



ST MICHAEL'S
CofE PRIMARY
HIGHGATE

Physical Education and Sport Policy 2018

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Introduction

At St. Michael's Primary School, Physical Education forms an important part of the education of every pupil. We are an active school that promotes a healthy and enjoyable lifestyle and encourage our pupils to have the motivation, confidence, physical and social competence, as well as knowledge and understanding to maintain physical activity throughout life.

P.E. is about introducing children to the world of sport, which, combined with an enjoyment of exercise, will hopefully provide the foundations for a healthy, active lifestyle.

The aims of Physical Education at St. Michael's Primary School are:

- To promote positive attitudes towards physical activity.
- To develop social co-operation and positive attitudes towards others and to compete with a sense of fair play.
- To promote physical activity, physical skills development and a healthy lifestyle.
- To encourage lifelong involvement in physical activity.
- To provide regular opportunities to be physically active across the curriculum.
- To develop fair play through cooperation, collaboration and competition and manage, to varying levels of success, in competitive and co-operative situations and retain a proper sense of perspective in competition.
- To always try to be the best that they can be.
- To provide equal opportunities for all pupils regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive.
- To provide equal opportunities for all pupils to achieve their full potential, through curricular and extra-curricular sessions.
- To develop the ability to work independently and become increasingly responsible for their own development.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.



Themes and values

All staff and pupils at St. Michael's are actively involved in the Youth Sports Trust's themes for developing the 'physical, social, healthy, creative, and thinking' side of every pupil.

Our active school policy shall embrace our mission statement 'To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be.' This is underpinned by our school values of endurance, forgiveness, creation, friendship, and koinonia.

Delivery, planning, assessment and progression in P.E.

Children at St. Michael's enjoy two hours of scheduled P.E every week. The teaching of the Physical Education curriculum in support of National Curriculum requirements is broken into the following areas of activity:

- Dance
- Gymnastics
- Invasion Games
- Net and Wall Games
- Striking and Fielding
- Athletics
- Swimming
- Outdoor Adventurous Activities(inc. cross-curricular opportunities)

All teachers will follow the 'GetSet4PE' planning and assessment scheme as the core of our Physical Education throughout both key stages enabling staff to monitor and record progression and continuity in the delivery of all expectations.

Monitoring and evaluation

The monitoring and evaluation of the P.E. curriculum will be carried out in the following ways:

- By the P.E. leader meeting with teachers and external coaches to discuss their plans and match them against the P.E. schemes of work.
- Supporting colleagues in the teaching of P.E. by being informed about current developments in the subject.
- By evaluating the strengths and weaknesses of the subject and identifying areas that need further development.
- By carrying out lesson observations.



Reporting

In accordance with the school's policy, parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness. It will also indicate to the parents whether the individual is working in line with, above or below national expectations.

Guidance - how we deliver P.E and Sport at St. Michael's Primary

S.T.E.P framework

Teachers follow the STEP framework to differentiate and aid progression in their planning whilst educating the pupils in this framework to develop their own ideas as they become increasingly responsible for their own development.

Space: Where the activity is happening E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

Task: What is happening? E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment: What is being used? E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People: Who is involved? E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

Other teaching resources such as the Val Sabin Scheme and Gymnastics Key Steps are also utilised by the P.E. leader and teaching staff when planning a P.E. unit to ensure a balanced and appropriate unit of activity is delivered.



The 'GetSet4PE' adaptable curriculum map resource enables the P.E leader to evolve the scheme to meet the needs of all pupils and prepare for competition in a range of sports and games at inter and intra levels as part of the requirements of the National Curriculum.

Children are presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. To facilitate this process as well as the effectiveness of a lesson, each class shall be divided into paired 'P.E Buddies' and/or 'P.E Fours'. These 'buddies' should be changed termly.

Pupils will learn how to think in different ways to suit the different challenges and apply their own ideas for adapting the task to aid skill progression using the STEP framework. They will be given the opportunity to demonstrate their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

Physical activity across the curriculum

We encourage our children to be as active as possible throughout the school day. Our belief is that when they move regularly in school; behaviour, attention, attendance and academic performance improve. Children should also enjoy learning core and foundation subjects through contextual and physically active lessons wherever possible.

St. Michael's believes that exercise before learning improves your memory, focus, mood and behaviour. We shall include at least one '5-a-day' session every day for all pupils to be physically active between lessons. These shall include exercise routines sometimes using '5-a-day TV' via the interactive whiteboards and/or for two days a week a 5 minute run around the school grounds.

Once a week, children enjoy an 'Active Maths' lesson to support the teaching of mathematics. We believe this promotes healthier, happier and more confident mathematicians.

Teachers shall incorporate physical activity and understanding its benefits wherever possible within other curriculum areas. E.g. History (The re-enactment of an historical event), Geography (Orienteering), English (role-play), Science (Human Body/Healthy Eating).



Pupils shall also be provided with structure sport-based activities led by members of Highgate School and Soccer Revolution every day during lunch break (see 'Extra-Curricular Opportunities').

Teaching staff

In EYFS/KS1 P.E is taught by class teachers who follow the GetSet4Sport comprehensive scheme of work to aid performance and progression.

In KS2 P.E is taught by two specialist teachers, one of whom is the P.E leader. This enables pupils to receive expert coaching on skill development, leadership, and awareness of the importance of fitness and well-being in preparation for KS3 and beyond. A P.E apprentice is employed to support teaching and organise and maintain equipment to facilitate quality and effective outcomes.

All staff delivering P.E should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be confident and competent in the area taught and should indicate where they feel they need support so that appropriate support can be given by either the P.E leader. All staff who attend any CPD course must provide feedback and disseminate information to colleagues.

Sports Ambassadors

Sports ambassadors primarily from Year 6 will be provided with the responsibility to support the delivery of Physical Education as well as charitable events and competitive sport at inter and intra levels. As well as four lead ambassadors, many pupils are assigned sport specific ambassador roles. E.g. Hockey ambassador. In Year 5 there are also six lead ambassadors. There are also two ambassadors in each class in lower KS2.

Roles include:

- Supporting teachers in the delivery of P.E lessons
- Organising and managing house tournaments
- Supporting the P.E lead in preparation for inter and intra competitions
- Organising and managing P.E equipment with peers (
- Being lead figures in the organisation of charity events such as 'Sports Relief'
- Helping in the coaching of specialist areas



- Being a role model in sportsmanship and fair play
- Promoting our school values of friendship, koinonia, creation, endurance, and forgiveness
- Attending sport ambassador meetings with the P.E Lead.

Competitive sport

St. Michael's shall provide a comprehensive all-inclusive competition calendar at inter and intra levels. These include:

Intra-sport

- The 'Super 7' house tournament where all Y1 - Y6 pupils represent their house group in a competitive sport organised and managed with sports ambassadors. These include independent sporting events for Year 3-6, infant and junior sports days, and the 'All Sorts of Sports' event whereby Year 5-6 work with all KS1 pupils in the delivery of a morning of sporting challenges.
- Units of work end with a competitive house group based event.
- Charity events including Sports Relief and Ultimate Dodgeball.

Inter-sport

- We regularly attend competitions organised by Haringey Borough.
- We are actively engaged in the participation of competitions against schools in the local community. i.e. Highgate School and Rhodes Avenue provide regular events for KS2 pupils to participate. Some schools invited to compete on our school grounds.

Swimming

In accordance with the National Curriculum, children will participate in swimming lessons while in KS2, to ensure they can swim the minimum of 25m. All pupils are required to learn how to swim.

Our objective is for all pupils to be able 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

Equal opportunities and inclusion

Every pupil at St. Michael's has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils. The school will take care to ensure potential barriers to any group, such as gender stereotypes will be removed.

St. Michael's supports the 'Girls Active' initiative (Youth Sports Trust) in promoting increased involvement in sport and physical activity for girls. Lessons shall regularly be structured to allow girls and boys to develop skills together and separately as appropriate to the objective. Girls' Sport Club enables girls to enhance their understanding and enjoyment of a range of sports.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, access to competitive sport, use of facilities and access to extra-curricular activities.

Dress code and participation

Physical activity is integral to the good health of our children and thus, suitable PE kit is essential in ensuring that pupils access the National Curriculum to its potential, and participate safely and comfortably in physical activity. We believe that a uniform kit encourages our children to have a sense of belonging to a community and promotes a feeling of pride and equality.

All pupils should bring their PE kit to school on Mondays regardless of which days lessons are timetabled. They should then take kit home on Fridays for washing.

If a pupil is injured or unwell, a signed note from the parent or guardian must be provided to the PE teacher. Pupils who are excused will be involved in the learning process through the role of a coach, umpire, referee or leader wherever possible.

The following P.E kit is compulsory:

- P.E. t-shirt with St Michael's school logo on it
- School jumper / cardigan may be worn over the PE top in cold weather



- Plain, straight navy-blue shorts
- Plain, straight navy-blue tracksuit bottoms may be worn for outdoor P.E
- White or navy-blue socks
- Plain black or white trainers
- Black or white plimsolls (for indoor P.E. only)

Earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before school on a PE day. If there are exceptional circumstances which prevents this from being possible for a defined period of time, parents should provide a letter explaining the reasons and the date from which earrings can be removed. During this period the earrings will be made safe using tape, however a teacher may ask a child wearing earrings not to participate in an activity if they feel the risk is sufficient. All other forms of jewellery should also be removed. Additionally, long hair should be tied back and rigid headbands removed.

Pupils changing time shall be kept to a minimum to allow maximum time for lesson delivery using countdown timers.

By the end of KS1 pupils should change within 6 minutes. Then:

Year 3	5 minutes
Year 4	4 minutes
Year 5	3 minutes
Year 6	2 minutes

Staff shall also wear suitable clothing and footwear to promote good practice when delivery P.E and sport across the school.

Foul weather

In the event of weather conditions making it unsuitable to participate in the P.E activity planned, alternative arrangements should be made. These may include class based activities around the objectives (e.g. rules and practice), physically active '5-a-day' sessions, or as appropriate rescheduling the activity for another day. The infant or junior hall is timetabled to allow at one session to be indoors every week as appropriate.



Extra-curricular opportunities

We are committed to recognising the importance of physical activity of children outside the curriculum with weekly breakfast, lunch, and after-school clubs dedicated to enhancing the quality and enjoyment of a range of sports. (i.e. Athletics, Fencing, Football, Tag Rugby, Cricket, Netball, Girls' Sport Club). We believe that links with local sporting clubs and organisations and the provision of extra-curricular activities organised by the school is a positive experience and promotes a healthy-living lifestyle for now and the future.

In KS1 and KS2 pupils shall access structured sport and play activities during lunch break. These provide pupils with a safe environment in which to develop skills and improve fitness further. The school's active school themes as well as values form the spine of every session. The sessions shall be organised and run by representatives from Highgate School staff and pupils as well as coaches from Soccer Revolution.

Pupils are given regular opportunities to represent St. Michael's in various sporting events throughout the local community and these clubs facilitate progress towards being the best they can be for competitions wherever possible.

Health and safety

In Physical Education it is important for teachers to be aware of the importance of safety and to plan it in their work. This is to minimise the risk of accidents to both pupils and teachers. The following list is our general outline of safe practice in P.E. More detailed, subject specific guidelines can be found in the 'Safe Practice in Physical Education and School Sport' document.

- All forms of physical activity should be preceded by an appropriate warm-up.
- The pupils must be given tasks which are challenging, but within the scope of their ability.
- Teachers must carry out a risk assessment of all equipment before use and give pupils disciplined strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.
- Appropriate levels of lighting must exist to facilitate a safe working environment.



- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall and after rain on the playground or on the grass as this may make the area too slippery to be safe.
- Appropriate clothing must be worn by pupils and staff. Jewellery and watches to be removed. (See Dress Code).
- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.
- The teacher must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely.
- For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills. E.g. correcting a child's position during a gymnastics lesson.
- There shall be progression in the expectations of what children are expected to 'set up' and move. In KS2 pupils shall be increasingly encouraged to become increasingly responsible for setting up and putting away equipment under supervision and in a safe
- All teaching staff shall be first-aid trained to ensure pupils access immediate treatment.
- All teaching staff to carry radios when teaching P.E outdoors to communicate problems and emergencies as and if they arise.
- First-aid kits shall be accessible in every P.E or sporting session in case of minor injuries. Teachers and coaches to use discretion on whether pupil requires further treatment. A member of support staff or two pupils shall always escort a child with minor injuries to the medical area. If an injury is more serious, the teacher shall radio for further assistance as appropriate or send two pupils to the office.

Risk assessment

The P.E. leader is responsible for carrying out a thorough risk assessment of sporting equipment and facilities. Regular checks and risk assessments are made by all staff involved in delivering the P.E. curriculum, these checks are ongoing. Risk assessments should also be carried out on any facilities that are used for sporting activities outside of the school grounds.



Annual safety checks and repairs are carried out on gymnastic equipment and staff should check apparatus when it is being taken out for use in lessons. If a potential hazard is identified it is immediately taken out of use and reported to the P.E. leader.

Pupil pledge

Pupils at St. Michael's are taught the importance of developing skills of sportsmanship, time efficiency, organisation, and independency. They learn how to be proactive in physical activity and understand its benefits to them now and in the future. They learn to live a healthy and enjoyable lifestyle and develop the motivation, confidence, physical and social competence, as well as knowledge and understanding to maintain physical activity throughout their lives. See appendix A.



Appendix A: Pupil Pledge

Pupil 'Be the best I can be' success criteria for P.E at St. Michael'		Score
BE PREPARED		
❖ I get changed quickly. End of Y2 (6 mins) Y3 (5 mins), Y4 (4mins), Y5 (3 mins), Year 6 (2 mins)		
❖ I wear the correct footwear – trainers or plimsolls.		
❖ I bring my school P.E kit on Mondays and take it home on Fridays for washing.		
❖ I bring hair-bands to tie up any long hair and cover any ear studs with tape.		
❖ I drink before, during, and after a session. I bring a water bottle to sessions.		
BE HELPFUL		Score
❖ I show willing to assist my teacher with setting up and putting away equipment.		
❖ I listen only once to the success criteria and instructions and know what to do.		
❖ I look to help and support others in achieving personal targets.		
❖ I look to make positive contributions in discussion and in organising activities.		
BE A HEALTHY COMPETITOR		Score
❖ I always participate with effort and focus no matter how hard the task.		
❖ I demonstrate a commitment to the lesson or activity no matter.		
❖ I always play hard and enjoy when I win and accept defeat graciously when I lose.		
❖ I always seek ways to improve individual or group performance – win or lose.		
BE FAIR		Score
❖ I stick to the rules or instructions of the lesson or activity.		
❖ I display honesty during the lesson or activity.		
❖ I display good sportsmanship.		
❖ I allow all others to participate equally in my group.		
BE SAFE		Score
❖ I look out for the safety of others and avoid careless risks.		
❖ I show an awareness of my body and those around me.		
❖ I use the equipment sensibly and for its intended purpose.		
BE RESPECTFUL		Score
❖ I listen when it is time to listen (to the teacher or other children).		
❖ I respect the ideas of others, and accept and respect decisions made by the teacher.		
❖ I respect and look after the equipment and the environment.		
❖ I promote the school values of koinonia, friendship, forgiveness, creation and endurance.		



❖ I encourage and celebrate everyone's achievements no matter how small.	
❖ I shake hands with any team I compete against at the game's conclusion and say 'well played!' whether I win or lose.	
BE A P.E EXPERT	Score
❖ I understand why regular physical activity helps me live a long and healthy life.	
❖ I carry out at least one timetabled physical activity outside of school every week	
❖ I use the key vocabulary in focus to help me understand.	
❖ I understand how to use S.T.E.P to help me make progress to suit my individual or group needs.	
❖ I always try to think of ideas and creative ways for all to make good progress.	
❖ I regularly seek to ask and answer questions to help my progress.	
❖ I understand that progress is built on developing a range of skills to be the best I can be at a sport.	
❖ I aim to be the best that I can be and have the knowledge, skills, and motivation needed to have a healthy lifestyle and lifelong participation in any forms of physical activity including sport.	