



St John the Divine Church of England Primary School – Health and Safety Policy

Our Vision Statement

We are a vibrant Community where every person makes their unique contribution to making a better society.

At St John the Divine, our vision is of a joyful place where children are empowered to explore their potential through educational excellence within an environment of spiritual growth and well-being.

We are a school where all can flourish and be all they can be.

'Jesus said: I have come that they may have life, and have it to the full.' (John 10:10)

Our school motto is: TEAM - Together Everyone Achieves More

'You are the body of Christ, and each one of you is part of it.' (Corinthians 12:27)

Policy Statement

Physical Education is an integral part of the total education process which is concerned with the optimum physical development of young people. It can contribute significantly to the promotion of desirable attitudes and towards establishing a healthy lifestyle which will continue into adulthood. It should also, through a variety of forms of movement, help to develop attitudes, values and skills essential for life.

Introduction

At St John the Divine CofE Primary School we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Whole School Vision – Enjoy, Involve, Inspire

- *At St John the Divine CofE Primary we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.*
- *We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.*
- *We aim to promote our Christian values through sports and positively encourage children to share, respect, support, trust and work together.*

Curriculum Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
 - To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
 - To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
 - To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
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- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being

Curriculum Planning and Organisation

- Each class is timetabled to regularly take part in physical education twice a week.
- The playground areas and garden are used to facilitate activities such as outdoor activities and games.
- High quality PE lessons are delivered for two hours per week.
- Swimming lessons are provided by qualified teachers from Camberwell Swimming pool, to the Year Three for the whole year.
- The PE Leader regularly provide additional opportunities for extending the PE curriculum. A variety of sports are offered including Gymnastics, Football, Athletics, Dance, Cricket and Table Tennis.
- Lunch time clubs provided focussed activities for KS2/KS1 children helping to establish healthy lifestyles.
- Through the Lambeth schools link, the children are all given regular opportunities to participate in after school competitive sporting activities. The PE Leader and/or school staff accompany the teams to these events.
- We provide opportunities for young coaches in Year Six, to work with our younger students at the school.

Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:

Expected

- Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding

- Moving and handling – Children can confidently hop and skip in time to music.
- Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

Safe Practice

'Physical Education includes many activities which offer a challenge to the child's initiative, determination, courage....Safely precautions cannot remove all risks, but should eliminate unnecessary dangers.' N.C.

As a school, we recognise that the pupils need to acquire knowledge and understanding of the relationships between an active lifestyle and care of the body which generates feelings of well-being. Safety precautions should be observed at all times and a common sense approach when checking facilities, apparatus, clothing and footwear will eliminate most dangers.

Pupils need to learn to:

- Understand why particular clothing/protection is worn for different activities.
- Understand the dangers of wearing inappropriate dress and jewellery. All pupils must wear a full PE kit, remove all jewellery and tie up any long hair prior to commencing a PE lesson. If a pupil has forgotten their kit additional kits are held by the PE Leader.
- Prepare their bodies for activity and recovery from it.
- Respond readily to instructions and signals within established routines, and follow relevant rules and understanding why they are necessary.
- Lift, carry and place apparatus or equipment safely, both alone and in co-operation with others.
- Be aware of hazards in activities involving bats, sticks and other apparatus.
- Recognise the importance of correct use of the body in such activities as sitting, pulling, walking, pushing, lifting, etc in order to avoid personal injury.
- Be aware of the needs of others when working in the same space.

Teachers should always demonstrate by good example in these areas. All teachers should be aware of any disability/medical condition that could affect a pupils' performance during a PE lesson.

Key Stage One and Key Stage Two

- The school follows the PE Schemes of Work– These have been adapted to meet the needs of each individual class and are supplemented with ideas and activities from other sources. The schemes are in accordance with the current National Curriculum guidelines.
- Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.
- Currently swimming lessons take place weekly for Year 3 during the whole year. Transport time to the local pool is included as part of the PE time allocation.

The contribution of PE to teaching in other curriculum areas

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within dance.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation, time and compass directions.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Christian Values

Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

SMSC

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

Science

Children gain knowledge about the body. Including cardiovascular system, skeletal system and muscular system.

Inclusion

All students should have equal opportunities to participate in and gain confidence in different physical activities regardless of their ability, gender, cultural and ethnic background. There must flexibility within the SoW to allow for differentiation enabling individuals to achieve their potential in all areas of PE Opportunities must be created which promote an understanding and appreciation of each other's` abilities.

- *Spare PE kit is available for any occasional circumstances where a child does not have their own in school.*
- *Lessons will provide good quality experiences that are suitably challenging for all pupils.*
- *Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.*
- *For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.*
- *For the purposes of competitions, all children will be given the opportunity to participate in the experience.*

Assessment & Recording

Assessment is a continuous process and is blended in as part of normal teaching, mainly through direct observation. This provides information about what is being learnt and the extent, to which learning is occurring, motivates pupils to improve their own performance and celebrates pupil's successes and achievements.

- *Assessment is carried out by the PE Leader in the course of the normal class activity.*
- *This is done mainly through observations and sometimes through discussion with children.*
- *A photographic record is sometimes used to document some of their work.*
- *Physical development levels and progress are recorded by the EYFS teachers and the PE Leader for each child.*
- *Levels of attainment are recorded on skills grids for KS1 and KS2 pupils.*
- *Physical Education / physical development is included as part of the end of year reports to parents.*

Health & Safety

- All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:
- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The PE leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the PE leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

Resources

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
- Large equipment/ mats and some indoor PE resources are stored in the hall.

Administration Arrangements for Extra Curricula Sporting Events

- The School Office Admin Assistant liaises with The PE Leader/support staff to arrange After school clubs/ attendance of teams at External Sporting competitions.

- *Where necessary she liaises with the Educational Visits Co-ordinator to ensure that the appropriate paperwork is completed.*

School Sports Premium

- *The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.*

Monitoring & Review

- *The PE leader will oversee the continuity and progression within annual and medium term plans.*
- *They will also monitor the quality of teaching and learning through observations.*
- *The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.*

Leadership and Management Roles

The PE Co-ordinator reports into the Head teacher and monitors her own budget. This is given at the beginning of each year and resources are checked to ensure that the budget covers the needs of the following year.

Policy Review date: September 2021