

Spire Junior School

Jawbones Hill, Derby Road, Chesterfield S40 2EN
Telephone: (01246) 234546

Headteacher: Mrs C Vernon

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PE and Sport Policy



Overview



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Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development, and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness, and organisation.


Children must engage in a programme of PE that encourages fitness, improves their strength, and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

[Link](#) to the UK Government School Sport and Activity Action plan 2023.




Funding

Schools receive PE and sport premium funding based on the number of pupils in years 3 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer.

We use the premium to: 

- Develop or add to the PE and sport activities that we already offer; 
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are five key indicators that we should expect to see improvement across:

- The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school; 
- The profile of PE and sport is raised across the school as a tool for whole-school improvement; 
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to all pupils; 
- Increased participation in competitive sport.

As part of the funding criteria we are required to publish details (on our website) of how we plan to spend the monies and a review of the impact on pupil outcomes.



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Aims/Objectives

In order to promote active and healthy lifestyles all children should: ☒

- Be physically active;☒
- Adopt the best possible posture and appropriate use of the body;
- Engage in activities that develop cardiovascular health, flexibility, muscular strength, and endurance; ☒
- Understand the need for personal hygiene in relation to vigorous physical activity. ☒

In order to develop positive attitudes, all children should: ☒

- Follow the conventions of fair play and honest competition; ☒
- Cope with success and limitations in their performance;
- Persevere with and consolidate their performances; ☒
- Be mindful of others in their environment.

Strategies

At Spire Junior School, PE will be taught through:

- Exposition (demonstration, explanation and instruction) by the teacher to the class, groups or individuals; ☒
- Practical activity and related discussion; ☒
- Co-operative group work; ☒
- Consolidation and practice of fundamental skills; ☒
- Opportunity to discuss and reflect on their work through a plenary; ☒
- Use of professional/qualified coaching to enhance current provision within school (SHAPE, Rotherham Titans Rugby Club, Derbyshire Cricket Foundation);☒
- Extended high-quality provision through after school activities making use of professional / qualified coaches; ☒
- Use of community facilities – Queens Park Leisure Centre.

Curriculum- Real PE.

What is Real PE?



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Real PE is a unique, child-centred approach. It transforms how we teach PE to engage and challenge every child in primary school.

It focuses on the fundamental movement skills of a child's physical development:

- Agility
- Balance
- Coordination

Real PE develops the whole child, each term there is a multi ability focus:

- Personal
- Social
- Cognitive
- Creative
- Physical
- Health and Fitness

Each week the children will be taught by their class teacher from the Real PE curriculum.

[Real PE Year 3 Curriculum Map](#)

[Real PE Year 4 Curriculum Map](#)

[Real PE Year 5 & 6 Curriculum Map](#)

[Real PE Progression of Skills](#)

Real PE teaching and learning framework:









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Learning Nutrient	Teacher Planned		Shift responsibility Consistent Practice	
	1 star	2 star	3 star	4 star
 1. Ambition	Positive routines Establish positive routines, model high expectations and build positive teacher/pupil relationships based on trust and mutual respect	Positive learning environment Create and sustain a safe, stimulating and purposeful learning environment	Engaged Learners Every learner is engaged and striving to achieve, demonstrating resilience when faced with challenge	Motivated learners A desire to improve and succeed permeates every lesson, evidenced by student self-awareness and self-regulation
 2. Planned learning progression	Activate prior learning Share outcomes and make links to previous learning	Defined outcomes Communicate outcomes in learners' language, with check for understanding	Clear learning progression Scaffolded activities align to support children to achieve the outcomes	Negotiated outcomes Learners negotiate next steps/learning goals with support
 3. Deliberate practice	Know why, know how Deconstruct a composite skill into sequential knowledge steps and provide effective models, demonstrations and examples	Guided Practice Enable learners to have deliberate practice, repetition and reinforcement, with careful scaffold and thoughtful feedback to build competencies	Building Fluency Learners demonstrate self-disciplined practice of composite skill to develop automaticity	Guided application Learners apply in a specific familiar context with increasing competence leading to automaticity
 4. Adaptive teaching and learning	Early success Ensure early success for all learners in each lesson/episode	Stretch and challenge Provide a task in every lesson just beyond a learner's independent capability that, with incremental practice and support, they will achieve	Accepting failure Each learner embraces progression through planned sequences of success and failure	Learning through failure With support and feedback, learners identify areas of strength and weakness and select appropriate interventions to progress
 5. Praise for positive behaviours	Whole group praise Give at least one verbal feedback to group for positive behaviour and whole group praise for effort or attitude	Individual praise/feedback Learners receive regular, specific praise for positive behaviours before suggesting improvements	Peer praise With support, learners take opportunities to give praise for identified learning behaviours	Peer feedback Learners provide mutual praise and improvement feedback through a range of pre-planned opportunities
 6. Coaching and encouragement	Observe and encourage	Demonstrate and discuss Enable learners to demonstrate,	Feedback sensitively With support, learners give sensitive,	Collaborate and learn Learners share and learn from each other through planned, collaborative

Health & Safety

Role of the PE coordinator

The PE coordinator leads on sport in their school. They deliver and ensure compliance with a broad, balanced, relevant and differentiated curriculum, and varied programme of physical and



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sporting activities, extra-curricular clubs, and PE fixtures to maximise student participation. A key part of this is the monitoring and assessment of pupils' overall progress and development, and managing expenditure of the PE and Sports premium funding. The PE Coordinator also has several health & safety responsibilities in relation to PE (some of these may be delegated to other staff members):

- Training (developing their own expertise and facilitating training and CPD of all supporting staff)
- Implementing and ensuring safe working practices
- Providing a safe, effective, child friendly environment
- Maintaining and replacing sports equipment
- Reporting of incident, near misses and health & safety hazards
- Developing a school PE & Sports (Health & Safety) policy.

There is no legal requirement for a fully qualified teacher to hold a specific award before teaching a PE activity, but they should be able to demonstrate appropriate competence. Competence in PE is defined as having the skills, knowledge, understanding and expertise necessary to effectively and safely plan, deliver and evaluate a programme of activities to a group using approved methods and accepted good practice. Health & Safety law requires that employees receive the professional learning necessary to fulfil the demands of the role, so professional learning opportunities in safe practice procedures are therefore a necessity and must be evidenced. This is particularly important in primary schools where a teacher may not have specific teacher training in PE.

PE clothing requirements

All children need to have PE kit in school, named and in a separate bag. They will be expected to wear a spare PE kit if they forget their own, always encouraging participation. If there is persistent forgetting of the correct clothing, then the class teacher will make a phone call home.

Indoor Activities: Black or blue shorts/tracksuit bottoms, white t-shirt and trainers or plimsolls.

Outdoor Activities: Black or blue shorts/tracksuit bottoms, white t-shirt, a sweatshirt, and trainers or plimsolls.

Swimming: Swimming costume (in one piece), towel, goggles, and swimming cap.

All long hair must be tied up.



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All jewellery must be removed, including earrings. It is advised that children keep their jewellery at home on PE days. Teachers are not permitted to remove any earrings so older children will need to be able to remove their own. In exceptional circumstances, micropore tape can be used to cover earrings, for example, for the first six weeks after piercing. Jewellery worn for religious reasons should be covered in an appropriate way; for example, a bracelet could be covered with a sweat band. Other jewellery will be collected by the class teacher and kept in class during the lesson. The school cannot be held responsible for lost or damaged jewellery.

Inclusivity

At Spire Junior School, we pride ourselves on encouraging all children, regardless of ability or disability, or religious beliefs to have the right to be respected and appreciated as valuable members of the school community, fully participate in all school activities, and interact with peers of all ability levels with opportunities to develop friendships. All activities will have the potential to be adapted to suit all needs and requirements.

November 2024

