



Physical Education policy

Last updated by subject leader

September 2021

**Last reviewed by Principal and
Headteacher**

September 2021

Next review due

September 2022

INTRODUCTION

This policy aims to reflect the philosophy of our School in relation to how Physical Education (PE) is both taught and learnt. It provides a basic framework through which all staff, teaching and non-teaching can approach Physical Education and gives guidance in areas such as curriculum content, planning, assessment and evaluation.

This policy is intended to be used in conjunction with the schemes of work and a learning journey for Physical Education. These identify which areas of the curriculum are to be covered by which year groups and to what extent. It is intended that this policy, in conjunction with the schemes of work and advisory documents in the areas of athletics, gym and games, will form the basis for the teaching of PE.

SUBJECT AIMS

The aims of Physical Education at St. John's Prep. and Senior School are to:

1. Empower pupils by allowing them to take ownership and responsibility for their own learning and as a result enabling pupils to develop skills such as, but not restricted to, confidence, independence, creativity, determination, courage, excellence, self-management and reflection.
2. Promote interpersonal skills and qualities including: -
Co-operative teamwork, working with and for others; commitment, fairness, respect and equality which will support lifelong learning.
3. Increase understanding of the benefits, and develop a positive attitude towards, leading a healthy and active lifestyle which includes a good diet and sleep alongside regular exercise.
4. Develop co-ordination, fine and gross motor skills, listening and perception, movement and self-control.
5. Develop basic skills and abilities and where appropriate more complex skills in a range of sports including swimming, athletics, gymnastics, football, netball, hockey, badminton and table tennis.
6. Promote an understanding of safe practice and develop a sense of awareness and responsibility towards themselves and others.
7. Provide an inclusive Physical Education programme which is accessible to all pupils, irrespective of their ability.
8. Develop physical and cognitive competence in skills of planning, performing and evaluating physical movement.
9. Develop independence skills and communication with others in a positive way.

CORE CURRICULUM OBJECTIVES

The following core objectives guide the planning of schemes of work and help form the basis for the overall assessment of pupils.

Empower pupils to develop cognitive competence

- Encourage and support pupils to know about factors which influence efficient and effective performance.

- Encourage and support pupils to improve their own performances and that of others, through engagement in the process of reflection, selection, refinement, adapting and evaluation.
- Encourage and exhibit such personal qualities such as perseverance, self-worth and well-being.
- Help pupils understand and appreciate fair play and good teamwork.
- Support and encourage pupils to appreciate the work and performances of others.

Promote interpersonal skills

- Encourage and provide opportunities for pupils to work collaboratively as individuals, pairs and members of a team/group.
- Express opinions and ideas

Develop positive attitudes

- Express interest, enjoyment, motivation and enthusiasm for physical activity.

Promote physical activity and an active and healthy lifestyle

- Encourage and support pupils to understand the effects of exercise on the body.
- Engage in regular physical activity.
- Promote and help pupils and families become aware of opportunities in local clubs and communities.

Develop physical competence

- Practice and develop movement concepts and motor skills in a variety of activities.

Ensure safe practice

- Help and support pupils to understand the importance of routine procedure and factors which affect safety.
- Help and support pupil's knowledge and adherence to the PE Code of Conduct.
- Appreciate the principles of safe practice and begin to take responsibility for personal safe practice.

Sequential progression through key stages

Pupils' learning at different key stages directly influences the sequence of skills, activities and sports that pupils learn and when they learn them. Building a strong foundation of the key motor skills in the early stages of learning allows pupils to develop new ideas and skills by accessing ideas they already know.

The PE curriculum at St. John's sequences activities in a structured way that builds upon pupils' existing skills base and the knowledge needed to master new skills and techniques. This also reflects the differing backgrounds of knowledge that different pupils have at each stage of learning.

CURRICULUM TIME & STRUCTURE

St. John's Preparatory School

- Nursery receive one 15 minute lesson of Physical Education per week.
- Prep 1 receive two 50-minute lessons per week.
- Prep 2 receive one double lesson (2 x 50 minutes) of Physical Education a week. This increases by another single lesson, after Easter, when they have an additional 50-minute swimming lesson per week.
- Lower Transfers – F3 have one double lesson of Physical Education per week and one 50-minute swimming lesson every Monday.

St. John's Senior School

- 1st – 3rd form receives one 50-minute Physical Education lesson, and one double games (2 x 50 minute) lesson per week.
- 4th – 6th form receives one double (2 x 50 mins) games lesson per week.
- 1st form have an additional double lesson on swimming on a Monday morning

Swimming lessons are conducted at Furzefield Leisure Centre.

KEY STAGE 4

PUPILS MAY CHOOSE TO STUDY THE **OCR GCSE IN PHYSICAL EDUCATION** IN YEARS 10 & 11 AS PART OF THEIR GCSE OPTIONS. PUPILS WHO OPT TO TAKE THE GCSE PE COURSE RECEIVE THREE ADDITIONAL PERIODS ALONGSIDE THEIR CORE WEEKLY GAMES LESSON IN THE FORM OF ONE DOUBLE AND ONE SINGLE LESSON.

GCSE PE AIMS

- DEVELOP THEORETICAL KNOWLEDGE AND UNDERSTANDING OF THE FACTORS THAT UNDERPIN PHYSICAL ACTIVITY AND SPORT AND USE THIS KNOWLEDGE TO IMPROVE PERFORMANCE.
- UNDERSTAND HOW THE PHYSIOLOGICAL AND PSYCHOLOGICAL STATE AFFECTS PERFORMANCE IN PHYSICAL ACTIVITY AND SPORT.
- PERFORM EFFECTIVELY IN DIFFERENT PHYSICAL ACTIVITIES BY DEVELOPING SKILLS AND TECHNIQUES AND SELECTING AND USING TACTICS, STRATEGIES AND/OR COMPOSITIONAL IDEAS.
- DEVELOP PUPILS' ABILITY TO ANALYSE AND EVALUATE TO IMPROVE PERFORMANCE IN PHYSICAL ACTIVITY AND SPORT
- UNDERSTAND THE CONTRIBUTION WHICH PHYSICAL ACTIVITY AND SPORT MAKE TO HEALTH, FITNESS AND WELL-BEING.
- UNDERSTAND KEY SOCIO-CULTURAL INFLUENCES WHICH CAN AFFECT PEOPLE'S INVOLVEMENT IN PHYSICAL ACTIVITY AND SPORT.

STAFFING

The school currently utilises four specialist-trained teachers to oversee Physical Education at both the Prep. and Senior School. All staff are highly competent practitioners with an extensive wealth of knowledge acquired through their own sporting experiences and through their teaching and professional careers.

Mr. J. Hodgson Head of Department	Miss E. Wilkins Teacher of PE & Games Co-tutor 5 th Form	Mr. M. Elliott Teacher of PE & Games Co-tutor 4 th Form	Miss K. Henderson Teacher of PE & Games Co-tutor 1 st Form
Qualifications			
BA (Hons) with QTS in Physical Education	BA (Hons) Physical Education and Sport and Exercise Science QTS	BSc in PE and Sport and Exercise Science QTS	Pg/Physical Education Training BSc (Hons) Applied Sports Science QTS
Responsibilities			

HoD KS3 + 4 Curriculum Resources and budget Senior School Sports Day EYFS EYFS- KS2 Curriculum	GCSE Lead KS3 + 4 Curriculum EYFS EYFS- KS2 Curriculum Sports Newsletter	Prep. School Lead Prep. School Sports Day KS3 + 4 Curriculum EYFS EYFS- KS2 Curriculum	Swimming Gala KS3 + KS4 Curriculum EYFS EYFS- KS2 Curriculum
Exam Classes			
GCSE Yr11	GCSE Yr11	GCSE Yr10	GCSE Yr10
Sports			
Rugby Boxing Football Fitness Tennis Basketball	Hockey Girls Football Athletics Netball Tennis Fitness Rounders	Fitness Athletics Gymnastics Trampolining Golf Football	Netball Swimming Basketball Rounders Fitness Tennis

INTENT

Physical Education equips pupils with the necessary skills to participate in a range of sports and physical activities, with the aim of creating a positive environment that facilitates the learning of all pupils. We provide a platform by which pupils can understand the relevance of physical activity and the importance of living an active, healthy lifestyle in the wider context. Pupils in the preparatory school begin their physical development in Nursery. Pupils begin building a strong basis of the fundamental motor skills including learning to understand how their body moves and how to control those movements. Lessons are structured in a way to build upon a range of skills through a wealth of different sporting experiences. Staff are there to educate and guide the pupils, working to improve gaps in skills and knowledge and develop a holistic pupil who recognises the importance of physical activity.

Pupils continue to develop this knowledge as they continue their physical development through the Prep. School and into the Senior School. Throughout KS3 and KS4 pupils begin to implement creativity into their performances and the fundamental motor skills they have learnt through the years are put together in more

challenging circumstances, during competitive fixtures and building on their abilities to assess their own learning through self-assessment.

IMPLEMENTATION

PE staff work collaboratively, drawing on their particular strengths and areas of expertise to provide outstanding, well-sequenced lessons. The department uses a range of teaching styles, resources and documents to ensure that pupils' learning styles are met. A practical subject where intricate skills and techniques are used requires the use of visual learning techniques such as demonstrations combined with verbal explanations. Teachers deliver lesson content through a range of mediums that is dependent on the activity/sport, ability levels of the pupils and the potential risk of injury. In particular, field disciplines within athletics require an authoritarian style of teaching to ensure the safety of the pupils involved. Lessons that require pupils to develop knowledge and understanding about their own performances, where pupils will be developing problem-solving skills, teachers use guided discovery techniques to allow pupils to develop their ability to self and peer assess their own learning.

St. John's also use video analysis through the departmental iPads which provide an excellent learning and teaching resource. This is used across the Prep. and Senior Schools to show pupils how to improve techniques and provides pupils with a visual stimulus. Pupils learn through watching demonstrations, watching others and through self and peer assessment. The delivery of quality PE provides the opportunity for pupils to build character, resilience, leadership and co-operation skills through competitive fixtures, National Cup competitions and sports day events.

Key concepts are revisited throughout pupils' learning. Embedded in lesson content, pupils are taught to understand the importance of an active, healthy lifestyle. Pupils begin to develop their understanding in Reception (Prep 1) and this is supported by the delivery of a healthy, active lifestyle assembly. In the Prep. School, teachers ask structured questions to develop pupils' understanding of what is good and bad for their body, including discussing a balanced diet and regular exercise within and outside of school.

Throughout each stage of learning, the key concepts of skill development and the wider aspects of PE including social and mental well-being are developed through the interconnected relationship between the practical and theoretical content of the subject. Teachers provide an environment where pupils feel confident to ask questions, develop understanding as well as build on their existing knowledge of what happens to the body when we exercise and why this is important.

Pupils in KS3 & KS4 apply knowledge through their abilities to perform an appropriate warm up and cool down. They demonstrate knowledge of key muscle groups and use cross curricular links with the sciences to embed their understanding of what happens to each body system when they begin to exercise. They show a sound level of basic skills in a range of sports and are taught in an inclusive and strategic curriculum, where they are presented with a wealth of sports and physical activities so that they can continue to consolidate their existing skills.

GCSE pupils develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. They develop understanding of how the physiological and psychological state affects

performance in physical activity and sport. In their chosen sports for assessment, they will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics.

IMPACT

In PE, pupils' progress is evidenced through a range of techniques. The whole-school assessment programme provides both a graded report and a more substantial end of year assessment. Lesson to lesson verbal feedback is given both individually to pupils and to classes. Feedback is often used in conjunction with praise to ensure pupils are constantly developing their knowledge and understanding. Regular reviews of the curriculum content are conducted by the department to ensure the curriculum is rich with opportunities for pupils to progress. Pupils understand the impact of a healthy, active lifestyle on their own body and use the cross-curricular links with the sciences to understand the individual body systems and how each of these is affected by exercise.

Pupils should arrive at the end of their journey as a physically educated pupil who demonstrates a range of skills, techniques and in-depth knowledge in a range of different activities, with the intention of lifelong participation and a continued enjoyment for physical activity. Pupils will be well equipped emotionally for the demands of the environment in later life, including showing resilience built through the acceptance of winning and losing graciously. They will show leadership qualities built through working closely with others, showing strength and confidence when delivering peer feedback. Pupils will demonstrate good communication skills through their ability to discuss topics, deliver and communicate instructions. Pupils will show co-operation skills when working with others, developing respect for opinions and viewpoints through group activities and competitive fixtures. Thus, providing pupils with a range of high-quality skills that are applicable to the wider aspects of life.

CULTURAL CAPITAL

The PE department at St. John's are committed to delivering a rich and fulfilling curriculum that enhances pupils' cultural capital. Developing cultural capital is at the crux of everything that PE offers to pupils and underpins the key concepts of all that is taught. Through the access to such a diverse range of sports and competing in local and national competitions, pupils from a young age begin to develop a crucial understanding and acceptance of others' beliefs, backgrounds and characteristics. In St. John's Preparatory School, pupils are taught from Nursery to show respect to others through congratulating good progress and showing support for others in lessons.

As pupils continue their journey through the School, the curriculum enriches the opportunities for pupils to accept and respect other people's opinions and views through competitive fixtures and team play, where they show sportsmanship and respect for the officials' decisions and through the ensuring they participate in acts of sportsmanship at the beginning and the end of matches, such as three cheers and

shaking hands with their opponents. Pupils are also encouraged to show respect for equipment and property through the variety of resources used within the subject.

All cultural, moral, social and spiritual development reflects and underpins the key social values of our community. Working with others provides pupils with the opportunities to discuss their ideas and performance. It provides a platform for pupils to show respect for different ability levels as well as developing a better understanding of themselves and of each other.

ORGANISATION

Facilities at St John's Prep. and Senior School are shared between a great number of demands across both sites; the time allocations are thoughtfully considered before the start of the new academic year. All allocations are designated as fairly as possible between all the pupils concerned, including wet weather lessons.

Subject planning and evaluation for Physical Education is incorporated into year group planning and evaluation each half term or term. It may also take place during Key Stage planning. Planning and evaluating PE areas and themes with the whole school, in order to implement necessary changes, takes place annually following discussions between the Head of Department and other staff members.

Planning and evaluation of PE work is undertaken on a continual basis by the class teacher, and is reviewed regularly by the Head of Department, in weekly departmental meetings or during classroom/lesson observations.

Planning at a year group level ensures that classes within a year group cover the same areas of work. Planning at a Key Stage and whole school level ensures continuity and progression within the subject and avoids unnecessary duplication or omission. This also allows for relevant external activities to be incorporated into the timetable at the most appropriate time.

EXTRA-CURRICULAR CLUBS

Extra-curricular clubs engage pupils to develop skills and further their interest in one or more sporting activities. It helps to introduce a competitive element to team games and to promote co-operation and a sense of good sportsmanship.

Extra-Curricular activities currently offered throughout the year:

GCSE Practical
Football
Basketball
Tennis
Fitness
Zumba
Cricket
Hockey
Netball

Most clubs are available to both boys and girls, although some clubs are typically favoured by one group or another. Clubs are open to all eligible (by year group) pupils, but school teams are selected on the basis of ability and contribution to the competitive team.

FACILITIES and SPACE

For 1st form pupils (Year 7), the school has a timetabled morning at the local Furzefield Leisure Centre where pupils have access to swimming.

Senior pupils also have access to a local golf club at Oak Hill Park for those interested in participating in golf.

DIFFERENTIATION

It is an aim of the School to ensure that all pupils are presented with programmes and tasks which fall within the individuals' capabilities; yet encourage pupils onto more challenging and extending activities. Within every group, all pupils operate with different levels of personal experience, co-ordination, self-confidence and actual comprehension of what is expected of them. It is the teacher's responsibility to consider all these factors within their group and organise their lesson and resources accordingly to best meet the needs of every individual with the group. Perceptive and professional use of teaching resources available for PE activities helps instil greater confidence and success in all group members.

HEALTH and SAFETY

Health and safety awareness plays an integral part of pupils' learning in PE and should be encouraged. Pupils should be alerted to safety issues whenever necessary. Teachers and support staff should plan and deliver their lessons with safety in mind. All staff responsible for the delivery of PE are encouraged to communicate any safety concerns they may have to one another, consulting the Head of Department in the first instance, who may wish to consult a member of the Senior Leadership Team in exceptional circumstances. The member of staff who is delivering the PE lesson is responsible for ensuring that risk assessments are in place and adhered to. If any safety concerns regarding the safety of the pupils or staff during a particular activity, then they should cease delivering the activity immediately and consult the Head of Department at the earliest convenience.

It is imperative that whatever activity a child undertakes, all reasonable steps are taken to ensure their safety, and to predict dangers before they occur.

Supervision and Changing

All pupils must be appropriately supervised at all times. This includes times when they are getting changed, collecting, returning and moving apparatus as well as when they are taking part in a directed activity. Swimming lessons at the local leisure centre are directed by qualified swimming coaches, as well as a member of the PE department to co-ordinate and supervise. All classes are accompanied by PE teachers to supervise/assist on the morning swimming session.

- a. It is not always essential that pupils are directly supervised during periods of changing but a member of staff must be located nearby. This is usually in the office areas at either end of the sports hall. Pupils are entitled to privacy when changing and staff must use their discretion in deeming what is an appropriate level of supervision.
- b. For example, a member of staff of the same sex as the pupils, opening the changing room door at 1 or 2 minute intervals to check that they are continuing to change could be appropriate supervision. Alternatively, if a member of staff uses changing periods to discuss previous lessons or the upcoming lesson then their presence in the changing rooms for the entire duration of the time spent changing is required and therefore appropriate.
- c. It is extremely important that all pupils know that there is a member of staff nearby at all times and know how to access that member of staff immediately if they want to.
- d. When attending swimming at Furzefield leisure centre, staff should be cautious at public changing facilities and ensure that no pupil is left alone in a changing room with a member of the public.

In addition to this policy, use of external facilities such as Furzefield Leisure Centre are covered by a separate risk assessment.

MEDICAL INTERVENTION

Pupils with asthma inhalers should have access to them upon request during PE lessons. All staff teaching, leading or supporting PE lessons should know which pupils have asthma and will know where and how to access their inhaler speedily should they require it during the lesson. If a pupil has asthma symptoms while exercising, allow them to stop, take their reliever inhaler and when they feel better allow them to return to the activity (most pupils with asthma should wait at least five minutes).

Staff teaching, leading or supporting PE should know which pupils have asthma or any other conditions. Staff teaching, leading or supporting PE are also responsible for identifying changes in any pupils physical or mental condition. Any changes, regardless of how minor, should be reported to the teacher or member of staff in charge and if any member of staff feels strongly that it is necessary, irrelevant of whether all staff agree, that pupil should be given medical assistance by a qualified first aider or other medically trained member of staff as appropriate.

All PE Staff are first aid trained and first aid kits are taken to all lessons and fixtures. Items used within the first aid kit needs to be replaced as a matter of urgency and it is the responsibility of the member of staff to contact the person in charge of medical supplies.

Accidents and injuries which occur during the course of a PE or Games lesson must be reported and recorded in line with the current school procedure. A yellow pupil incident form must be completed as soon as possible, by the class teacher. Once completed, the form must be signed by the Head of Department. The member of staff must then photocopy the form, the original is given to the pupil to take home and the other copy is taken to the school office and placed onto the pupil's record. Any form of serious injury, including head injuries, the class teacher must make contact with home if deemed necessary. All injuries must be logged on Behaviour Watch at the earliest convenience in both the Prep. and Senior School.

SAFETY OF EQUIPMENT

All equipment used within PE lessons should be checked by a member of staff prior to its use. It is the responsibility of the teacher or staff member in charge to ensure that any resources and/or equipment used in their lesson is correctly set up and/or fit for its intended purpose on a lesson by lesson basis.

Any faulty or broke equipment must be reported to the Head of Department as well as maintenance/grounds. It should then be removed from the PE store. If this is not immediately possible, it should be appropriately marked as faulty to ensure it is not used.

LEARNING ENVIRONMENT

The sports hall is cleaned regularly and is suitable for barefoot work in gymnastics and other activities. The outside grounds are inspected on a daily basis by the PE department and any hazards are reported and removed. Staff should carry out on-going visual inspections of the working areas before each lesson to look for any new hazards and report them if required.

COMPETITIVE OPPORTUNITY

Our aim is to nurture confident resilient pupils who strive to achieve their potential through a wealth of competitive experiences. We will encourage a positive attitude towards winning and an accepting approach towards losing, within a wide range of sports. This way everyone can celebrate varying sports, skills and success in themselves and others.

RESOURCES

A wide variety of PE resources is available. These include teachers' resource books and notes, lesson plans and PE equipment. All resources are shared and may normally only be used for teaching/coaching during curriculum or sports club activities. The majority of the PE equipment is kept in the sports hall and in the outdoor storage room. The stores are kept locked and only accessible to staff members and pupils under adult guidance.

Large apparatus is also kept in the gymnasium. Resources and equipment should be returned in a good condition to the appropriate storage area at the end of the taught session. The Head of Department should be notified as soon as is practicably possible if any damage during its use.

The PE Department is responsible for maintaining PE resources, equipment and facilities, monitoring their use and organising the large equipment and PE storage areas. Resources are replaced and purchased via the Head of Department following the schools general school ordering procedures. An inventory of equipment is kept by the PE Department and amended annually and passed onto the Headmaster.

The purchase of resources is planned each year by the Head of Department based on previous and anticipated usage, in accordance with the demands of the curriculum and extra-curricular provision, and any planned developments for the

coming year. The PE curriculum reviews the use of the resources and their storage annually. All resources are listed in the inventory.

CROSS-CURRICULAR LINKS

Where relevant, links between subjects will be enhanced:

English

Physical Education contributes to the teaching of English by encouraging pupils to describe and discuss what they have done, how they are feeling. Pupils will often be asked to write down key facts from lessons and Captains of teams are asked to write match reports giving information about performances and results.

ICT

The use of technology in PE has become more prevalent in the curriculum. The use of iPads to show pupils videos of professional performances and the correct technique are invaluable for developing pupils visual learning. iPads are also used as a video analysis tool to show pupils their technique/performance and how to improve this.

Science

Science links strongly to the physiological adaptations on the human body when participating in physical activity and the involvement of the muscular/skeletal system when performing movements.

Mathematics

Pupils use numeracy to add and work out heart rates, take measurements when participating in field disciplines in athletics and when participating in fitness testing, reading times and working out heart rate zones.