills. (Practical attainment)*
- *to be made aware of our body in relation to others and their immediate environment and aim to promote quality of movement. (Kinaesthetic)*
- *to be made aware of simple physiological changes that occur to our bodies during exercise. (Physiology)*
- *to be given opportunities to develop imagination and co-operation to achieve shared goals. (Teamwork)*
- *to be given opportunities to develop personal characteristics like initiative, self-reliance and self discipline (Self knowledge)*

1.3 RESPONSIBILITY

The Physical Education **Subject Leader** and Headteacher are responsible for improving the standards of teaching and learning in Physical Education through:

- Monitoring and evaluating Physical Education across the school.
- Regular lesson observations on all class teachers to ensure they are carrying out the aims of the Physical Education curriculum.
- A regular check that teachers are completing objectives for Scholarpack formative and summative assessments in PE.
- **Learning Review** meetings.
- Provision of Physical Education (including Intervention and Support programmes).
- The quality of the Learning Environment.
- Analysing data and tracking pupil progress and attainment.
- Supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent Physical Education developments.
- Informing SLT of physical education issues.
- Regular reports to the Headteacher on the progress of Physical Education.
- Visiting other schools and forming professional links.
- organisation of an extracurricular series of fixtures.
- organisation of external groups to provide extra curricular activities, where appropriate and necessary.
- to make the annual application for the **Gold/Platinum** sportsmark.
- to liaise with Cheshire schools both maintained and independent regarding sports fixtures and initiatives.
- to co-ordinate the school games captains and the SSOC (School sports organising crew).

1.4 RESOURCES

- A regular allocation is devolved each year from school budget for Physical Education resources. Decisions are made regarding expenditure in consultation with staff and SLT/Directors. Priorities are established through review of the **strategic school development plan / The Firs Priorities, the Physical Education development plan and requests from staff**. Resources are then purchased on the basis of this information.

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- The Physical Education equipment is stored in a variety of designated spaces both on and off site with separate storage areas for indoor and outdoor equipment.
- The Firs School runs many after-school clubs to encourage Physical Education, some of these are run by outside providers who are all checked in line with our safeguarding and recruitment policies.
- We use our school hall to deliver gymnastics and dance lessons.
- We use Brio Leisure at Christleton High School to deliver swimming lessons.
- We use the Upton by Chester Queen Elizabeth Playing Fields for junior games and some fixtures.

The curriculum in this subject has been organised to ensure that children in both key stages have access to all areas specified in the national curriculum and go beyond its statutory requirements. We are confident that children following our curriculum have the opportunity to surpass the expectations at the end of each key stage.

COVID-19

The Firs School will implement and follow the Government Guidelines, in relation to COVID-19:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

01/10/2020 Update:

Physical activity in schools

Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

Schools should refer to the following advice:

- [guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport](#)
- [advice from organisations such as the Association for Physical Education and the Youth Sport Trust](#)

Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should

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consider carefully how such arrangements can operate within their wider protective measures.

Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing