



# **PHYSICAL EDUCATION POLICY**



Dated: Autumn Term 2019

Reviewed: Autumn Term 2020

Next Review Date: Autumn Term 2021

Physical Education Policy Guidance

- \* indicates points that do not currently take place and have been adapted to meet covid-19 restrictions.

1. Rationale
<p>At Firs Primary school, we are committed to providing all children with a range of learning opportunities to engage in Physical Education. We promote and encourage active and healthy lifestyles through high quality teaching of physical skills, physical development and knowledge of the body in action. Physical Education builds confidence, perseverance, team spirit, positive competitiveness and organisation. We deliver a programme of PE that builds fitness, improves strength and teaches children the rules of games.</p> <p>Each PE lesson allows all children to gain a sense of achievement and develop positive attitudes towards themselves and others, with focus on three main areas: head, heart and hands.</p> <p>This policy has been carefully written by the PE co-ordinator, qualified sports coach and SLT to provide a clear and structured guide on PE at Firs Primary School. The policy works alongside promotion of healthy schools.</p>
2. PE National Curriculum Subject Content
<p>Key stage 1</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul> <p>Key stage 2</p> <p>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.</p>

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
- 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 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.

### 3. PE Curriculum Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
  
- We develop a love of PE through the delivery of high quality PE lessons
- As PE is an active lesson, it can positively impact children's health. PE has the ability to inspire all children.
- PE encourages communication and breaks down language barriers.

### 4. Curriculum Plan

- All classes have an hour of PE timetable each week, where they make use of the playground/hall to deliver high quality activities and structured PE lessons.
- All children will have a balance between indoor and outdoor PE, through the use of the two indoor halls and playground facilities.
- Through high quality planning provided through Derby SSP, our qualified Sports Coach delivers engaging PE lessons, and supports staff with their confidence when delivering PE.

- \* Swimming lessons provided to all year 4 children by qualified swimming instructors.
- Additional swimming lessons provided to Year 6 children in the summer term.
- \* The Sports Coach regularly provide additional opportunities for extending the PE curriculum through lunchtime and afterschool sports clubs.
- \* Through the Derby City Schools Sport Partnership link, the children are all given regular opportunities to participate in out of school competitive sporting activities.
- PE has been carefully mapped throughout the school, with a clear focus on the progression of skills across year groups.

#### 5. Outcomes

- From each PE lesson, we expect to see three main outcomes: the children's thought processes during the lesson (head), their sportsmanship (heart) and their skill level ability (hands).

Head:	Heart:	Hands:
<ul style="list-style-type: none"> <li>• Thinking</li> <li>• Creativity</li> <li>• Understanding</li> <li>• Analysing</li> <li>• Confidence</li> <li>• Decision Making</li> <li>• Independent Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Social</li> <li>• Emotional</li> <li>• Health</li> <li>• Values</li> <li>• Attitudes</li> <li>• Involvement</li> <li>• Engagement</li> <li>• Active Lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Physical</li> <li>• Competent</li> <li>• Development</li> <li>• Active</li> <li>• Growth</li> <li>• Competitive</li> <li>• Physically Literate</li> </ul>

#### 6. Inclusion

- \* Class teachers will ensure that spare PE kit is available for any circumstances where a child does not have their own in school.
- Lessons provide good quality experiences that are suitably challenging for all pupils.
- Children undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- \* For the purposes of competitions, all children will be given the opportunity to participate in the experience.
- \* For any gifted and talented children, or those with a particular interest in PE, the opportunity to become a mini leader during playtimes and lunchtimes to deliver physical activities to their peers is available.

#### 7. Assessment & Progression

<ul style="list-style-type: none"> <li>• Children are assessed against the three key areas: head, heart and hands.</li> <li>• They are assessed at the end of every half term.</li> <li>• All staff have access to the assessment excel document from the school's learning platform.</li> </ul>
<p>8. Monitoring &amp; Evaluation</p>
<ul style="list-style-type: none"> <li>• The quality and provision of PE are consistent across the school, with termly monitoring from the PE co-ordinator and sports coach, supported by a member of SLT.</li> <li>• Monitoring is done through constant adaptation to the action plan, lesson observations and assessment scrutiny.</li> <li>• The monitoring provides indication for further development in PE, with the opportunity to use INSET days to plug any whole school gaps.</li> </ul>
<p>9. Safe Practice in PE</p>
<ul style="list-style-type: none"> <li>• In order for deliver safe practice in PE, we follow strict guidance from afPE Safe Practice in PE Handbook.</li> <li>• The PE co-ordinator and SLT are responsible for Health &amp; Safety/ First Aid, and have written a clear risk assessment. They ensure that all staff have seen and signed relevant documentation.</li> <li>• There is a strict jewellery policy throughout school, with particular focus in PE. All children should remove jewellery prior to PE, by, if for any reason, children are unable to remove jewellery, they will wear appropriate adaptations to ensure jewellery is safe (e.g. tape earrings, wear sweat bands for bangles).</li> <li>• * All children change into clothes that are different to their school uniform.</li> <li>• * Two classes change for PE at a time, with boys and girls changing in different rooms. There is an option for identified children to change in alternative rooms when necessary).</li> <li>• Any children who are unable to take part in a lesson, they will be given a role within the PE lesson to ensure they are included in the learning that takes place.</li> <li>• There is annual maintenance checks and storage of equipment from external provider.</li> <li>• From a young age, children are able safely move and handle equipment through the high quality guidance of all staff.</li> <li>• All staff are aware of all fire Procedures, where ever they are on the school grounds.</li> <li>• All staff in school are qualified first aiders, and are aware of how to report and deal with any accidents and incidents.</li> <li>• * When any offsite activities are planned, a risk assessment is completed with consent and relevant medical details of the children involved.</li> <li>• The school has a Swimming pool procedures risk assessment, which is adapts to suit the needs of individual children.</li> </ul>
<p>10. Staff</p>
<ul style="list-style-type: none"> <li>• Across school, class teachers, qualified teaching assistants or sports coach may deliver high quality PE lessons</li> <li>• Just as we expect all children to change for PE, all staff are expected to wear suitable clothing to deliver PE.</li> <li>• In order to use staff expertise effectively, the PE co-ordinator carries out an audit of staff skills. Staff can then deliver CPD INSET training days to up-skill all staff.</li> </ul>

11. Extra-Curricular Opportunities
<ul style="list-style-type: none"> <li>• How do extra-curricular opportunities build upon the PE curriculum?</li> <li>• To provide children with additional opportunities to participate in physical activity that is additional to their PE entitlement.</li> <li>• To increase enjoyment and participation in PE, we celebrate weekly successes through PE stars of the week, which are presented during our Gold book assembly. Children can be PE stars of the week for showing attitudes linking to the three areas: head, heart or hands.</li> </ul>
12. Active Break & Lunchtimes
<ul style="list-style-type: none"> <li>• To encourage physical activity during playtimes and lunchtimes, the sports coach provides a range of activities in zoned areas.</li> <li>• * The school is developing Mini Leaders (year 5 &amp; 6 children) to support the organisation of activities during break and lunchtimes</li> </ul>
13. Competitions & Festivals
<ul style="list-style-type: none"> <li>• * All children have the opportunity to participate in regular competitive events throughout the year.</li> <li>• During the summer term, all children are involved in a whole school sports day, which takes place on the school playground. Children compete in a variety of activities to win points for their house. The winning house is then celebrated and medals are given.</li> <li>• * There is regular opportunities to compete in intra-sports competitions during lunchtime sports clubs.</li> <li>• Successes in PE are celebrated at the end of every lesson with two PE stars of the lesson. They are then celebrated whole school during our Gold Book assembly on a Friday. Children's pictures are then displayed on the PE display board.</li> <li>• We have started collecting the amount of physical activity that goes on at Firs Primary School, as we are aiming to achieve the bronze active mark sports award.</li> </ul>
14. School Club Links
<ul style="list-style-type: none"> <li>• Children and parents are signposted to local clubs and events.</li> </ul>
15. Facilities, Equipment & Resources
<ul style="list-style-type: none"> <li>• All classes have an hour of PE timetabled per week.</li> <li>• * All children in year 4 participate in swimming lessons. Children in year 6 are given additional swimming sessions during summer term.</li> <li>• Any information about physical education/activity in our school is shared on our PE notice board/display in the junior hall.</li> <li>• All staff are aware of all the equipment stored in school. They are aware of where to store equipment, and all resources are labelled and organised.</li> <li>• The PE coordinator regularly checks the maintenance of equipment, and is responsible for ordering new equipment when necessary.</li> </ul>
16. Cross Curricular Links
<ul style="list-style-type: none"> <li>• Through teaching of PE, links are made to support our healthy school.</li> <li>• Children are consistently encouraged to be active throughout the school day, with opportunities for activities during breakfast club, the use of equipment during playtimes and lunchtime, and lunchtime and afterschool sports clubs.</li> <li>• Links with Rammie's Healthy Schools programme.</li> </ul>
17. Primary PE & Sport Premium

- Please find a summary of our primary PE and sport premium funding on our website.

#### 18. Leadership & Management

- The role of the PE Co-ordinator/ Subject Leader is to drive the action plan of PE across school.
- The role of the Head teacher is to ensure the safety of all children in school. They need to ensure staff are delivering high quality PE lessons and encourage children to be active where possible.
- This policy was put together by the PE co-ordinator, sports coach and the senior leadership team.