



# INDEPENDENT JEWISH DAY SCHOOL

an ACADEMY

## PE Policy



This policy outlines the teaching, organisation and management of the PE taught at the Independent Jewish Day School. The implementation of this policy is the responsibility of all the teaching staff including our teachers from Maccabi who teach weekly lessons to our pupils.

### **Aims of our PE Curriculum**

At IJDS we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

In order to achieve these aims we have curriculum plans for each key stage written by the PE Coordinator and the Maccabi coach.

### **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 cooperate 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.

### **Assessment**

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum.

### **Extra-curricular activities & Sports Coaches**

Our school provides a range of PE-related activities for children at the end of the school day. These activities are led by external PE coaches from local sporting clubs and include gymnastics, hip hop, ballet, netball and football. All activities on offer

encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term and keeps updates in the form of our school newsletter and website. The school also plays regular fixtures against other local schools at Maccabi tournaments held each Wednesday.. 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 and cooperation amongst our children. During the summer term specialist teachers teach cricket or tennis to different classes during school time.

### **EYFS**

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

### **Equal Opportunities and SEND**

A range of PE activities are offered to both boys and girls; experiences and expectations are the same regardless of gender. Selection for school sport teams is based upon both ability and also opportunity. The PE Coordinator aims to have a high percentage of children from the school represent the school in some capacity. PE lessons offer all children the opportunity to improve their knowledge and techniques so everyone has the opportunity to be the best they can be. For children who have physical or learning disabilities, some modification may have to be made to the way in which an activity or sport is taught, learnt and played. Any such modifications will be made in consultation with the relevant staff and specialists, and noted on teachers' plans. Children who are identified as gifted and talented with PE are provided with a range of enhancement opportunities, designed to challenge and develop their skills and understanding. Children should only refrain from physical activity during a PE lessons on health grounds, if this is requested by their parents either by direct contact with the school or in a note to their teacher.

### **Resources**

There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the external PE shed. The hall also contains a range of large apparatus for gymnastics including benches and mats. The children learn to handle equipment safely. The children use the playground cage for games

and athletics activities, and the local swimming pool for our swimming gala. Teachers are expected to ensure equipment is put away after each lesson.

### **PE Kits**

PE kit is specified at the start of each school year and consists of blue shorts/skorts or tracksuit trousers as well as a red T shirt and trainers or plimsolls. All PE kit should be labeled and kept in a PE bag ready for lessons every Tuesday. Pupils change in the classroom or outside the class with girls and boys changing separately. Pupils are kept safe whilst changing into their kit by adult supervision at all times. Pupils should feel safe to get changed in front of their peers of the same sex according to our religious standards and practises of Tzinut. Changing should take as short a time as possible so as not to waste valuable lesson time.

### **Swimming**

By the end of year 6 all pupils should be able to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breaststroke
- Perform safe self-rescue in different water based situations

We audit the class several times throughout the year and have a partnership with local pools which we signpost and organise for pupils who need lessons during year 6 on a needs led basis.

Our school swimming gala is for all of KS2 and we commend all abilities during this fun gala.

### **Health and Safety**

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus.

- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.

We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment as necessary. Risk

Assessments are in place for all school sporting trips to tournaments such as sports day.

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes a qualified first aider should accompany the child to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send a TA or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

### **Monitoring and Reviewing**

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's work and observes PE lessons.

The quality of teaching and learning in PE is monitored and evaluated by the subject leader.

### **Covid**

We have decided to continue to wash PE equipment between lessons to minimise transmission.