

WESTLANDS PRIMARY SCHOOL



Policy for Physical Education

Person Responsible: PE/Sports Subject lead

Date Reviewed: September 2023

Date of Next review: September 2024

Introduction

Rationale

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

We aim to enable children to become physically educated by giving them the opportunity to:

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

Our Real Legacy training makes us believe that EVERY child should feel that PE is a subject for them. One of the questions they ask teachers on real PE training is:

“If we were to ask your children what being good at or successful in PE is, what would they say?”

Objectives

The objectives, derived from the aims, will guide us in planning schemes of work, and will form the basis of assessment of pupils and evaluation of the policy.

Develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating by:

- Knowing how to improve their own performance and that of others by engaging in the continual process of reflection, selection, refinement, adapting and evaluation
- Outdoor and adventurous activities and swimming *in addition* to the core programme
- Participate in team games, developing simple tactics for attacking and defending
- To develop understanding of dance and create movement patterns

Promote physical activity and a healthy lifestyle, by:

- Selecting and participating in regular physical activity
- Being aware of opportunities in local clubs and the community, which cater for primary age children.

Develop positive attitudes, by:

- Exhibiting such personal qualities as perseverance, self worth, well-being and humility
- Understanding and showing appreciation of fair play and good team dynamics.

Ensure safe practise, by:

- Understanding the importance of routine procedures and factors which affect safety
- Appreciating the principles of safe practice, and taking responsibility for personal safe practice.

Develop problem solving skills and interpersonal skills, which will have a much wider application, by:

- Working collaboratively as individuals, pairs and members of a group in solving problems
- Expressing independent options
- Expressing interest, enjoyment, motivation and enthusiasm for physical activity.

EYFS

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 coordination, 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
- 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.

Please refer to the PE Skills progression on the schools website or log on to Jasmine active/ Real Legacy.

School Philosophy of PE

With the introduction of Communities, this has enabled all children to feel a sense of competitiveness through rewards. We promote healthy competition with core values and subjects being included within this. Having signed up to the Jasmine, Real Legacy programme, it has enabled staff to deliver and understand the PE curriculum to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. Being an inclusive school is an integral part of the curriculum. Real Legacy provides training for teachers to deliver tricky, trickier and trickiest challenges in order to expand children's opportunities. Thus broadening their understanding and knowledge of what PE is. This then leads children into developing and leading their own healthy, active lifestyles.

Swimming and water safety

Our school must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.
- As a school, we use ASA Badgework

Time Allocation

Children will receive 2 hours of Physical Education lessons per week, made up of 1 hour of Real PE and 1 hour of competitive school sport.

Children in KS1 and KS2 have indoor hall slots and there is also availability on the playgrounds and fields. In the school grounds there are also a range of fixed resources and portable resources which are available for pupil use during break and lunch times (including trim tracks, netball posts and football goals).

All children will be expected to participate in PE lessons unless authorisation is given in writing from parents or carers. In such an event these children will be given an alternative role e.g. referee, scoring or evaluation and feedback.

In order for all children to have their allocated PE time, EYFS embed their PE time within their free flow activities. This is a daily activity which accumulates to their minimum time of 2 hours.

Out of Schools Hours Learning

We believe that extra curricular activities are an important part of a child's primary education as they enable children to develop particular skills and further their interest in one or more activities. They help to produce a competitive element to team games and promote cooperation. Activities offered are inclusive and are offered to children of all abilities. Some activities are aimed at specific year groups.

Health and Safety Policy

Introduction

The effective management of safety has four main components:

1. View Risk Assessments and planning before a lesson.
2. Organisation of routines during and between lessons to include:
 - A. The use of appropriate kit.
 - B. Checking PE areas are free from sharp objects.
 - C. Location of safety equipment. (First aid bags)
 - D. Reporting accidents. (letter to parents / Meditracker)
3. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.
4. Risk Assessment and Planning Before a Lesson

All staff should be familiar with the school's Health and Safety policy. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need for practical activity.

Risk assessments are carried out in accordance with the school's Health and Safety policy and with reference to AfPE Safe Practice in Physical Education & Sport (2020) guidelines. All teachers and HLTA's are required to read section 9 on equipment so they gain an understanding of the use of equipment in PE.

When PE, School Sport and Physical Activity is delivered, staff should be aware of:

1. Where to find information.
2. All risk assessments
3. School Health and Safety policy and where to find it.
4. The procedures for reporting accidents, particularly those that constitute an emergency.
5. The school's behaviour and discipline policies.
6. Section 9 from AfPE Safe Practice in Physical Education, School Sport and Physical Activity.

Before the PE, SS and PA lesson, staff must check the area for hazards and ensure the area is safe prior to each lesson. Before a lesson starts staff should check the area for hazards and put any specific safety measures in place, e.g. cones to mark a safe area. They should be familiar with and check any equipment they will be using. It is the responsibility of all staff to report recurrent hazards to the PE coordinator or the site team who will address and action accordingly.

Safety and Accident Procedures

In the event of an accident School Health and Safety Procedures should be followed. A list of First Aiders is available in the staff room and in both PE halls, along with a First Aid kit. First Aid should only be carried out by staff holding the relevant qualification. Please see relevant risk assessment before use of the venue. The school has a defibrillator, located outside the main hall / PE cupboard.

Wet Weather Contingencies

If, due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be switched to an indoor venue.

The decision to switch lessons indoors will remain with the teacher responsible for that lesson. Whenever possible, the lesson content should be maintained. For example if it is too wet to do Long Jump outside, the lesson can be taught equally well indoors. If this is not possible then another practical activity should be undertaken suitable to the class/group size and composition. Staff will have the option and opportunity to complete a BURSTS (Real PE) activity with the children / class.

General Security

Staff is responsible for the security of the sports buildings and facilities, with it being everyone's responsibility to keep the equipment and children safe. The School Hall should be checked at the beginning of each session of use, to ensure that the floor surface is clean and free of any hazardous materials or equipment.

Once staff have checked that pupils are outside the building, the doors should be shut and only re-opened by a member of staff if and when the children need to go back into the building.

Pupils are not to enter the PE storage areas, unless specifically invited to do so by a member of staff, and never without supervision. Real Leaders are selected from upper KS2 to assist members of staff with gathering equipment or resources for the lesson.

All employed staff (including outside agencies) are responsible for the safety, well-being and conduct of all the students for the whole time they have been allocated to them for lessons. Students excused from participation due to illness or injury must remain under the supervision of a member of staff at all times

If an injury occurs during an out of hours club, alternative provision will be offered at no extra cost (excluding Little Gems). Parents are to be made aware of any injury and any changes in the club their child(ren) is able to attend.

Principles of Teaching and Learning

Differentiation and special needs

When planning and selecting materials, tasks, resources and teaching styles we will take into account the needs of *all* pupils in terms of abilities and stages of development. Pupils with special educational needs are entitled to the same access to physical education as their peers. In planning lessons teachers will identify challenges for all pupils, modifying and adapting the task and/or equipment including the least able child and stretch the most able. Teachers will liaise with the Inclusion Coordinator and additional adult support will be sought if needed.

All children participate in Physical Education lessons, even those with injuries and without kit. These pupils should be involved in a coaching manner, helping generate ideas within groups and constructively commenting on technical ability.

In order to ensure relevance, activities will be selected that relate to the pupils' experience, interest, age, preferences, needs and abilities and will be related to the community within which they live.

Cross-curricular skills and links

Physical education and the real legacy programme offers an added dimension to the whole School Curriculum and the wider life of the School, for example, in health education; citizenship; literacy; numeracy, science, history and language skills; and in personal and social education. The dance element of physical education will also enrich, compliment and intensify experiences within the arts curriculum.

Teachers will also give pupils opportunities to use ICT in support and develop their learning, data handling, research and retrieval skills.

Equal Opportunities

All pupils, regardless of race, gender, ability, social origin or size, are entitled to be included and be successful in Physical Education. All pupils have equality in respect of curriculum balance, curriculum time, extra curricular activity and use of resources and facilities.

Our policy is to enable all our pupils to experience success and healthy competition. We believe that children need to experience a sense of competition as it is a key skill in life. Sensitive and informed grouping of pupils, (e.g. in mentor, ability and random groups), will ensure all pupils will contribute, be actively and physically involved and be challenged appropriately. Resources are inclusive and appropriate for the range of abilities.

Assessment, Recording and Reporting

Real Legacy provides staff with training and opportunity to assess their lessons through an assessment wheel format.

Staff are provided with assessment training and in so doing, given individual logins to complete the assessment process.

Sports Premium Budget

The Sports Premium is used to support all of the school's PE and Sport objectives and its vision. The premium helps to promote sustainable outcomes: high quality PE lessons and extracurricular opportunities which enable all pupils to want to regularly participate in physical activity and even excel, both now and in the future.

The expenditure is monitored and made to ensure it is being used in a way that is most beneficial to the school and its children.

Role of the subject leader

The PE Coordinator is responsible for the development and monitoring of the PE curriculum. She/he plans work with teachers and reviews and contributes to their planning. She/he is responsible for updating the School's Policy and Subject Action Plan in line with the School Development Plan. She/he assists staff by leading staff meetings; planning and leading in-service training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources; coordinating staff requests for resources and monitoring and maintaining the condition and availability of resources. In monitoring and evaluating she/he analyses pupils' access to the subject; observes classroom practice and monitors levels of achievement in the subject. She/he is responsible for the organisation of extra curricular clubs, to ensure they remain inclusive and beneficial to the students.

Role of the Swimming Instructor/Sports HLTA

The role of the Swimming Instructor/Sports HLTA is to support the PE coordinator in developing and monitoring the PE curriculum. He/She is responsible for supporting Children and staff in PE, SS and PA lessons. He/She is responsible for the management of the swimming curriculum and how all children access it. He/she helps engage all children in PA in unstructured times by providing a high level of Sport/Games.

Clothing

All children will be expected to have a change of clothing for PE available in school at all times. This is partly for reasons of hygiene but also to ensure that the clothing is suited to the physical activity. Teachers should also change for P.E. into suitable footwear, clothing and tie hair back (if needed) as a model, to show that appropriate clothing is needed for these activities. It is important that teachers' footwear enables them to move quickly without risk of slipping.

Parents will be informed in writing, prior to the start of the academic year of the required dress code for PE.

Inside PE lessons:

- Navy or black Shorts
- Community T-shirt or a blank Red, Blue, Green, Yellow T-shirt
- Change of footwear (for games and athletics only, bare feet essential for gymnastics)

Outdoor PE lesson:

- Community T-shirt or a blank Red, Blue, Green, Yellow T-shirt
- Sweatshirt
- Navy or black shorts or tracksuit bottoms
- Change of footwear

Inside Gym lessons:

- Community T-shirt or a blank Red, Blue, Green, Yellow T-shirt
- Sweatshirt
- Navy or black shorts or tracksuit bottoms
- Shoes to be removed at the start of lesson

Watches and any other form of jewellery should be removed. All earrings permitted within school policy should be removed. Earring should not be covered as it is a health and safety risk.

Long hair, below shoulder length, is a safety hazard and must be tied back carefully. Constant reminders are sent to parents to remind them of the correct attire and jewellery restrictions, on a regular basis.

Resources

Equipment is easily accessible and regularly checked and maintained by all staff. Resources are stored safely and securely. Access to these resources is restricted to Staff. At no time are pupils allowed access to equipment unaccompanied by the aforementioned adult supervision. Any shortages, breakages or damage will be reported immediately to the PE Coordinator, and taken out of use if presenting a danger. Ensuring the equipment (such as: footballs, basketballs, bibs, netballs, tag

strips etc.) is ready to use and available for individual lessons is the responsibility of the class teacher; stores should be checked prior to commencement of the lesson.

Review

The PE Coordinator will monitor physical education teaching in all year groups on a termly basis.

The effectiveness of the physical education curriculum will be evaluated in discussions with the Head teacher, Lead teachers and the PE Coordinator. Resources, teaching methods and needs should be identified and priorities for in-service support and/or external review should be established.

The purpose of this document

This policy reflects the school values and philosophy in relation to the teaching of Physical Education, School Sport and Physical Activity. It sets out the framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment of the Subject. The policy should be read in conjunction with the Scheme of Work, which sets out in detail what pupils in different year groups will be taught. This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents, inspection teams, and interested others.