

# Physical Education (PE) policy MELBOURNE JUNIOR SCHOOL

March 2025



**Approved by:**

Full Governing  
Board

**Date:** 31/03/2025

**Last reviewed on:**

2022

**Next review due by:**

March 2027

## **POLICY STATEMENT**

Children in **Melbourne Junior School** will enjoy a rich variety of experiences in Physical Education. Opportunities will be provided which will enable them to plan, participate in and evaluate work appropriate to their age and their needs.

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. PE develops pupils' physical competence and confidence in their own abilities.

Gaining knowledge and understanding and developing a range of social skills are considered important aspects of Physical Education, as well as improving the physical skills, health and fitness of our children. Children are able to discover their aptitudes, abilities and preferences, and how to make choices about getting involved in lifelong physical activity.

Additionally, we will encourage everyone in our care to adopt a lifelong commitment to a healthy, active and enjoyable lifestyle.

### **PE and School Sports Premium Funding**

Our PE curriculum and school sport receives annual PE and School Sport Premium funding. The aim of the funding is:

- To achieve self-sustaining improvement in the quality of PE and sport in primary schools.
- Long lasting impact that will live on well beyond the Primary PE and Sport Premium funding.

The funding will be used to ensure our PE and school sport will see improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils

## 5. Increased participation in competitive sport

The annual budget, impact of the funding and achievement against the 5 key indicators are published on the school website.

### **PE Curriculum**

It is for Melbourne Junior School to determine its overall PE curriculum, which should extend way beyond the minimum entitlement as set out in the National Curriculum (see below). Our PE curriculum is reviewed regularly. This includes a series of surveys and conversations with children, parents, staff, governors and other stakeholders in order to fully decide on the uniqueness of MJS's PE curriculum and ensure it contributes to the whole school life. The national requirements are set out below and provide teachers with a framework to plan and deliver lessons.

### **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **National Curriculum Key Stage 2 (KS2) PE Programme of Study**

- Acquire and develop a broader range of skills
- Use those skills in different physical activities
- Be able to evaluate and recognise their own success and knowing how to improve
- Enjoy communicating, collaborating and competing with each other
- Be able to swim and understand how to be safe in and around water (if not already taught in KS 1)

### **Pupils should be taught to:**

- use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], 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.

### **Swimming and water safety**

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**

Melbourne Junior School will deliver two hours of High-Quality Physical Education within the weekly curriculum timetable. In addition to this, we will aim to provide other sports provisions beyond the curriculum, delivered through a range of school, community, private, voluntary and club providers.

Swimming will be timetabled for Y5 during the course of the year. This activity will replace one of the PE sessions within that week for that class.

### **Teaching and Learning**

Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for other children and we encourage them to evaluate their own work as well as the work of others. Within lessons we

give the children the opportunity to collaborate, compete and assess their work with each other and also to use a wide range of resources.

All classes will have a Long Term plan which outlines the activities which are covered in each term and gives details of each unit of work. All members of staff teaching PE will have short term plans for each lesson to detail how it will be taught, differentiated and how opportunities for competition as well as peer and self-assessment will take place. Within each PE lesson the children should be active for at least 85% of the lesson to ensure they gain the most out of their experience within this subject.

All pupils shall have the same access to the subject, regardless of their gender, disability, race or cultural background. Pupils shall have opportunities to study physical activities from multi-cultural sources, for example through dance. All pupils should be provided with learning experiences that are aimed to enable them to experience success and pleasure, gain confidence and acquire competence.

Our PE curriculum follows a scheme of work from Get Set 4 PE, which is closely aligned to the National Curriculum. This scheme supports a clear and sequenced progression of skills and knowledge, both within each year group and from one year to the next. Skills, knowledge and vocabulary are revisited within lessons and built upon to ensure that pupils make or exceed expected progress. Assessments are based on teacher assessments and are recorded on INSIGHT. Evidence of progress is shown via video footage and through pupil voice.

### **Training**

Members of staff are alerted to CPD training in PE where appropriate by the PE coordinator. This helps to ensure that standards of delivery are of high quality and that staff are confident in teaching all areas of PE. The PE Coordinator aims to keep abreast of new movements and initiatives and support staff when required with advice and support. The PE coordinator will also attend regular termly meetings with coordinators around the county to ensure their knowledge of this curriculum area is up to date. Local coaches are invited in to work along side teachers within the curriculum and this has helped enormously to raise the standard of teaching in these sporting areas.

### **Cross-curricular**

**Literacy:** Speaking and listening skills are prompted through evaluating and appraising work produced by the children and their peers. Children are encouraged to offer constructive criticisms and discuss methods to improve their work. Literacy is also prompted through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use.

**Numeracy:** Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern.

**Computing/ICT:** We use ICT to support PE teaching when appropriate. ICT is used to aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. internet resources, Hybrids and digital cameras.

**Personal, Social and Health Education (PSHE) and Citizenship:** PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Children are encouraged to interact with all and to abide by game rules. PE provides opportunities for children to understand how their body works in different situations.

**Spiritual, Moral, Social and Cultural Development:** The teaching of PE offers opportunities to support the social development of our children through the way in which 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. Their work in general enables them 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 no matter what their race, sex or ability.

### **Health and Safety**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times within their lessons. Safety aspects are discussed with pupils prior to and during each PE session when they are asked to identify risks for themselves and others e.g. appropriate noise level, use of space, distance and environment. Pupils are taught how to improve their own abilities to test risks. It should be noted that, if in an emergency, phones and first aid boxes are available a short distance from all of the PE lesson locations within the school office. Inhalers for pupils suffering from asthma are readily accessible. Children must be dressed appropriately for PE lessons. The Governing body and the PE coordinator expects that teachers set a good example by wearing appropriate clothing when teaching PE e.g. trainers, tracksuits, which in-part is for their own safety. Children are not allowed to access PE equipment stores and must only enter with adult supervision.

Accidents during PE lessons are recorded in the School Accident log.

## **PE kit:**

- T-shirt in child's house colour and shorts plus a tracksuit trousers or leggings for cold weather.
- Trainers or bare feet should be used indoors and suitable trainers for outdoor activities.
- In the case of newly pierced ears, taping up of stud earring is an option for some activities (not swimming or contact activities). Where children can remove earrings then they must be taken out.
- Hair must be tied back to ensure clear vision at all times.
- In the event of a child attending an afterschool club, children will be expected to change out of school uniform and into their PE kits.
- Spare P.E. kit is stored separately in the PPA room.

Landing mats in gymnastics should be used wherever pupils are required to move from higher apparatus to the floor and the shock of landing needs to be cushioned. They must not be used in such a way as to give pupils a false sense of security if they are working off ground level e.g. under ropes. Risk assessments for general PE and sports facilities and gymnastics are listed on the school's cloud system but are also kept in the office. All staff are to be familiar with these.

## **Extra-curricular Activities**

The school provides a range of after school clubs. Some extend the skills learnt within the curriculum and some enrich the children's experience by offering something that the children do not learn within the curriculum.

Details of the current club activities are emailed to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in competitions and festivals. 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, co-operation and pride in representing school.

## **Team Selection Policy**

Our sports team selection policy throughout the school is to encourage students to enjoy all aspects of PE whether it is competitive, creative or individual. This encourages young people to actively engage and participate in physical activity and sport throughout their lives, which have many health and social benefits.

We play both competitive matches at all levels and compete in a wide range of sports to provide children with a range of new opportunities. We would like nothing more than to include

every child in matches and competitions every week, but this is impossible. We try to ensure that, within the time they are at MJS, everyone has represented the school at least once.

We understand it would be unfair on those who excel at sport not to be included and unfair to select those who are not yet strong enough to play at that level. In addition, it is also unfair to select pupils who fail to adhere to the MJS school rules.

No team is fixed, and through experience we know that different children develop at different rates. We realise how disappointing it is not to be chosen for a match. Our policy, however, is to play the appropriate team for that particular match and level of competition, not let the children take it in turns; this leads to mediocrity.

To differentiate, the more able pupils will be encouraged to participate and be selected for older age groups if the opportunity presents itself.

Team Selection is based on:

- Aptitude and skills demonstrated
- Attitude in lessons, training and matches
- Understanding of the game and tactical play
- Performances and effort in lessons and practices
- Continued commitment to practices and training
- Manner in which students present themselves – dress, manners, helpfulness, sportsmanship, etc.
- Enthusiasm to learn and improve one's game
- Conduct during home and away fixtures

### **Resources/ Equipment**

There are a wide range of resources to support the teaching of PE across the school. The PE Coordinator is responsible for the annual budget and resource audits. Equipment is checked regularly and stock replenished as often as the budget allows. The PTA and other fund-raising events help towards the purchase of playground equipment.

Equipment is stored in a curtained area off the school hall and in a locked stored room just outside the school hall. Children are not allowed in to either area/store and must only enter with adult supervision.

Teaching areas consist of one hall, a very large area of field and hard play surfaces. There are line markings for netball and football and in the summer, for rounders, cricket and athletics. Children use the local swimming pool for swimming lessons. Games equipment is kept in the PE store, adjacent to the large hall. Children must not visit the PE store unsupervised and must be with an adult if collecting or returning equipment. There is a separate area for gymnastics apparatus in the hall.

We keep most of the playground equipment in outdoor boxes. This is collected by monitors and put away at the end of break and lunch time, which makes the children responsible for equipment.

### **Monitoring, Evaluation and Review**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE coordinator. The work of the coordinator also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The PE coordinator has time in the term to monitor planning and to review evidence of the children's work. Team-teaching, lesson observations and pupil voice related to PE teaching across the school are carried out in this subject area and are done annually. The PE coordinator is willing to team teach along side other members of staff or demonstrate a good lesson.