

# **Physical Education & School Sport Policy**

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## 1. VISION

Christchurch Infant School's vision is that all children and young people should receive high quality Physical Education (PE) lessons as well as have access to an outstanding range of extra-curricular sport and physical activity opportunities.

## 2. THE CURRICULUM

*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. (Purpose of study, PE National Curriculum 2014)*

Physical Education contributes to the overall education of pupils by helping them to learn how to lead full and valuable lives by engaging in purposeful physical activities (Almond 2012). It develops physical competence and helps to promote physical development. It also helps to teach pupils through experience, to know about, and value, the benefits of participation in physical activity. Due to the Primary PE and Sport Premium, we have been actively involved in the development of the Christchurch School Sport Partnership and we now work very closely with Partnership Manager, Daniel Moody, who is based at The Grange School. All of the infant, junior and primary schools in the Christchurch Learning Partnership have collaborated to form this partnership, which enables us to:

- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.
- Improve the understanding of how high quality PE and school sport can be used as a tool for whole school improvement – particularly in terms of behaviour management, attendance and attainment.
- Improve the understanding of how high quality PE and school sport can be used to support healthy active lifestyles and physical activity.
- Use PE and school sport to develop creativity, aspirations, resilience, empathy, and establishing a generation of children with greater emotional wellbeing.
- Provide the opportunity for children to become physically literate through the multi-skills approach (appendix 1) and the development of fundamental movement skills and, in doing so, create the bedrock for them to participate in lifelong physical activity and sport.
- Encourage more innovative interpretation of the PE programme of study to better meet the needs of all pupils to enhance achievement.
- Opportunities for more children to take part in a wide range of competitions, festivals and events.
- Enhance cross-phase continuity to improve pupils' progress.
- Provide opportunities to take part in a diverse range of school sport.
- Provide opportunities for young people to challenge themselves through both intra and inter school events.
- Develop leadership skills through the Christchurch Primary Leadership Academy.
- Raise awareness of the best places to take part in sport and physical activity outside of school.

Christchurch Infant School publishes a curriculum map which can be seen on the school website and in appendix 2.

### **3. CHRISTCHURCH PE & SCHOOL SPORT PARTNERSHIP 2018-2019**

Christchurch Infant School is a member of the Christchurch School Sport Partnership. We access all of the elements in the overview below and contribute to the development of the partnership.

### COMPETITIONS AND EVENTS

- 30 ADDITIONAL COMPETITIONS AND EVENTS FOR INFANT, JUNIOR AND PRIMARY SCHOOLS OUTSIDE OF THE SCHOOL GAMES
- FOOTBALL AND NETBALL LEAGUES
- FULLY INCLUSIVE EVENTS
- CHRISTCHURCH SPORTS AWARDS
- OUTDOOR EDUCATION DAYS

### CHRISTCHURCH CPD PROGRAMME

- COMPREHENSIVE PROGRAMME OF QUALITY ASSURED COURSES AND WORKSHOPS TO IMPROVE THE QUALITY OF TEACHING AND LEARNING
- YOUTH SPORT TRUST KS1 & KS2 PE, PE SUBJECT LEADER MODULES TO ENHANCE LEADERSHIP OF PE, ACTIVE LITERACY, ACTIVE NUMERACY AND CHANGE 4 LIFE TRAINING
- GYMNASTICS, DANCE & SPORT SPECIFIC CPD
- HALF TERMLY PE SUBJECT LEADER MEETINGS

### PRIMARY LEADERSHIP ACADEMY

- BRONZE AMBASSADORS TRAINED THROUGH THE CHRISTCHURCH PRIMARY LEADERSHIP ACADEMIES
- BRONZE AMBASSADORS INCREASE PARTICIPATION IN SPORT AND PROMOTE HEALTHY LIFESTYLES IN THEIR SCHOOL
- THEY ARE THE YOUNG PEOPLE'S VOICE ON PE AND SCHOOL SPORT AND ACT AS ROLE MODELS IN THEIR SCHOOL

## Christchurch PE & School Sport

### CHRISTCHURCH PE CONFERENCE

- THE CONFERENCE IS FOR THE HEAD TEACHER AND PE COORDINATOR FROM EACH CHRISTCHURCH SCHOOL
- OPPORTUNITY TO SHARE GOOD PRACTICE
- LISTEN TO KEY NOTE SPEAKERS

### ADDITIONAL SUPPORT

- DAN MOODY IS AVAILABLE TO EACH SCHOOL TO DELIVER CPD, STAFF INSET OR TEAM TEACHING

### YOUTH SPORT TRUST PRIMARY MEMBERSHIP

- MEMBERSHIP FOR EACH SCHOOL WHICH INCLUDES:
- CPD COURSES
  - RESOURCES/TOOLS
  - YOUTH SPORT TRUST QUALITY MARK

### DANCE PROJECT

- WORKSHOPS DELIVERED BY GEMMA MANTELL TO EACH SCHOOL LEADING TO THE CHRISTCHURCH DANCE FESTIVAL WHICH LAST YEAR SHOWCASED PERFORMANCES FROM 300 CHILDREN
- PARTNERSHIP WITH PAVILLION DANCE FOR ADDITIONAL OPPORTUNITIES
- TRANSPORT TO DANCE FESTIVAL

The following documents related to this overview can be found in the appendices:

Appendix 3 – Christchurch competitions and events calendar

Appendix 4 – Christchurch PE and School Sport CPD Programme

## Appendix 5 – Christchurch Dance Festival

The Christchurch School Sport Partnership has been highlighted as an example of best practice by the Department for Education and the Youth Sport Trust. We have presented at various national and regional conferences including the Youth Sport Trust conference on the Christchurch model. We have also been presented with several awards over the past few years including:

- School Games Regional Innovation Award 2016-2017
- YST Lead School Conference National Award ‘Advisor/Enabler of Others’ – 2016-2017
- School Games Organiser National Award for ‘providing competitive opportunities for all young people including the least active’ – 2016
- School Games Organiser Regional Award for ‘providing competitive opportunities for all young people including the least active’ – 2016
- School Games Organiser Regional Award for ‘providing competitive opportunities for all young people including the least active’ – 2015
- YST Lead School Conference National Award ‘Advocate for Change across a county’ – 2015-2016

## 4. PRIMARY PE AND SCHOOL SPORT PREMIUM

Christchurch Infant School shares the government’s vision for the PE and Sport Premium.

### VISION FOR THE PRIMARY PE AND SPORT PREMIUM

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

**The funding has been provided to ensure impact against the following OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

- 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

Under the Ofsted Schools Inspection Framework 2015, inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this. Schools are required to publish details of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

Christchurch Infant School's PE and sport premium evidencing and accountability form can be found in appendix 6.

## **5. ASSESSMENT IN PE**

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self-assessment. Assessment of learning is made through medium term (summative) assessments and long term (formative) assessments.

## **6. THE ROLE OF THE PE COORDINATOR**

- To be enthusiastic about P.E. and demonstrate good practice at all times.
- To keep under review, the PE and school sport policy and update as appropriate.
- Encourage and support staff in the implementation of the agreed procedures, and closely monitor the progression of activities and consistency of approach across year groups.
- Maintain and organise PE resources, ensuring they are readily available and well maintained.
- Monitor short-term planning for each year group.
- Support and guide staff, encourage the sharing of ideas and best practice.
- Liaise closely with staff running extra-curricular sporting activities and support as appropriate.
- Liaise with the school sport partnership manager and attend half termly PE coordinator meetings.
- Be aware of national and local developments in PE through reading relevant materials and attending courses.
- Submit an annual written report each Summer Term, which informs the Governing Body of progress in P.E. towards targets in the Development Plan, also of issues arising as a result of Coordinator monitoring visits.
- Work to achieve equality of opportunity throughout the school.

## **7. SAFE PRACTICE IN PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY (PESSPA)**

Safe practice standards, consistently applied by staff, students and other visitors across all aspects of the school's PESSPA programme, are important. The purpose of documented safe-practice standards in PESSPA is to:

- offer PESSPA within a well-managed, safe and educational context.
- set out the responsibilities for health and safety in PESSPA at all levels.
- establish common codes of practice for staff and students.
- provide common administrative procedures.
- ensure statutory and local requirements are followed, and other national guidelines, such as codes of practice, are considered.
- ensure school health and safety policies and procedures adequately address the PE and School Sport (PES) context of working on and off site and outside normal lesson times.
- aid the recording and reporting of accidents and incidents.
- audit and achieve consistent safety standards.

The outcomes of establishing and applying safe-practice standards in physical education are to:

- enable students to participate in PES that provides appropriate challenge with acceptable risk.
- educate students about risk management, and their responsibility in this, in order for them to participate independently in physical activity later in life.
- fulfil the provision of a broad, balanced and relevant curriculum for physical education through:
  - an environment that is safe for the activity.
  - adequately supervised activities.
  - the use of regular and approved practice.
  - taking students through progressive stages of learning and challenge.
  - building a system of advice and the practice of warning.
  - using equipment for the purpose it was intended for.
  - providing basic care in the event of an accident.
  - the use of forethought and sound preparation.
  - involving students in the process of risk management.
  - ensure clear management responsibilities and organisation provide for safe systems of work.
  - identify and provide for any professional learning needs the staff are likely to encounter in their work.

We believe 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. Our school has the up to date version of the AfPE Safe Practice in PE book which contains extensive information about what is considered best practice and provides the basis for our health and safety policy.

(AfPE Safe Practice in Physical Education, ninth edition, 2016)

## **8. RISK ASSESSMENTS**

Risk assessments are provided for PE lessons, extra-curricular activities and travel to competitions and events. The competition organiser should provide risk assessments for the competition/event. Specific risk assessments can be found in appendix 7.

## **9. INCLUSION IN PE & SCHOOL SPORT**

All areas of physical education and school sport aim to promote equal opportunities in accordance with the 'Single Equality Act'. At Christchurch Infant School we aim to create an environment in which all children learn to respect and value each other and each other's interests regardless of gender, race, disability or learning difficulty. Where pupils have specific disabilities and/or health conditions, the school will ensure that they can take an active part in all physical activity opportunities offered both within school time and as extra-curricular sport and physical activities. Teachers modify activities, encourage participation in a different way, and play adapted versions of games, which can be played by all.

### **9.1. DIFFERENTIATION**

Planning for differentiation should be based on the S.T.E.P. principle i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils.
- Pupil activity, e.g. different task, different roles and responsibilities.
- Different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.
- Differentiation by task may be achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability.
- Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.
- Differentiation by support may be achieved when children of low ability are given constant reassurance to help improve their confidence.

### **9.2. INCLUSIVE HEALTH CHECK**



The inclusive health check resource has been designed by the Youth Sport Trust and the English Federation of Disability Sport (EFDS) and allows us to self-review our provision of inclusive School Games opportunities. Our inclusive health check can be found in appendix 8.

## **10. SOCIAL, MORAL, SPIRITUAL & CULTURAL**

Where possible and appropriate, PE should provide an appreciation of cultural diversity. Stereotypical beliefs and values relating to sport and physical activity will be challenged. PE and school sport also offers opportunities to support the social development of our children. 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. Children are expected to exercise self-discipline and act in a safe and sensible manner. Children should abide by the rules of sport and accept that the referee's decision is final, without question.

## **11. CHRISTCHURCH SCHOOL SPORT CODE OF CONDUCT**

School Pupils will .....

- Encourage and value the efforts of all team mates.
- Learn and accept the agreed rules.
- Never cheat.
- Treat everyone with courtesy and respect.
- Always behave well and be reliable, trustworthy and honest.
- Appreciate the honour of representing the school.
- Always listen and accept the official's instructions and decisions.
- Be sporting and considerate in winning.
- Be sporting and considerate in defeat.
- Always thank the officials, teachers and adult helpers.

Parents/Supporters will .....

- Recognise and encourage good sporting behaviour of all children.
- Act as a good role model for the children to copy.
- Actively discourage unsporting behaviour.
- Offer praise and encouragement rather than criticism during the activity.
- Applaud the effort of all teams.
- Discourage other supporters from using inappropriate spectator language or interfering in coaching decisions made during the activity.
- Support the teacher's match and kit arrangements.
- Encourage the children to respect the decisions of the officials.
- Be aware that shouting can intimidate children.
- Ensure our participating children are presentable and sport ready (correct kit, no jewellery, hair up) to set a good example and to ensure the safety of all participants.

School Staff will .....

- Ensure the safety of all participants during the event
- Set the example for all players, parents/guardians and spectators, set a good example at all times.
- Ensure that each player is appropriately dressed with the school kit (sports or P.E.).
- Promote the positive aspects of the sport (E.g. fair play).
- Display consistently high standards of behaviour and appearance.
- Never condone rule violations and inappropriately aggressive play.
- Display appropriate behaviour towards other teachers, officials, and volunteers.
- Read the rules of the game and assist players in their understanding of them, supporting where necessary.
- Promote the School Games Values of honesty, respect, self-belief, determination, passion and teamwork.

## **12. SCHOOL GAMES**

The School Games is the Government's initiative for school sport and is their strategic priority to increase the number of young people participating in competition and provide a lasting legacy for the London 2012 Olympic & Paralympic Games. The Schools Games are funded by the Department for Culture, Media and Sport (DCMS), Sport England (which distributes Lottery funding), the Department of Health and the Department for Education; with outcomes across School, Health and Sport.

The Games are made up of four levels of activity: competition in schools, between schools, at a county/area level and also at national level:

- Intra-school (Level 1) - sporting competition for all students in school through intra-school competition.
- Inter-school (Level 2) - individuals and teams are selected to represent their schools in local inter-school competitions.
- School Games Festivals (Level 3) – the county/area will stage multi-sport School Games Festivals (Winter and Summer Games) as a culmination of year-round school sport competition.
- The National School Games - the national multi-sport event where most talented young people in the UK will be selected to compete by National Governing Bodies of Sport.

At Christchurch Infant School we access all three levels of the School Games by offering children opportunities to take part in intra school sport, entering level 2 competitions at Level 2 through our School Games Organiser, Dan Moody and have represented Christchurch at the Dorset Level 3 School Games.

## **13. COACHES AND OUTSIDE PROVIDERS**

Coaches and outside providers help to provide a broader range of sport and activities at Christchurch Infant School. They also help to raise participation levels and opportunities for competitive sport through teams. Coaches and outside providers are deployed effectively for team teaching and staff training to increase teacher's subject knowledge, competence and confidence. The school's strategic use of coaches ensures children are inspired to participate in new or enhanced activity that is inclusive, differentiated and age/stage appropriate; they develop their fundamental movement and activity skills and are consulted on which new activities should be offered.

Coaches should:

- meet the minimum standards required for coaches in a school environment.
- be level 2 qualified (or equivalent) in a specific sport or number of sports.
- provide evidence of safeguarding training.
- provide proof of public liability insurance.
- provide risk assessments for the sessions they lead.
- provide details of their safeguarding lead.

## **14. GOVERNORS**

Governors will play a key role in the monitoring and evaluating of policy and the implementation of PE across the whole school. The Senior Leadership Team and the PE co-ordinator will provide updates to governors about the PE and School Sport offer and the use of the primary sport premium.

## **16. HELPING ALL CHILDREN TO ENJOY AN HOUR OF PHYSICAL ACTIVITY EVERY DAY**

There is strong evidence that regular physical activity is associated with numerous health benefits for children. The UK chief medical officers recommend that all children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes every day. We are committed to providing opportunities for children to achieve at least 30 minutes of physical activity in school time every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time.

*(Childhood Obesity: A Plan for Action 2017)*

## **17. CLUBS AND EXTRA-CURRICULAR DATA**

At Christchurch Infant School we keep a record of the children who attend clubs and other extra-curricular activities such as sports competitions/festivals. This helps us to identify children who have not accessed these opportunities. Data can be found in appendix 10.

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8. Copies of risk assessments
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11. Physical Activity Tracker

# Appendix 1

Multi-skill approach

# A 'True' Multi-skill Approach

**Position Specific Skills**  
Attacking/ defensive shots/ positions

**Activity/ Sport Specific Skills**  
Forehand/ backhand drive, Forehand/  
backhand volley, Overarm serve

**Fundamental Sports Skills**  
Throwing/rolling/ striking/ kicking/  
catching/ receiving/ running/ jumping

Writing for a purpose, e.g.  
narratives, instructional,  
persuasive

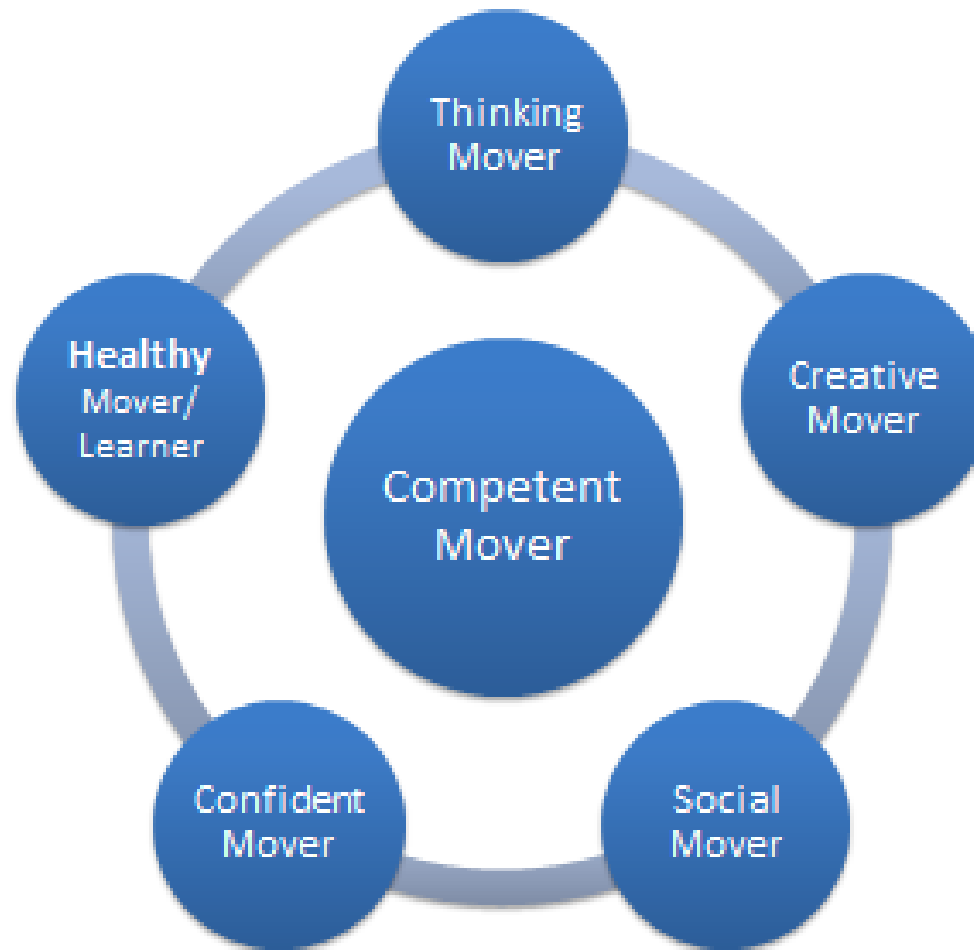
Writing paragraphs around a  
theme

Joining words into sentences,  
begin to add punctuation



Physical Me  
Sports Skills Pyramid

A **competent mover** will be skilful and physically capable of participating in a range of activities over a sustained period of time.



***Thinking movers*** - learn new skills quickly and transfer these across activities, whilst being able to plan and review their performance effectively.

***Social movers*** - communicate effectively and work well with others in a range of roles and responsibilities

***Creative movers*** - respond to challenges in original ways and are motivated to create productive and fluent outcomes

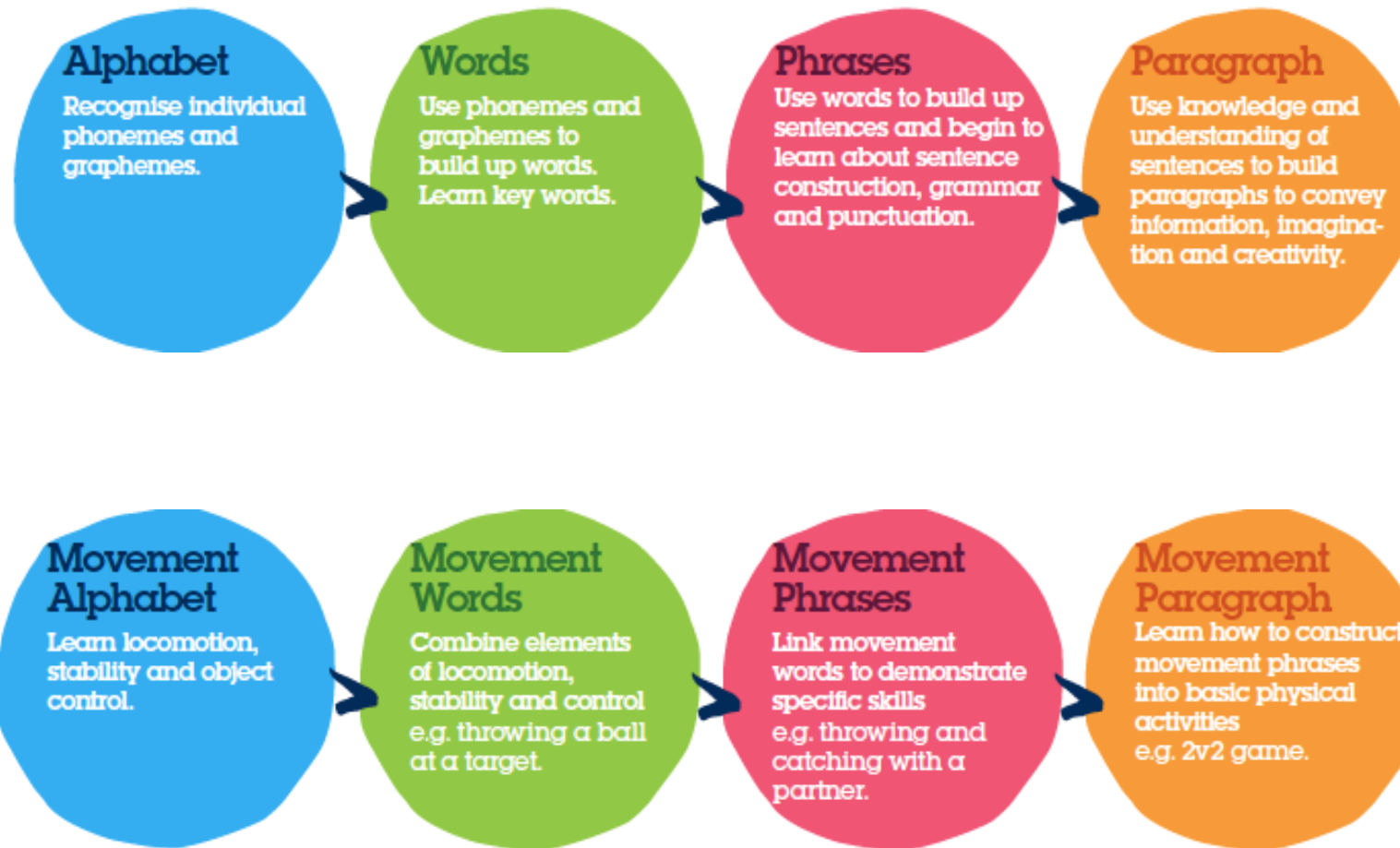
***Confident movers*** - believe in their own ability and can express themselves with flair and commitment

***Healthy movers*** - understand the role of movement in the development of their own fitness and well-being



# As easy as A B C

## Literacy journey



## The building blocks of a basic movement vocabulary

### Locomotion

crawling  
rolling  
stepping  
walking  
jogging  
running  
jumping  
climbing  
hopping  
galloping  
leaping  
skipping  
rolling  
swimming

### Stability

standing  
lying  
sitting  
stopping  
landing  
static balance  
dynamic balance  
pivoting  
twisting  
lunging  
bending  
stretching  
turning  
inversion

### Object Control

reaching, grasping  
gripping, receiving  
lifting  
carrying  
placing  
passing from hand to  
hand  
sending  
receiving  
rolling  
bouncing  
striking  
stopping  
trapping  
retrieving

## The STEP Framework - Differentiation in Physical Education

A simple format to follow when adapting lessons to cater for varying abilities is the STEP Framework.  
Think about how you can change....

<b>Space</b>	<b>Where?</b>		
	<ul style="list-style-type: none"> <li>• Static in personal space</li> <li>• Moving in general space</li> <li>• Distance between or to something</li> <li>• Size of target, goals and distance to them</li> <li>• Levels</li> <li>• Use of zoned area to create safe areas in catch or tag type games</li> <li>• Adaption of playing area – more space gives more reaction time, less space demands higher mobility skill level, dodging, marking.</li> </ul>		
<b>Task</b>	<b>What?</b>		
	<p>The action itself:</p> <ul style="list-style-type: none"> <li>• Running or jumping, throwing under or over arm, a volley or backhand, combined actions etc.</li> </ul> <p>How it is performed:</p> <ul style="list-style-type: none"> <li>• Fast or slow, timed or at leisure, co-operatively or competitively</li> <li>• Different ways of playing, e.g. seated, standing, lying</li> </ul>		
<b>Equipment</b>	<b>By type:</b>		<b>By varying:</b>
With what?	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Bats</li> <li>• Mats</li> <li>• Hands</li> </ul>	<ul style="list-style-type: none"> <li>• Balloons</li> <li>• Feet</li> <li>• Cones</li> <li>• Markers</li> </ul>	<ul style="list-style-type: none"> <li>• Size</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture</li> </ul>

	<ul style="list-style-type: none"> <li>• Bells</li> <li>• Scarves</li> </ul>	<ul style="list-style-type: none"> <li>• Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Weight</li> <li>• Sound made</li> </ul>
<b>How does it change the activity?</b>			
<u><b>Balls</b></u> Lighter Larger Softer / slightly deflated Different colours With bell inside	Travel more slowly in the air, more time to make decisions Easier to see, hit or catch Travel slower on the floor Children with visual impairments may prefer one colour Can be heard when moving		
<u><b>Bats</b></u> Larger Lighter Glove or attached bat	Easier to hit a ball (large surface area) Easier to manipulate Enable player with poor or absent grip to participate		
<b>People</b>	<b>By type:</b>	<b>People with:</b>	
<b>With whom?</b>	Independently In groups In pairs In teams With friends In unequal teams	Different / same roles Different / same ability Different / same size	

## **References**

Safe Practice in Physical Education and Sport (2012 Edition) - Peter Whitlam

Developing Physical Literacy—Bupa Start to Move

Physical Literacy—A Developing Concept—Margaret Whitehead PhD (2005)

Youth Sport Trust Sporting Promise (2015)

Youth Sport Trust Start to Move (2016)

# Appendix 2

Curriculum Map

# **Appendix 3**

Christchurch Competitions and Events  
Calendar



# CHRISTCHURCHCOMPETITION CALENDAR - PRIMARY



Issue date – 18<sup>th</sup> January 2019 **2018-2019**

SPORT	DATE	VENUE	AGE GROUP	TEAM INFO	ADDITIONAL INFORMATION	APPROX TIMES
FOOTBALL (GIRLS)	4 <sup>TH</sup> OCTOBER 2018	CHRISTCHURCH JUNIOR SCHOOL	YR 5&6 GIRLS	7-A-SIDE (SQUAD OF 12)	FRIENDLY TOURNAMENT	3.30PM - 5.15PM
CHRISTCHURCH PRIMARY LEADERSHIP ACADEMY	9 <sup>TH</sup> OCTOBER 2018	THE GRANGE	YR 5&6	MAXIMUM OF 10 SPORTS LEADERS FROM YEAR 5/6		10AM - 2.30PM
NETBALL	11 <sup>TH</sup> OCTOBER 2018	THE GRANGE	YR 5&6	SQUAD OF 7, 8 OR 9	FRIENDLY TOURNAMENT - HIGH 5 RULES	3.30PM - 5.15PM
FOOTBALL (GIRLS)	17 <sup>TH</sup> OCTOBER 2018	MUDEFORD JUNIOR	YR 5&6 GIRLS	7-A-SIDE (SQUAD OF 12)	COUNTY FINAL -7 <sup>TH</sup> DECEMBER 2018 - 12PM - 3PM	3.30PM - 5.15PM
DARE TO BELIEVE FESTIVAL	30 <sup>TH</sup> OCTOBER 2018	THE GRANGE	YR 3&4	TEAM OF 10 (5 BOYS & 5 GIRLS)		3.30PM - 5PM
BOCCIA	1 <sup>ST</sup> NOVEMBER 2018	QE SCHOOL	YR 4-11	TEAMS OF 3	FULLY INCLUSIVE OPEN ENTRY – MIXED OR SINGLE SEX	10AM - 2PM
OUTDOOR ACTIVITIES DAY	5 <sup>TH</sup> NOVEMBER 2018	MOORS VALLEY	YR 2,3,4	6 PUPILS FROM EACH SCHOOL		9AM - 2.45PM
FOOTBALL	7 <sup>TH</sup> NOVEMBER 2018	LITLEDOWN CENTRE	YR 5&6	7-A-SIDE (SQUAD OF 12), B TEAMS ALSO WELCOME	COUNTY FINAL -30 <sup>TH</sup> NOVEMBER 2018 - 12PM - 3PM	3PM - 5PM
GIRLS ACTIVE DAY - STEPPING UP FOR CHANGE	9 <sup>TH</sup> NOVEMBER 2018	BOURNEMOUTH COLLEGIATE SCHOOL	PRIMARY & SECONDARY			9:30AM - 3PM
INDOOR ATHLETICS – (SOMERFORD, BURTON, CJS&TWYNHAM)	14 <sup>TH</sup> NOVEMBER 2018	THE GRANGE	YR 5&6	MIN 9 BOYS / 9 GIRLS, MAX 15 BOYS / 15 GIRLS	TOP TEAM GOES FORWARD TO PLAYOFF ON 31 <sup>ST</sup> JANUARY 2019 AT THE PURBECK SCHOOL	3.30PM - 5PM
INDOOR ATHLETICS – (MJS, ST JOSEPH'S, HIGHCLIFFE & PRIORY)	28 <sup>TH</sup> NOVEMBER 2018	THE GRANGE	YR 5&6	MIN 9 BOYS / 9 GIRLS, MAX 15 BOYS / 15 GIRLS	TOP TEAM GOES FORWARD TO PLAYOFF ON 31 <sup>ST</sup> JANUARY 2019 AT THE PURBECK SCHOOL	3.30PM - 5PM
HANDBALL	3 <sup>RD</sup> DECEMBER 2018	THE GRANGE	YR 5&6	5-A-SIDE (SQUADS OF 10 MIXED)	RUN BY ENGLAND HANDBALL	3.30PM - 5PM
CHANGE 4 LIFE FESTIVAL	5 <sup>TH</sup> DECEMBER 2018	AVONBOURNE COLLEGE	YR 3&4	TEAMS OF 10 (5 BOYS & 5 GIRLS)	CHANGE 4 LIFE TEACHER TRAINING AVAILABLE ON THE SAME DAY	10AM - 2PM
SWIMMING	17 <sup>TH</sup> JANUARY 2019	TWO RIVERSMEET	YR 5&6	SEE EVENT LIST ON LETTER FROM SEAGULLS		1.15PM - 2.30PM
FOOTBALL	23 <sup>RD</sup> JANUARY 2019	TWO RIVERSMEET	YR 5&6	7-A-SIDE (SQUAD OF 12)	FRIENDLY TOURNAMENT	3PM - 5PM
BISI FESTIVAL	29 <sup>TH</sup> JANUARY 2019	TWYNHAM	YR 3	12 PER SCHOOL (POSSIBLY MORE DEPENDING ON HOW MANY SCHOOLS ATTENDING)		3PM - 4.30PM
INDOOR ATHLETICS – PLAYOFF	31 <sup>ST</sup> JANUARY 2019	THE PURBECK SCHOOL	YR 5&6	MIN 9 BOYS / 9 GIRLS, MAX 15 BOYS / 15 GIRLS	COACH PROVIDED FOR CHRISTCHURCH SCHOOLS TOP 2 TEAMS GO TO SG FINAL	2.30PM - 4.30PM
DARE TO BELIEVE FESTIVAL	6 <sup>TH</sup> FEBRUARY 2019	THE GRANGE	YR 1&2	TEAM OF 10 (5 BOYS & 5 GIRLS)		3.30PM - 5PM
DARE TO BELIEVE FESTIVAL	13 <sup>TH</sup> FEBRUARY 2019	THE GRANGE	YR 5&6	TEAM OF 10 (5 BOYS & 5 GIRLS)		3.30PM - 5PM
MULTI-SKILLS	28 <sup>TH</sup> FEBRUARY 2019	HIGHCLIFFE	YR 1&2	TEAM OF 4 FROM EACH YEAR GROUP (2GIRLS / 2 BOYS)		9AM - 11AM
OUTDOOR ACTIVITIES DAY	4 <sup>TH</sup> MARCH 2019	MOORS VALLEY	YR 5&6	8 PUPILS FROM EACH SCHOOL		9AM - 2.45PM
NETBALL	6 <sup>TH</sup> MARCH 2019	THE GRANGE	YR 5&6	SQUAD OF 7, 8 OR 9	HIGH 5 RULES, B TEAMS ALSO WELCOME	2.30PM - 5PM
FAIR PLAY TAG RUGBY FESTIVAL	7 <sup>TH</sup> MARCH 2019	BOURNEMOUTH	YR 5&6			10AM - 4PM



		RUGBY - CHAPEL GATE				
<b>INDOOR ATHLETICS FINAL</b>	<b>13<sup>TH</sup> MARCH 2019</b>	<b>PURBECK SCHOOL</b>	<b>YR 5&amp;6</b>	<b>MIN 9 BOYS / 9 GIRLS, MAX 15 BOYS / 15 GIRLS</b>	<b>SCHOOL GAMES COUNTY FINAL</b>	<b>1.30PM - 3.30PM</b>
FOOTBALL	14 <sup>TH</sup> MARCH 2019	CHRISTCHURCH JUNIOR	YR 4	6-A-SIDE (SQUAD OF 12, MUST HAVE 2 GIRLS ON PITCH AT ANY ONE TIME)		3.30PM - 5PM
FOOTBALL FESTIVAL	22 <sup>ND</sup> MARCH 2019	HIGHCLIFFE	YR 2	TEAMS OF 6 WITH MINIMUM OF 2 GIRLS		9AM - 11AM
<b>WINTER SCHOOL GAMES FINAL</b>	<b>27<sup>TH</sup> MARCH 2019</b>	<b>ST MARY'S SCHOOL, SHAFTESBURY</b>	<b>VARIOUS</b>		<b>SCHOOL GAMES COUNTY FINAL – MULTI-SPORT FESTIVAL (YR 3&amp;4), NETBALL (YR 5&amp;6)</b>	<b>9AM - 3PM</b>
<b>WINTER SCHOOL GAMES FINAL</b>	<b>3<sup>RD</sup> APRIL 2019</b>	<b>BRYANSTON SCHOOL</b>	<b>VARIOUS</b>		<b>SCHOOL GAMES COUNTY FINAL – MULTI-SPORT FESTIVAL (YR 5&amp;6)</b>	<b>10AM - 3PM</b>
FOOTBALL (GIRLS)	4 <sup>TH</sup> APRIL 2019	MUDEFORD JUNIOR	YR 5&6 GIRLS	7-A-SIDE (SQUAD OF 12)	FRIENDLY TOURNAMENT	3.30PM - 5.15PM
KWIK CRICKET SKILLS FESTIVAL	26 <sup>TH</sup> APRIL 2019	BOURNE ACADEMY	YR 3&4	UP TO 20 CHILDREN	WITH B'MOUTH SCHOOLS	9.30AM - 12PM
FAIR PLAY TAG RUGBY FESTIVAL	30 <sup>TH</sup> APRIL 2019	BOURNEMOUTH RUGBY - CHAPEL GATE	YR 3&4			10AM - 4PM
SWIMMING	2 <sup>ND</sup> MAY 2019	TWO RIVERSMEET LC	YR 4	SEE EVENT LIST ON LETTER	WITH B'MOUTH SCHOOLS	12.30PM - 3PM
MULTI-SPORTS MORNING	3 <sup>RD</sup> MAY 2019	THE GRANGE	YR 1&2	FOR EACH SCHOOL TO DECIDE		9.30AM - 11.30AM
TENNIS	8 <sup>TH</sup> MAY 2019	CHRISTCHURCH TENNIS FACILITY	YR 3&4	2 GIRLS + 2 BOYS PER TEAM	MINI RED FORMAT	1PM - 3.30PM
KWIK CRICKET	20 <sup>TH</sup> MAY 2019	BSB	YR 6	8-A-SIDE (SQUAD OF 10)	YR 6 MIXED COUNTY FINAL – 21 <sup>ST</sup> JUNE 2019 @ BRYANSTON	12.30PM - 3.30PM
QUADKIDS	21 <sup>ST</sup> MAY 2019	TWYNHAM	YR 3&4/5&6	SQUADS OF UP TO 6 BOYS + 6 GIRLS	TOP YR 5&6 TEAM THROUGH TO THE SG FINAL	3PM - 5PM
CHRISTCHURCH PE CONFERENCE	23 <sup>RD</sup> MAY 2019	THE VILLAGE	N/A	N/A		9.30AM - 2.30PM
TRI GOLF – THE BIG SWING	5 <sup>TH</sup> JUNE 2019	THE GRANGE	YR 3&4	TEAMS OF 10 FOR EACH YEAR GROUP		10AM - 11.30AM
PRIMARY TOWN SPORTS	6 <sup>TH</sup> JUNE 2019	KINGS PARK ATHLETICS STADIUM	YR 4,5,6	ONE ENTRANT PER RACE PER SCHOOL, TOP 3 ATHLETES QUALIFY & 1 RELAY TEAM FOR COUNTY (CHILDREN CAN DO 1 EVENT & RELAY)		11AM - 4PM
<b>PRIMARY 'CAN DO' WATERSPORTS</b>	<b>10<sup>TH</sup> JUNE 2019</b>	<b>POOLE PARK</b>	<b>YR 4/5/6</b>	<b>MAXIMUM OF 8 INDIVIDUALS</b>	<b>SCHOOL GAMES COUNTY WIDE EVENT</b>	<b>9.30AM - 3PM</b>
KWIK CRICKET	11 <sup>TH</sup> JUNE 2019	BSG	YR 5 & U11 GIRLS	8-A-SIDE (SQUAD OF 10)	YR 5 COUNTY FINAL - 25 <sup>TH</sup> JUNE 2019 @ WIMBORNE U11 GIRLS COUNTY FINAL – 28 <sup>TH</sup> JUNE 2019 @ BRYANSTON	12.30PM - 3.30PM
CHRISTCHURCH DANCE FESTIVAL	12 <sup>TH</sup> JUNE 2019	THE REGENT CENTRE	ANY	SCHOOL CLASS	THEME – DANCE AND THE ENVIRONMENT	10AM - 11.30AM
<b>PRIMARY SAILING REGATTA</b>	<b>13<sup>TH</sup> JUNE 2019</b>	<b>POOLE PARK</b>	<b>YR 4/5/6</b>	<b>MAXIMUM OF 12 INDIVIDUALS</b>	<b>THIS EVENT IS FOR CHILDREN WHO HAVE SAILING EXPERIENCE, MINIMUM OF RYA STAGE 1</b>	<b>9.30AM - 4PM</b>
<b>SWIMMING FINAL</b>	<b>15<sup>TH</sup> JUNE 2019</b>	<b>LITLEDOWN</b>	<b>YR 5&amp;6</b>	<b>BY QUALIFICATION</b>	<b>COUNTY FINAL</b>	<b>5PM - 8PM</b>
<b>SUMMER SCHOOL GAMES FINAL</b>	<b>19<sup>TH</sup> JUNE 2019</b>	<b>BRYANSTON SCHOOL</b>	<b>VARIOUS</b>		<b>SCHOOL GAMES COUNTY FINAL</b>	<b>9AM - 3PM</b>
<b>SWIMMING FINAL</b>	<b>21<sup>ST</sup> JUNE 2019</b>	<b>DORCHESTER SPORTS CENTRE</b>	<b>YR 4</b>	SEE EVENT LIST ON LETTER	<b>COUNTY FINAL</b>	<b>12.45PM - 2.30PM</b>
<b>PRIMARY WATERSPORTS FESTIVAL</b>	<b>24<sup>TH</sup> JUNE 2019</b>	<b>OTC WEYMOUTH</b>	<b>YR 5&amp;6</b>	<b>OPEN ENTRY</b>	<b>SCHOOL GAMES COUNTY WIDE EVENT</b>	<b>9.30AM - 4PM</b>

<b>SUMMER SCHOOL GAMES FINAL (RESERVE DATE)</b>	<b>26<sup>TH</sup> JUNE 2019</b>	<b>BRYANSTON SCHOOL</b>	<b>VARIOUS</b>		<b>SCHOOL GAMES COUNTY FINAL (RESERVE DATE)</b>	<b>9AM - 3PM</b>	
CHRISTCHURCH SPORTS AWARDS	1 <sup>ST</sup> JULY 2019	THE GRANGE	SELECT	3 PUPILS SELECTED FROM EACH SCHOOL	NAMES BY 25 <sup>TH</sup> MAY / WRITE-UPS BY 22 <sup>ND</sup> JUNE	6PM - 7.30PM	
AQUATHLON	2 <sup>ND</sup> JULY 2019	HIGHCLIFFE ST MARK	YR 5&6	TBC		3.30PM - 4.45PM	
BRITISH CYCLING EVENT	8 <sup>TH</sup> JULY 2019	SOMERFORD PRIMARY	YR 5&6	2 TEAMS OF 4 (2 BOYS & 2 GIRLS)		2PM - 4:30PM	
MINI OLYMPICS	10 <sup>TH</sup> JULY 2019	THE GRANGE	YR 1/2/3	TEAMS OF 8 FROM EACH YEAR GROUP (4 BOYS & 4 GIRLS IN EACH TEAM)		1PM - 2.30PM	

**SCHOOL GAMES QUALIFIERS** **SCHOOL GAMES LEVEL 3 FINALS** **COUNTY COMPETITIONS** **CHRISTCHURCH ONLY EVENTS**

# **Appendix 4**

Christchurch CPD Programme



# Christchurch Schools CPD Programme 2019/2020

*Issue date – 24<sup>th</sup> February 2020*

**For further information, please contact:**

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**CPD Programme 2019 – 2020**

**SUMMARY OF COURSES / WORKSHOPS AVAILABLE**

Detailed information about each workshop follows the summary.

Date	Course	Target audience	Venue	Times	Tutor(s)
<b>AUTUMN TERM 2019</b>					
<b>Thursday 12<sup>th</sup> September 2019</b>	PE Coordinator Meeting	PE Coordinators	The Grange School, Christchurch	3.45pm - 4.45pm	N/A
<b>Thursday 7<sup>th</sup> November 2019</b>	PE Coordinator Meeting	PE Coordinators	The Grange School, Christchurch	3.45pm - 4.45pm	N/A
<b>Monday 2<sup>nd</sup> December 2019</b>	Emergency First Aid at Work (Early booking important)	Primary Teachers & Support Staff	The Grange School, Christchurch	12.30pm - 4.30pm	Jo Weedall (Recreation Manager, BHLive)
<b>Friday 6<sup>th</sup> December 2019</b>	My Personal Best Course	PE Coordinators & SLT	The Grange School, Christchurch	9am – 3pm	Youth Sport Trust National Faculty Tutor
<b>SPRING TERM 2020</b>					
<b>Wednesday 8<sup>th</sup> January 2020</b>	PE Coordinator Meeting	PE Coordinators	The Grange School, Christchurch	3.45pm - 4.45pm	N/A
<b>Monday 13<sup>th</sup> January 2020</b>	Youth Sport Trust course - The development of physical and personal skills through curriculum PE	PE Coordinators/ Teachers	The Purbeck School, Wareham	9am - 3pm	Youth Sport Trust National Faculty Tutor
<b>Friday 17<sup>th</sup> January 2020</b>	Sainsbury's Inclusive PE and Physical Activity programme.	SLT, SENCOs, ELSAs, Whole School Health Leads/Teachers	Bournemouth University	9am - 3.30pm	Rob Belbin – Dorset School Games Inclusion Lead
<b>Friday 31<sup>st</sup> January 2020</b>	Head Over Heels Gymnastics Masterclass by Gemma Coles	Primary Teachers & Support Staff	Bere Regis Primary School	9.30am - 3pm	Gemma Coles (Head Over Heels Gymnastics)
<b>Monday 3<sup>rd</sup> February 2020</b>	Primary HLTA Training Day - Teaching Primary PE And School Sport in Key Stages 1 & 2	HLTAs & TAs	Bournemouth University	9.30am - 3pm	Annie Hargreaves (Active Dorset - Primary Sport Premium Lead)

<b>Thursday 5<sup>th</sup> March 2020</b>	PE Coordinator Meeting	PE Coordinators	The Grange School, Christchurch	3.45pm - 4.45pm	N/A
<b>Friday 6<sup>th</sup> March 2020</b>	Youth Sport Trust course - The Power of a Well School	PE Coordinators / Teachers	The Purbeck School, Wareham	9am – 3pm	Youth Sport Trust National Faculty Tutor
<b>Monday 16<sup>th</sup> March 2020</b>	FA Active Play through Storytelling (Disney) & FA Afterschool Clubs (Guardians of the Galaxy) – combined 5 hour course	Primary Teachers & Support Staff	Bournemouth University	9.30am – 3pm	FA National Tutor
<b>SUMMER TERM 2020</b>					
<b>Thursday 21<sup>st</sup> May 2020</b>	Christchurch PE & Sport Conference 2020	Head teachers and PE Coordinators	Village Urban Resort Hotel, Bournemouth	9.30am - 2.30pm	Key note speaker - TBC
<b>Thursday 25<sup>th</sup> June 2020</b>	FA Primary Teachers' Award	Primary Teachers & Support Staff	The Grange School, Christchurch	9am - 3pm	FA National Tutor
<b>Friday 26<sup>th</sup> June 2020</b>	Youth Sport Trust TOP Dance Course	Primary Teachers & Support Staff	The Purbeck School, Wareham	9am - 3.30pm	Youth Sport Trust National Faculty Tutor
<b>Wednesday 15<sup>th</sup> July 2020</b>	PE Coordinator Meeting & School Games Mark Application Session	PE Coordinators	The Grange School, Christchurch	3.45pm - 5pm	N/A

# Appendix 5

Christchurch Dance Project

Tokyo 2020

## Dance Project Aims

- To explore different cultures and styles through the medium of dance
- To provide opportunities for pupils to think about different cultures and traditions
- To provide dance opportunities for pupils in local feeder schools
- To provide opportunities for The Grange dancers to use their leadership skills
- To build on the performing opportunities offered last year
- To strengthen links with feeder schools
- Dance Festival of performances – Tokyo 2020

