

Shaftesbury Primary School

PE Policy



Shaftesbury
Primary School
Growing together

Agreed at Governing Body Meeting on _____

Signed Headteacher: _____

Signed Chair of Governors: _____

History of Policy

<u>Date</u>	<u>Notes</u>
September 2024	Policy updated by PE Co-ordinator – Noah Lown

Rationale

We, at Shaftesbury Primary School, believe that physical education experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical, social and emotional well-being. The physical education curriculum is intended to provide increasing self-confidence in the pupils' ability to manage themselves and their bodies in a variety of situations. Progressive learning objectives, combined with a variety of teaching approaches, should provide stimulating, enjoyable and challenging learning for all pupils. Through the selection of differentiated and logically developed tasks it is intended that all boys and girls, irrespective of their ability, will enjoy success and learn skills that will equip them for a lifetime of leisure activities.

A balance of individual and group; co-operative and competitive activities caters for the preferences, strengths and needs of each pupil. Such activities, experienced within a range of areas of activity, provide a broad base of movement knowledge, skill and understanding and aim to promote an ability to work independently and to respond appropriately to others with tolerance, empathy, a sense of fair play, team spirit and good sportsmanship.

Pupils should be provided with opportunities to develop their creative and expressive abilities through improvisation and problem solving. Pupils will be encouraged to appreciate the importance of a healthy body and should understand those factors which influence overall health and wellbeing.

We promote inclusivity and develop safe practices in physical activities and provide equal opportunities for all children to achieve their full potential. We work closely with the School Sports Council (Sports Leaders) to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Physical education contributes to a wide area of learning and is integrated into the whole school planning.

Aims

Through a high-quality physical education programme, the school 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 and active lives.

Staffing

There is one PE specialist accompanied by an apprentice and one P.E co-ordinator who will lead the teaching of physical education. Extra-curricular activities are supported by sports specialists and class teachers where applicable.

The PE/ Sport Subject Leader is responsible for:

- Ensure the NC 2014 framework is implemented.
- Developing good classroom practice such as teachers wearing suitable P.E attire.
- Working closely with SLT and SEND lead.
- Organising sports days and after school club provision

- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan.
- Auditing, ordering and reviewing resources.
- Accessing any funding available that may enhance the quality of PE within the school.
- Attending courses to further own professional development and providing information and support for colleagues.
- Monitoring classroom practice through learning walks and planning to ensure high quality delivery and setting future targets.
- Extending relationships within the local community. E.g. Schools, community and voluntary sports clubs.
- Keeping up to date with and implementing any Local Authority or National developments where appropriate.
- Mentoring and supporting other staff where applicable.
- Organising assemblies to celebrate success in PE and sport.

Facilities

- An indoor sports gym with movable benches, stacking tables, mats & ladders.
- Playground zoned for activities with climbing frames, quiet areas and general games.

Resources

PE sports equipment is stored in the PE storeroom located in the main hall, on the ground floor and in sheds in the playground. The door is locked at all times and operated with access cards. Additional resources are stored within the sheds on the playground that is padlocked and only accessed by teachers.

P.E. Time allocation

Everyone aspires to give children at Shaftesbury an opportunity to take part in 2 lessons totalling between 1.5-2hrs of physical education lessons each week (split between indoor and outdoor).

Children in Year 4 will receive swimming lessons via a 2 hour long session each day enabling them to meet the 25m swimming requirement.

As part of the Year 5 residential offer children will experience the following activities; Outdoor Adventurous Activities (OAA), climbing, abseiling and canoeing.

Children have a range of games and resources available to them during 15 minute playtime and 45 minute lunch time to ensure all children are given the opportunity to be active for at least 30 minutes a day.

Non participants

P.E. is a very important part of children's development and everyone takes part in the lessons unless excused with a note or a medical problem. These children will watch the lesson to keep up with the progress of the class. They may take part by scoring or assessing others. If children forget their P.E. kit this will be recorded and monitored. Parents will be informed by letter if this becomes a regular occurrence. These children will act as observing ensuring children who are partaking in PE are working properly and sensibly.

Health and Safety factors in P.E.

1. Appropriate clothing for P.E.

- White t-shirt
- Blue or black tracksuit bottoms/shorts.
- Suitable trainers or plimsolls (bare feet for gymnastics and dance)
- Staff should wear suitable footwear and clothes which allow freedom of movement.

2. All jewellery must be removed.

3. Long hair to be tied back.

4. Children must work in a safe and suitable environment:

- No unnecessary furniture is in the hall.
- A clean and splinter-free floor is available for bare feet in gymnastics.
- A safe outdoor surface for playing outside games.
- Floor markings are a reasonable distance from corners.

5. Suitable and safe organisation of apparatus means:

- Easily accessible gymnastic apparatus spread around the hall: not blocking fire doors.
- Children are taught how to lift apparatus safely under supervision.

6. Risk assessment

- These are available for playground and hall use as well as for visits and away matches. When children take part in swimming and outdoor adventurous activities, the risk assessments for the activities are gained from the specialist instructors.
- Annual safety checks and repairs are carried out on gymnastic equipment and staff are responsible for checking apparatus as it is taken out each lesson.
- If a potential hazard is identified it is immediately taken out of use and reported to the site manager
- Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

7. Procedure for accidents.

- In the event of a minor accident (cuts, bumps and grazes) the injured child should be taken to the school office for medical attention assisted by a responsible child. The responsible child will be instructed not to leave the injured child until a member of staff is present.
- In the event of a serious accident for example immobilisation the class will be instructed to wait in a designated area. The Teacher or a responsible child will call for a member of the senior team to assess the injury and take further action accordingly.
- In the event of a serious accident to an adult during the lesson the office is to be contacted by mobile phone/walkie talkie or a responsible child is instructed to find the nearest adult.

8. Medical & Physical condition

The PE Lead will liaise with the welfare team to identify children with medical problems which may affect their ability to participate or may be adversely affected by physical activity (e.g. asthma).

Children with verrucas

- must wear a swimming sock in the pool.
- must wear plimsolls and socks in the hall.

9. Behaviour

Basic rules regarding behaviour are established and adhered to in accordance with Behaviour for Learning policy (e.g. stopping immediately in response to a given command or signal, never using a piece of equipment without being told to do so and using any item of equipment safely). We use the school's behaviour policy to reinforce this. Good behaviour is still rewarded via TrackIt Light system

10. Adverse weather conditions

Outdoor PE - In the advent of adverse weather conditions such as, heavy rain or storms stop the activity and move indoors. Activities are available from the PE coordinator for such events. Children can use GoNoodle or learn the theory of PE (Years 5/6) in such cases.

Indoor PE - In the event of heavy rain close all doors to prevent water from entering the surface of the sports hall. If water has entered the sports hall, stop the activity and cordon off the affected area with either benches or cones. Notify the site team either directly or via the office.

Planning

The schemes of work for each activity in P.E. have been developed in order to ensure continuity, development and progression as per National Curriculum 2014 requirements. Swimming is taught to Years 4 at the London Aquatics Centre and delivered by specialist swim teachers from GLL Ltd.

Physical Education is a foundation subject in the National Curriculum. Our school uses a tool called Primary PE Planning (PPP) at the foundation of its curriculum planning in PE. We have adapted the high-quality lessons to create a succinct, bespoke curriculum, tailored to the needs of our children. Teachers at Shaftesbury Primary School deliver fun and challenging lessons in line with, and beyond the National Curriculum.

Our curriculum covers dance, gymnastics, athletics, martial arts, yoga, games, outdoor adventurous activities and swimming and water safety. Children in KS1 are introduced to fundamental movement skills such as jumping, striking, fielding and throwing, and these skills are then revisited, developed and refined in KS2 with the application of key skills into specialised movements.

The PE subject leader devises this in conjunction with other curriculums, allowing for cross-curricular learning. Our medium-term plans have been selected from PPP by the subject leader to ensure that weekly learning objectives and tasks are succinct, carefully sequenced and progressive. Class teachers complete an individual lesson plan (flip on Active Inspire) prior to each PE lesson taught. These list the specific learning objectives and success criteria for each lesson and give details of how the lessons are to be taught, including variation

and assessment for learning key questioning.

Outdoor adventurous activities are taught by specialist tutors at the year 5 residential activity centre - the school journey for year 5.

Teaching and Learning

- Lessons will be planned to provide challenges for the more able pupils and appropriate levels of support in order for all pupils to make progress.
- Learning objectives and success criteria are shared throughout PE lessons.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage and meet the needs of learners through visual, auditory and kinaesthetic activities.
- Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Cross-Curricular

Opportunities within our P.E. curriculum are used to support cross curricular learning. For example:

- **Computing:** To aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. iPads, digital camera, internet resources, video clips etc.
- **Literacy:** Speaking and listening skills are promoted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy is also promoted through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use. Additionally, in groups forming words by creating shapes of various letters using their bodies.
- **Numeracy:** Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shapes and patterns (symmetrical/non symmetrical). At key Stage one number work is evident through practical games and warm up tasks.
- **Science & Personal, Social and Health Education (P.S.H.E.):**
Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations.
- **Spiritual, Moral and Cultural Development:**

The structure of our Physical Education curriculum, and after school clubs, sets expectations for all children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

Physical development in Foundation stage

Within the foundation stage P.E. is formally taught once a week, however teachers do try to teach 1 x indoor and 1 x outdoor per week if their timetable permits. This aims to improve skills of coordination, control, manipulation and movement. Children gain confidence and benefit positively by being healthy and active. The EYFS pupils have access to a rich outdoor learning environment every day of the week.

Effective physical development enables children to develop a positive sense of well-being. Young children's physical development is inseparable from all other aspects of development as they learn through being active and interactive.

On a daily basis, weather permitting, children have access to a small outdoor area and main playground to use balls, hoops and balancing equipment.

Differentiation and Special Needs

At Shaftesbury, curriculum objectives are accessible to all children despite their backgrounds or abilities. Differentiation must reflect the learning objective and can be achieved by task, support or outcome. We want all children to achieve success, therefore we ensure they are given varied tasks to match their level of attainment so that they can demonstrate successfully what they know, understand and can do. Tasks are broken down into simple progressive stages, to be addressed as appropriate or be given a different task.

In games, differentiation can also be achieved through choice and use of

- Appropriate equipment; sizes and hardness of balls is varied.
- Differing group sizes

At our school, we teach PE to all children whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our high-quality PE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning tasks and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors; classroom organisation, teaching materials, teaching style, variation etc, so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention through SEN Support and EHC plans leads to the creation of Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE. We enable pupils to have access to the full range of activities involved in learning PE. At Shaftesbury Primary School, our Sports Coach also runs additional PE interventions for children with behavioural needs. We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment in P.E.

At Shaftesbury we subscribe to Primary PE Planning (PPP) which is both sequential and progressive. This provides a fully downloadable overview of key skills and progression which supports our curriculum. 100's of progressive and sequential lesson plans with supportive video tutorials helps ensure that PPP provides consistency of PE delivery across the school. Monitoring and assessment by teachers from EYFS to KS2 is made through our PE tracker tool at the end of each half term. Teachers also have a tablet per year group which they use to upload video/picture evidence of a variety of skills which match the assessment criteria.

Surveys are also taken throughout the year to test pupil knowledge and to gather information around their daily active lifestyles.

Links to other policies

- Behaviour for Learning
- Safeguarding and Child Protection Policy
- School Uniform
- Teaching and Learning
- PSHE
- Health and Safety.