



# Physical Education Policy

*'If you have faith as small as a mustard seed, nothing will be impossible to you'  
(Matthew, 17:20)*

## GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years  
Reviewed by A Clark and T Wright – 01/03/2023  
Reviewed by Governors: C Calland – 13/03/2023  
Next review date: Spring 2026

## **CURRICULUM POLICY FOR PHYSICAL EDUCATION**

### Introduction

Physical Education (PE) is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the PE in our school.

The school policy for PE reflects the opinions of the whole teaching staff and has the full agreement of the governing body. The policy was agreed at a meeting of the Governing body.

### Rationale

#### **Intent**

The school believes that PE, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Our PE curriculum aims to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Whilst retaining its unique contribution to a pupil's movement education, P.E. also has considerable potential to contribute to much wider areas of learning. PE is closely aligned with the school's policy on Health Education. Pupils are encouraged to appreciate the importance of a healthy and fit body and will develop an understanding of the factors that affect their health and fitness.

It is considered important that P.E. is integrated into the whole school's planning for the development of pupils' communication, numeracy, ICT and 'PSHE and Citizenship' skills.

#### **Implementation**

Progressive learning objectives, combined with sympathetic and varied teaching approaches and styles, endeavor to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that all pupils will enjoy success and be motivated to further develop their individual potential through life.

A balance of individual, paired and group activities, in co-operative, collaborative and competitive situations, aims to cater for the preferences, strengths, needs and learning styles of every pupil.

#### **Impact**

These activities will build a broad base of movement knowledge, skills and understanding and will also develop a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

Further, the varied teaching styles and approaches and the activities offered will build to provide all pupils with opportunities to develop their creative and expressive abilities through improvisation and problem solving.

## Purpose and Aims

The aim of this policy is to clarify and inform all staff, parents, governors, visitor and pupils, how PE is taught in the school. In line with the National Curriculum for PE (2014) we aim to ensure that all pupils:

- develop competence in fundamental movement skills and rules strategies and tactics to enable pupils to excel in a broad range of physical activities
- engage in competitive sports and activities
- lead healthy, active lives
- are physically active for sustained periods of time

## Equal Opportunities

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement have the right to reach their full potential in PE and achieve enjoyment, satisfaction and success at their own level.

## Content of the PE Curriculum

### **Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

*Pupils should be taught to:*

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending;
- perform dances using simple movement patterns.

### **Key stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

*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;
- analyse their own performance and that of their peers and offer positive and constructive feedback;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Swimming and water safety

All schools must provide swimming instruction either in KS1 or KS2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres, by the end of Yr6;
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke];
- perform safe self-rescue in different water-based situations.

## Responsibility - PE Co-ordinator

The role of the PE Co-ordinator is to:

- take the lead in policy development;
- take responsibility for the purchase and organisation of central resources for PE;
- give support to colleagues where appropriate;
- keep up-to-date with development in PE through attending relevant INSET courses;
- help organise an annual sports day for the whole school;
- to co-ordinate extra-curricular sporting activities and organise competitions and matches in collaboration with the Head teacher, ensure the effective use of sports premium funding in line with OFSTED recommendations.

## Planning

The 'PE planning' scheme is used to support the planning and delivery of PE lessons. Long, medium and short-term plans are used in conjunction with guidance from the PE Co-ordinator and others with relevant expertise. The Sports Coach will assist with the delivery of PE and support teachers to prepare lessons by collating equipment and resources.

## Organisation

Indoor and outdoor facilities are time-tabled for PE activities throughout the year. Normally each class should be taught an indoor and outdoor lesson per week. The school delivers two hours per week of curriculum PE as a minimum, in addition to a wide range of extra-curricular opportunities including residential trips in Years 2, 4 and 6, with a focus on outdoor adventurous.

## Delivery

The PE curriculum should be delivered by class teachers with support as necessary from outside specialists and the PE Co-ordinator. It is expected that bought-in experts will hold at least a level 2 coaching qualification or other relevant experience in the activity being delivered.

The predominant mode of working in PE is co-operative paired/ group work although individual work and class teaching are used where appropriate within this structure. Groups are usually of mixed ability, with opportunities for children to self-select the level of challenges.

Feedback to pupils about their own progress in PE is achieved and encouraged through discussion between child/ teacher in the context of the PE lesson.

## Assessment

At school we believe that it is crucial to monitor each child's progress in each aspect of the subject and, as such, formative assessment is used to determine what each child has learned and what therefore should be the next stage in their learning.

*Suitable tasks for assessment include:*

- Practical tasks directly observed by the teacher or recorded on school Ipads to be reviewed at a later date by pupils and staff;
- Small group discussions related to a practical task;
- Specific assignments for individual pupils
- Children's progress and attainment in PE will be given to parents in the yearly report for each pupil. Children are involved in their own assessment as well as peer assessment

## Strategies for the use of Resources

The annual budget will be used to purchase equipment appropriate for Early Years, KS1 & 2 pupils. The condition of the equipment and activity spaces will be monitored regularly and replaced/repairs when necessary. Resources will also be made available for informal participation in recreation activities e.g. at break and lunchtimes.

All staff are responsible for keeping equipment stores tidy; replacing equipment after use & reporting any damage to PE co-ordinators. It is the class teachers' responsibility to check the condition and availability of equipment prior to their lesson. (eg pump up balls)

## Health and Safety Issues in PE

The school 'Health and Safety Policy' outlines guidance for all out of school activities including swimming lessons and the use of playground / field equipment. Guidance can also be found in 'Safe Practice in Physical Education and Sport', an AfPE publication, ISBN number 978- 1-905540945. The Health and Safety Policy gives clear guidance on the response and reporting of accidents however small.

*Safe practice in PE is encouraged through:*

- good discipline, including use of rewards (house points and gold cards) and sanctions, as appropriate;
- correct handling of apparatus and equipment, (this is taught and demonstrated as appropriate);
- correct clothing (Children to come into school wearing kit on PE days to ensure lesson time is used for PE);
- no jewellery, earrings, rings, watches or smartwatches to be worn during lessons;
- Constant awareness on the part of teachers who are responsible for checking that equipment has been set up safely and correct.

**Please note:**

Swimming goggles are only permitted if parents take full responsibility for the child being shown how to put them on correctly. Teachers are not allowed to assist them in any way. Parents must provide a note indicating they are taking responsibility for their child wearing goggles before they are worn.

**SAFETY CHECKLIST***Pupils should:*

- ✓ be suitably dressed in recommended PE kit or that deemed 'safe' and 'fit for purpose' by the teacher / coach
- ✓ be barefoot for dance and gymnastics.
- ✓ wear Trainers / plimsols for games and athletics

*Teachers should:*

- ✓ check pupils are wearing suitable footwear;
- ✓ check that no dangerous articles are being worn, i.e. Jewellery;
- ✓ check long hair is tied back;
- ✓ check the working area is safe;
- ✓ ensure the children handle the equipment with care;
- ✓ ensure non-participants are catered for (activities are adapted for children with injuries and involvement may include coaching, videoing & giving peer feedback);
- ✓ ensure all earrings are removed / or new piercings are covered with micropore tape.

**Outdoors** - check area for safety & ensure equipment is carried & set up appropriately Off-site

During transportation to and from **swimming** pools and sports fields, children should be aware of the need for safety. Swimming is an enjoyable but potentially hazardous activity. Good control and knowledge of safety procedures is essential.

**Indoors**, mats should be placed where it is expected that pupils will need to cushion deliberate landings but should not be placed indiscriminately

The Extended PE Curriculum

The range of activities taught as part of the PE curriculum is in line with National Curriculum expectations but, as a school, we endeavour to provide opportunities for our children to pursue other activities, connected with the PE Curriculum, and we place importance upon these. They support our intention to provide the children with a broad and balanced curriculum and we encourage, where possible, our parents to be involved in such PE- enrichment provision.

The school offers a range of extra-curricular sporting opportunities for children. The PE curriculum also extends into the wider community as many of the children belong to a range of sporting clubs and groups. All the children are encouraged to share their interests with the other children in the school and time is assigned, at both class and whole-school level, to show certificates, trophies or other progress indicators. Intra-school and inter-school sport participation is celebrated in digital and print newsletters.

### Staff Training

Staff will be encouraged to attend courses and review resources. The PE Co-ordinator will have access to specific training to support and develop their role. Outside specialists will be used where appropriate to provide in-lesson CPD for staff.

### Dissemination

A short summary will be included in the school prospectus. The policy, schemes of work and curriculum forecasts will be available to parents, governors, LA, OFSTED and others working for the school through the Head teacher / PE Co-ordinator.

### Reviewing the Policy

This policy will be reviewed every three years or when DfE/Local guidance requires.