



**Lea Endowed CE Primary School**  
**Physical Education Policy**

**Reviewed and Updated: May 2023**  
**Next review: May 2024**

## **'LET EVERYONE SHINE'**

**At Lea Endowed Church of England School we provide an excellent education for our children. We follow God's example, by loving Him, and each other, in all that we do.**

**Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.**

***"Let your light shine."***

**Matthew 5:16**

Please note when this document refers to the word parent(s) it should be taken to include carers as appropriate.

### **Introduction**

This policy reflects the school values and philosophy set out in our Mission Statement in relation to the teaching and learning of Physical Education. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching, and assessment. The policy should be read in conjunction with the scheme of work for Physical Education which sets out in detail what pupils will be taught.

This policy is intended for all teaching staff, school Governors, parents, inspection teams, LA adviser and others, at the discretion of the Head Teacher, who have an interest in the education of pupils at Lea Endowed CE Primary School.

Copies of the policy are provided for all members of the teaching staff and the Governing body. Further copies are available from the Head Teacher on request.

### **Rationale**

A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. A high-quality Physical Education Curriculum should provide opportunity 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 embed values such as fairness and respect. To this end the Government and its predecessor, over the last decade, has indicated the important role Physical Education has in schools by investing huge sums into various projects relating to PE and school sport. It has set an entitlement for all pupils of 2 hours per week of high-quality physical education both inside and outside of the National Curriculum. This means that all children must have access to 2 hours physical development and learning.

Physical Education develops the individual pupil's physical competence and confidence, and their ability to use these to perform in a range of activities.

High quality PE is achieved by combining the physical activity with the intellectual processes of decision making, selecting and applying skills, refining, judging, adjusting and adapting. PE also involves the development of such qualities as commitment, enthusiasm, fairness, integrity and concern for quality as well as success. PE also contributes to other subjects across the curriculum.

### **Aims**

The school's aims for Physical Education are to:

- deliver this entitlement to all pupils through a planned and progressive scheme of work for PE
- develop pupils' self confidence in a range of physical environments and activities
- develop competence to excel in a broad range of physical activities
- develop physical skilfulness, physical development and knowledge of the body in action and make pupils aware of health-related aspects
- develop each child's physical and mental coordination and self-control
- promote positive attitudes towards active and healthy lifestyles thus enabling pupils to live active and healthy lives and develop a positive self-image
- enhance the social, intellectual and cooperative abilities of the child –relationships are an integral part of PE and central to successful learning. These occur when the children are working individually, with apparatus and equipment, in pairs and in larger groupings
- encourage all pupils to develop their physical potential through a variety of activities
- provide a facility for the enjoyment and satisfaction that comes from participation in a wide variety of sporting activities
- develop a sense of fair play and encourage a competitive spirit
- develop a knowledge and understanding of the subject, the sporting activities encountered, fitness and health and how to take care of the body
- contribute to the development of problem-solving skills
- encourage the pupils to reflect on their actions to improve the quality of their actions, performance or composition
- provide feedback to the pupils, involving them in their learning, allowing them to plan how to improve their own performance
- share the learning intentions with the pupils in all lessons
- offer a range of extra-curricular activities
- ensure that all pupils are physically active for sustained periods of time

### **Time Allocation**

Lea Endowed school provides all pupils the full entitlement of two hours quality Physical Education per week. This it delivers through PE lessons, including 30 minutes swimming for all KS2 children. Additional after school sports clubs and activities are also available for pupils to participate in.

### **Foundation Stage/Key Stage 1**

Lessons are structured so that there is one lesson a week aimed at physical development. These are approximately 45 minutes in duration and are aimed at the Early Learning Goals outlined in the Prime Area of the Early Years Foundation Stage. Foundation Stage children do PE at the same time as Key Stage 1 and initially do separate activities and then are gradually integrated into Key Stage 1's activities during the school year.

**Key Stage 2** has 2 x lessons per week and attend swimming lessons of 30 minutes duration during the year fulfilling the National Curriculum Programme of Study for Year 5/6 and additionally for Y3/4. All children to aspire to be able swim a minimum of 50 metres by the end of Year 6.

Each class is time tabled so that they have uninterrupted access to the hall, playground and field.

### **Subject Content**

#### **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 cooperative 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 coordination, and begin to apply these to 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. 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 and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## **Curriculum Organisation**

A balanced programme of six areas will be undertaken using the Lancashire Scheme of Work supported by other resources as appropriate to fulfil National Curriculum requirements. These six areas provide breadth in the PE programme and include:

- **Dance** –popular, cultural, creative, traditional/folk, historical Foundation, KS1, KS2
- **Athletics** –running, jumping, throwing Foundation, KS1 KS2
- **Games** –invasion, net/wall games, striking and fielding Foundation, KS1, KS2
- **Gymnastics** -Foundation, KS1, KS2
- **Outdoor and Adventurous Activities** -KS2
- **Swimming** –all KS2

The scheme is organised into a series of curriculum units in which the planned activities take account of the children's differing ability levels. The development is across 6-8 lessons which provides one half term of progressive development. This blocking of work will promote greater depth of understanding, development of skills and contextual application of these skills, and enhance the ability to perform reflectively.

PE will largely be studied as a subject but at appropriate times it will be integrated into other subjects and develop cross-curricular dimensions and skills –for example with science, maths, computing, PSHE.

Within the scheme of work the learning activities are structured to ensure progression and taught through:

- -direct teaching of whole groups and individuals
- -teacher prepared materials
- -use of materials from published schemes
- -pupils exploration of practical tasks
- -observation of demonstration and celebration of quality performance
- -refinement of skills through practice and improvement of performance

## **Curriculum Content**

### **Gymnastics**

#### **Aims**

- To offer children the opportunity to explore and discover a wide range of activities

- To present children with physically challenging situations
- To encourage children to use their imagination to interpret tasks to the best of their ability
- For children to develop control of their bodies

### ***Lesson content and material***

#### ***1) Action tasks***

Action tasks (basic actions) are the basics of gymnastics. These tasks should be appropriate to the child's movement capability and understanding, so achieving learning, success and pleasure. Action tasks include:

- Those in which the child travels (walking, running, feet-hands-feet, pushing, pulling, climbing, sliding)
- Those which take the child into the air (jumping, flight, including high long stretched, curled, take off one/both feet, land to stop, rebound etc). Emphasis is placed on take off and landing
- Those concerned with inverting the body (upside down actions with weight supported on different parts of the body)
- Those concerned with balance (including balance on one point, two points, three points etc)
- Those concerned with rotation (rolling, rocking, circling, turning, swinging and somersaulting)

#### ***2) The use of the body***

Whenever action occurs, the body moves. This movement can involve the whole body; body parts-inversion focusing on hands, shoulders etc; body surfaces –front, back, side; body shape.

#### ***3) Movement Factors***

Action tasks have movement factors. Variations in these extend and develop movement skills. Movement factors include:

- Space –personal space immediately surrounding the child and the general space available for movement in the room.
- Time –variations in speed and length of time to hold a position
- Weight –concerned with the tension required to perform movement skilfully and efficiently
- Flow –fluency of movement

#### ***4) Relationships***

An integral part of Gymnastics is relationships. Children should be made aware of:

Self and parts of the body

Self and the environment (position in relation to the room and apparatus)

Self and others (cooperation with partner/group)

Self, others and apparatus e.g., prepositional tasks such as on/off, over/under

#### ***Themes***

Use of a theme or movement idea is a satisfactory way of presenting the work. Aspects of work should be stressed at different times and therefore children should find it easier to understand the work in hand.

The teacher will need to select a theme or a combination of themes. These can be categorised as those concerned with the physical, the intellectual, and the social aspect of movement.

At Key Stage 2 consideration must be given to consolidating and extending the work of Key Stage 1. This will progress to situations which will challenge Key Stage 2 pupils.

To ensure that a total gymnastic vocabulary is acquired it is suggested that the following programme be developed through the school:

- Foundation – move with confidence, imagination and in safety, with control and coordination
- KS1 consolidate run, jump, roll, feet-hands-feet
- KS2 introduce inversion (weight on hands) accent on climb, concentrate on balance

#### ***Safety in Apparatus Work***

With high apparatus work fixing points of apparatus should be checked first.

Only use mats to indicate a working area.

With high apparatus matting of sufficient size and density should be placed wherever a landing or dismounting may occur – either by design or by accident. The sole purpose of this matting is to absorb initial and secondary head impact.

Where possible, work away from walls and furniture –towards the centre of the hall. Where flight and landing can be expected there should be no immediate obstruction.

Faulty apparatus should never be used until it has been repaired or replaced.

## **Dance**

### **Aims**

- To develop the children’s expressive movement sense through a varied programme of physical, intellectual, social and aesthetic experiences
- To offer children the opportunity to explore and develop a wide range of movements
- To present children with a variety of stimulating experiences which will improve their sensitivity
- To encourage the children to use their imagination and creativity
- To give children the opportunity to work individually and with others
- To enable children to produce skilful, artistic communicative movement of a high quality that they will perform with understanding

### ***Lesson Content and Material***

Dance is based on the natural actions of the body.

Basic Actions of Dance are:

- Gesture –movement not involving transference of weight eg shaping movement in the air.
- Travel –transference of weight using the general space.
- Balance –ability to go stop and control equilibrium.
- Jump –to launch the body into the air and down again.
- Turn –movements involving rotation around an axis.

### ***1) Mechanical Actions***

Mechanical actions are performed due to the skeletal muscular anatomy of the body and are bend, stretch and twist.

An action always incorporates the use of the body and the more basic movement factors of SPACE, TIME and WEIGHT

The movement will always be done in relationship to the person and others as well as in relationship to the stimulus which might be music.

When action occurs, it might involve the whole body or only a body part. The parts of the body which can be involved in a dance movement are hands, feet, elbows, hips, shoulders, fingers, and head. Body surfaces may also be stressed; front, back, right side, left side, top and bottom, palms of hands and soles of feet.

### ***2) Movement Factors***

The factors of SPACE, TIME, and WEIGHT influence and develop every action.

The following statements define SPACE in dance:

- Personal –on the spot around you
- Areas –near to you and far away
- Zones –in front, behind, above, below, to the side
- Levels –high, medium, low
- General –out and about the room
- Directions –forwards, backwards, sideways, up, down
- Size –large, small
- Shape –round, thin, flat, wide
- Length –long, short
- Pathways –angular, curved
- Attitude to space –direct, flexible

The following statements define TIME:

Quick –sudden, fast, quicker, accelerate

Slow –sustained, slower, decelerate

The following statements define WEIGHT:

Strong –powerful, hard, firm

Light –gentle, soft, fine

### **3) Relationships**

A dancer can dance on his/her own as a soloist and consider his/her own personal relationship to the music. However, many dances involve two or more persons. Whenever more than one dancer is involved, there are several possibilities such as meeting/parting, passing, travelling with, leading/following, copying/contrasting taking turns/dancing simultaneously.

### **Stimulus**

Teachers should use a variety of methods to stimulate the children to dance. Music, sounds, pictures, poetry, songs and stories provide stimuli to which the children can respond. The choice of music should include classical as well as “Pop.” It is also possible to make one’s own music. Children can enjoy making their own instruments as well as composing and recording their own music for dance.

## **Games**

### **Aims**

- To challenge the children to use and develop their ingenuity and originality
- To give children the opportunity to experiment with and discover the potential of a variety of equipment
- To give the children guidance in the understanding of the principles governing games as a whole
- To encourage the children to devise their own activities in which the need for rules arises naturally
- To give the children the opportunity to compete and cooperate against and with their peers
- To give the children experience in a wide variety of games concepts through practical knowledge of game skills and team games

Younger children should have the opportunity to develop a basic repertoire of skills which are essential for the relatively complex games to be introduced later in their school career. Individual practice and individual contest will lead naturally to small-sided games as children try out their skills against each other.

In KS2 games begin to be categorised to enable children to benefit from a range of experiences which will enable easy transfer to the wide variety of opportunities available to them later.

At Lea Endowed we have categorised games as follows:

Invasion games – football, hockey, netball, basketball,  
Bench-ball, tag rugby

Over net games – tennis, badminton, volleyball

Striking and Fielding games – rounders, cricket, Tri-Golf

NB. Children participating and playing in contact sports matches should wear PPE (personal protection equipment e.g., Mouth shields, shin pads, helmets) to minimise the risk of accidental injury, as outlined in recent National/County advice.

### **Teaching Games**

In the teaching of games, whichever type of activity or game is involved, the following occur:

- Technique –the ability to perform an action in isolation

- Skill –the application and refining of the technique through practice and in the game situation
- Use of the body and positioning –in developing technique and skill action of the body must be taught this includes appropriate use of the necessary limbs but the movement and follow through of the body are also very important
- Basic principles –use of space
  - time: the use of speed to beat an opponent; the delay of a pass or withholding of a pass to confuse opponents or find better option
  - weight: degree of strength used in making a pass, use of body strength
  - relationship to one or more of self, self and apparatus, self against opponent/s, self and partner against opponent/s, self and team against opponents

Each lesson should include some of the following aspects –coordination, cooperation, competition through free practice, creativity, structured practice and games and pressurised practices.

### ***Schedule of Games Principles Taught***

Foundation Stage – Early Learning Goals Physical Development aspects –footwork an awareness of space, use of small play apparatus, sending and receiving. As year progresses begin to learn principles from KS1 and participate with these children.

Key Stage 1 - continue the above but also – large ball skills, sending and receiving, ball work, bat and ball, over net activities, teamwork.

Key Stage 2 – continue developing the above but also rounders, invasion skills, defending skills, striking and fielding, over the net games, sending receiving, gaining possession, simple strategies and tactics.

The children in Key Stage 2 can, and are actively encouraged to, become involved in inter school competitions in a variety of games activities and periodically receive specialist training for these activities.

## **Outdoor and Adventurous Activities**

### **Aims:**

- To provide opportunities for the children to explore the potential of physical activities within the immediate environment
  - To provide experiences of outdoor and adventurous activities in different environments
  - To teach the skills necessary for various outdoor and adventurous activities
  - To give the children opportunities to undertake simple orientation activities
  - To provide opportunities for the children to apply physical skills out of doors on suitable equipment
  - To develop in the children awareness of the principles of basic safety practices: - concern for their own and others safety
1. why different clothing, footwear and protection are worn for different activities
  2. the safety risks of wearing inappropriate clothing
  3. their responses to instructions and signals

The scheme of work for outdoor and adventurous activities is largely based around the school and its grounds although opportunities for these activities will arise during educational visits which are available to all classes. Specific Outdoor and adventurous activities mainly take place in KS2. Examples of these are: Orienteering around the school grounds and external courses; maths trails; simple problem-solving exercises involving



teamwork and cooperation, cycle proficiency and road safety activities, trips e.g., Borwick Hall residential visit Y5/6 and day visits for Y3/4.

## **Athletics**

Athletics is about each child achieving his/her personal best –**NOT** focussing on who is the best in the class or the school.

In an ideal situation athletics should be taught outside on the school field, but depending on the surface conditions and weather it can be taught on the playground or in the school hall.

### ***Aims***

- To challenge the children to seek to better performance and to know how to collect data so that improvement in performance may be measured
- To give children the opportunity to experiment with and discover the potential of a variety of equipment
- To give the children guidance in the understanding of the principles governing athletics as a whole
- To give the children the opportunity to compete and cooperate against and with their peers
- To give the children experience in a wide variety of athletics concepts through practical knowledge of athletic skills
- To develop in the children awareness of the principles of basic safety practices: -concern for their own and others safety
  - why different clothing, footwear and protection are worn for different activities
  - safety risks of wearing inappropriate clothing
  - responses to instructions and signals
- To offer children the opportunity to explore and discover a wide range of activities
- To present children with physically challenging situations
- For children to develop control of their bodies

### ***Teaching Athletics***

In the teaching of athletics, whichever type of activity is involved, the following occur:

- Technique –the ability to perform an action in isolation
- Skill –the application and refining of the technique through practice and in the game situation
- Use of the body and positioning –in developing technique and skill action of the body must be taught this includes appropriate use of the necessary limbs but the movement and follow through of the body are also very important
- Basic principles –use of space
  - time: the use of speed to beat an opponent; the delay of a pass or withholding of a pass to confuse opponents or find better option
  - weight: degree of strength used in different types of throwing or jumping, and how body strength is applied to these and running
  - relationship to one or more of self, self and equipment, self against opponent/s, self and partner against opponent/s, self and team against opponents

Each lesson should include some of the following aspects –coordination, cooperation, competition through free practice, creativity, structured practice and games and pressurised practices.

### ***Focus of Lessons***

- Technique -of Running and Walking  
-of Jumping for distance  
-of Jumping for height  
-of Throwing –pushing (Shot Put)

- of Throwing –over arm (cricket/rounders ball/javelin)
- of Throwing –slinging (discus)
- Running -Hurdles
- Jumping –Triple Jump
- Running –Relays (face to face/ proper relay)
- Group Activities

### ***Safety in Athletics***

It is vital that competition/activity areas are thoroughly prepared beforehand. This may require anticipation some weeks ahead to avoid creating in built danger.

- Ensure clear demarcation and marking of working areas
- Depending on the facilities available, choose only those activities which are safe (i.e., limit and closely control jumping on hard surfaces such as playgrounds, hurdling and jumping on grass when wet)
- Mark take-off areas in jumping activities
- Carefully select landing areas for High Jump
- Permit time to assimilate simple skills before progressing
- Plan to avoid boredom by seeking involvement –groups of 3-4 are ideal as are team competitions
- Provide as many throwing areas as possible
- Soft throwing implements, such as quoits, bean bags, prevent serious injury should accidents happen
- Cover or tape ends of canes used as high bars of hurdles to prevent splintering.

### **Swimming and Water Safety**

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. At Lea Endowed this takes place in KS2.

Pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 50m.
- Use a range of strokes effectively e.g., front crawl, breaststroke and back crawl
- Perform safe rescue in different water-based situations

Swimming is taught by the swimming instructor with support from the teacher with the children. All pupils by the time they reach the end of KS2 should be able to swim unaided 50 metres breaststroke, back-crawl and front crawl.

#### ***Aims***

- To teach water safety awareness and establish safety procedures
- To develop children's confidence in water, enjoyment of swimming and provide challenge for all abilities
- To develop ability to move through water
- To develop ability to float –e.g., on back, front, vertically etc
- To develop good technique in Front Crawl, Breaststroke, Back Crawl, Butterfly, sculling,
- To teach children how to get into a swimming pool safely
- To teach advanced skills and practices where necessary
- To develop stamina

#### ***Swimming Programmes and Records***

Programmes are arranged according to individual school requirements depending upon time allocated for swimming, age and ability of pupils and specific agenda. The core of the programme is given below and is adapted to ensure the development and progression for all ability swimmers.

Block 1 Front Crawl, Back Crawl

Block 2 Breaststroke, Survival Skills

Block 3 Stroke Development and advanced skills: Stamina, Speed and Entries to the water.

### ***Swimming Ability***

Pupils are assessed on their first session and assigned to an appropriate ability group. As children progress, aquatic skills and stroke development will be recorded, aiming for quality and consistency. When all the activities in a particular level can be demonstrated a certificate is awarded.

Attainment Records will be maintained and available to schools at the end of term or if required for OFSTED inspections.

Attainment records will be produced by the swimming teacher.

### ***Skills Taught***

Submersion, entries, floats, glides, rotation, surface dives, starts and turns, sculling

Survival –swim with buoyancy aid, support positions, survival strokes, swim in clothes, treading water, entries and climbing out, reach and throw rescues, water safety awareness.

Distance Swimming

### **Curriculum Planning**

The Physical Education taught in school is planned to:

- Set clear, achievable lesson objectives/goals
- Ensure activities are matched to pupils' abilities, experience and needs
- Ensure continuity and progression and subject coverage throughout the school
- Utilise assessment procedures
- Provide criteria for evaluation of learning

Teachers plan the Physical Education curriculum using the Lancashire Scheme of work and additional resources via the PE Passport App.

The Units of Work are used with a 2-year cycle in Key Stage 1 and with a 3-year cycle in Key Stage 2 to reflect the mixed age classes and to provide equity for each year group across the mixed age classes.

The format for planning is based upon the Lancashire Authority Scheme of Work materials on the PE Passport website/App, half termly planning will identify content an objectives, approaches and methods, resources, assessment and evaluation. Weekly planning will identify differentiated activities and matching resources as well as assessment opportunities and provide an opportunity for evaluation. Plans will be drawn from the cited scheme of work and use the National Curriculum Programmes to ensure that the full breadth of Physical Education is covered and to identify content and learning objectives. The National Curriculum Attainment Targets will be used for assessing the children.

### **Teaching and Learning**

The organisation of PE in the school promotes teaching and learning. Lessons are blocked into units of work to promote greater depth of understanding, developing skills, contextual application of these skills and ability to perform readily.

Children are presented with opportunities to be creative, competitive and cooperative, and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges presented. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning. The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding

### **Evaluation**

The Units of work are evaluated by the class teacher and these evaluations are fed back to the PE coordinator through analysis of planning and completion of subject assessment and evidence collection via the PE Passport App. This allows for curriculum review in relation to content, progression, continuity and teaching and

learning. Evaluation will also consider pupils' achievements, coverage of programmes of study, staff development, classroom observation and external inspection/advice.

Individual lessons should be evaluated by the class teacher to inform planning and ensure differentiation.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

Information on progress, assessment of attainment is provided by the swimming instructor in consultation with the class teacher.

### **Recording**

Pupils' work will be assessed throughout each unit of work using formative assessment methods as well as through core tasks like those outlined at each unit of the Lancashire scheme. These contextual core tasks will allow teachers to compare pupils against attainment target and expected outcomes. Pupils' progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. Evaluations and evidence will be collected using the PE Passport app. This will allow all the unit grades to be looked at and monitored throughout the year so that the overall attainment level given can reflect the progress made over that academic year. This will allow a comparison to be made with national expectations

Pupils may also utilise ICT to record their achievements and to enhance learning. This should digital photography and video via the use of class iPads, and linked with the PE Passport app.

### **Assessment and Reporting**

Assessment is normally carried out by teachers during the normal class activity. Formative assessment and summative assessment methods will be used. The school will utilise the contextual core tasks identified by QCA in combination with formative assessment to arrive at the end of unit levels of attainment. These will allow a picture to be built up of the pupils' progress and highlight any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress –suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated; this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils can demonstrate their knowledge, skills and understanding, wherever practicable staff will consider pupils outside interests e.g., lunch time or after school clubs, local teams etc. Access by pupils to lunchtime and after school clubs can also be recorded and sorted using the PE Passport App.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's schoolwork at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

### **Staff Continued Professional Development. (CPD)**

All staff members should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the PE Coordinator or the PE Adviser through LEA provided training. All staff who attend any CPD course must provide feedback/disseminate the information.

## Resources

All resources are recorded on the “Resources for PE List” available in the PE store, from the PE Coordinator and in the back of this policy. These are regularly reviewed to ensure they are appropriate to the range of ages, abilities and needs of the children to enhance learning.

The budget for PE is determined by subject needs and other curriculum, school, and national priorities.

Resources are kept in the PE store in the Hall and in the shed outside the rear entrance to the school. Resources should be counted in and counted out and returned in good condition. The pupils should be encouraged to:

- Look after the resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place – this should be overseen by the teachers

**And** pupils should know of any safety procedures relating to the carrying or handling of resources and how to carry such procedures out safely –under supervision by the class teacher.

**Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.**

Copies of schemes of work, support resources and assessment tools are available to all staff via the school login to PE Passport.

## Health and Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the “Safe Practice in Physical Education” guidance. A current copy of this manual is in the Staffroom.

***The PE Subject Leader must make all staff teaching PE aware of these and share the appropriate risk assessments with staff as indicated.***

In all school activities the law requires the teacher to take reasonable care for the safety of the children. In PE –particularly where the large equipment is used, or the children take part in outdoor and adventurous activities- we must always be concerned with safety, and we must always be vigilant.

***The safety of the child is the prime consideration.***

“Reasonable care” is defined as that which would be taken by a caring, prudent parent. This is not only a legal obligation it is also a moral obligation.

***The teacher should never leave a class unsupervised in a PE situation.***

The teacher should always ensure that he/she can see the class. For example, the teacher should be constantly on the move and take up a position between the wall and the children always looking inwards.

This may be inconvenient when the teacher wishes to give individual attention to a child, but the teacher should ensure for example, that he/she never has his/her back to children climbing ropes or jumping off a box or stool.

Several factors affect safety and various precautions should be taken. (See below and page 6). These are: - Concentration in PE is important particularly for gymnastics

- A well planned lesson which flows and allows the children to work without losing concentration

Safety practice is reviewed annually in line with current “Safe Practice” guidance and as part of the governors Health and Safety inspections.

All pupils must be taught how to handle and carry apparatus and resources appropriately. Training for teachers about this is available from the PE Advisory Service. Children should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

***Specific guidance on all areas of activities is given by “Safer Practice in PE” document –additional LA guidance is available. The PE Coordinator will provide all staff teaching PE with appropriate guidance and access to the risk assessments.***

Staff members who lack confidence in teaching areas of activities will be supported by access to INSET raining either in school or on Sports Partnership or LA courses. Further details, advice is available from the PE Adviser.

## **Jewellery in PE**

***It is School policy that children do not do P.E/Swimming/Games wearing earrings or jewellery. Where possible, these should be removed at home on the day P.E is taking place. Teachers cannot remove or put back these items.***

## **Special Educational Needs**

Physical Education in the school will comply with three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils’ diverse learning needs
- Strive to overcome potential barrier s to learning and assessment for individuals and groups of pupils

The action necessary to an individual’s requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into Physical Education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils’ needs are met in relation to teaching and learning in PE.

## **Equal Opportunities**

Every pupil has equal opportunity of access to National Curriculum Physical Education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

## **Inclusion**

We strive to provide effective learning opportunities for all children which meet the specific needs of individuals and groups of pupils. This includes the essential principles of:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs

## **Non-Participants**

PE is a curricular entitlement and as such **all** children should participate in PE activities as far as is possible. However, there may occasions when a child is fit enough to attend school but not be able to take part in a PE lesson/activity.

In such a case:

A note signed by a parent or guardian should be given to the class teacher explaining why the child cannot take part in PE or the teacher be told verbally by the parent/guardian. It may be appropriate to request a doctor's note following a series of notes from a parent or guardian.

Nonparticipants should be encouraged to take as active a part as is possible in the activities –eg. refereeing, timekeeping, scoring, evaluating performance.

Children who are unable to go swimming in the short term will usually attend the pool but take some schoolwork to complete. Under exceptional circumstances the child may remain in school under the supervision of another teacher with appropriate independent class work.

## **PE Kit**

Children are expected to wear their own PE kit, as outlined in the school uniform list, which will be worn to school on their PE day. This allows the children to access their PE and sports activities and engage in these actively for the **full** PE time allocation. Children in Key Stage 2 will also need to provide themselves with swimming gear.

The kit recommended by the school for PE is a white t-shirt, black/navy shorts or joggers, a navy PE zoodie and black or navy pumps or trainers.

Pumps or bare feet should be used for Dance and Gymnastics.

Long hair should be securely tied back.

Staff should at least ensure that their own footwear is suitable and wear the staff PE kit – navy blue zipped jacket with school logo, navy blue polo shirt with school logo and navy blue or black jogging bottoms or track pants.

For swimming a change of footwear is a must – outdoor shoes must not be worn poolside.

## **Changing for PE/Sport**

Children will attend school in their kit and are not required to change for PE lessons.

Where children are attending sports events to represent school, and are wearing specific school kits (athletics or football), they will be allocated a kit and an appropriate area in which to change.

Parents may request separate changing arrangements for their child for cultural or medical reasons and class teachers will endeavour to accommodate these requests wherever possible.

## **Extra-Curricular Activities**

The school offers a variety of after-school clubs and activities on a voluntary basis. These activities are open to any pupil in the relevant Key Stage.

The clubs depend on the interests and activities of the staff and this year the following will be basketball, football, girls' football, multi-skills and cricket.

The school regularly competes in inter-school competitions, tournaments and friendlies, when staffing allows.

## **Foul Weather**

In the event of weather conditions making it unsuitable to participate in the planned activity, alternative arrangements should be made. These may include class-based activities around the activity or rescheduling the activity for another day. If the indoor space is available, the activity will be modified – in such a way that that the learning intentions may be met - and taught/held inside.

## **Role of the Subject Leader**

The PE Subject Leader will:

- Review, monitor, appraise and contribute to (if necessary) teacher planning
- Develop and review policies
- Lead relevant staff meetings
- Plan and lead INSET activities
- Provide consultancy and advice
- Monitor, observe and review teaching and learning
- Be provided with the opportunity to work with all age groups in the school
- Have access to external inset and training
- Audit and replace resources in consultation with the staff
- Participate in, supervise and organise extra-curricular activities

This policy will be reviewed annually and updated if necessary.

Policy agreed by: Staff:

Date: June 2023

Governors:

Date: June 2023

Policy Reviewed & Updated: May 2023

Next review: May 2024