

Physical Education Policy



*'Learning for life,
building a firm foundation'*

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At All Saints, we believe that our vision, *Learning for life, building a firm foundation*, is really important in terms of Physical Education because we believe that children need firm foundations on which to build in all aspects of their lives.

Physical Education is powerful in enabling children to become physically active and to develop their cardio vascular health, flexibility, muscular strength and endurance. Physical Education is a vital human need that allows individuals to maintain healthy lives and to understand their own well-being and personal hygiene. It allows children to understand fair play and honest competition, as well as coping with their own success' and limitations of their performance, whilst at the same time taking into consideration and being mindful of others in the environment.

In the case of this policy, that means supporting our children to develop a lifelong love of Physical Education and use the skills learnt to continue to remain active throughout their lives.

Curriculum Intent

At All Saints our vision for Physical Education is that we provide every child with high quality Physical Education experiences which engage and inspire them. We believe that Physical Education should promote development of key skills and participation in a variety of games, activities and sports. At our school, Physical Education is used to give children an opportunity to work as a team, develop leadership skills and tactical awareness, as well as fostering an enthusiasm for sport. We provide a safe and supportive environment for children to flourish in a range of different physical activities and encourage their physical, emotional, social and moral development. Children will also be given opportunities compete individually and as part of a team, allowing the opportunity to develop communication and leadership skills further. No child is left behind at All Saints and all children are involved, giving them the opportunity to develop their skills and showcase their talents.

We aim for every child to leave All Saints Primary School with a range of Physical Education skills, knowledge and an understanding and love of sport which they can carry with them for the rest of their lives.

Curriculum Implementation

At All Saints, we encourage children to participate in a variety of Physical Education experiences through which we aim to build up the confidence of all children.

Our Physical Education curriculum is varied and we have developed long-term and medium-term plans to ensure that all National Curriculum objectives are covered. All pupils receive at least two hours of high-quality Physical Education per week. Physical Education in each year group is sequenced precisely to ensure progression of knowledge and skills and also to ensure that children have the opportunity to experience a wide range of sports during their time in Primary Education. Children are given the opportunity to further develop their skills in after school clubs that focus on specific sports which are provided by teachers and external coaches. Physical Education is fundamental in developing healthy lifestyles in young people, as well as promoting healthy eating and we are passionate about providing children with a wide range of opportunities to develop this and live healthily.

Curriculum Impact

In our school, we motivate children to participate in a range of sports which are fun, engaging and help children to develop a range of skills. We encourage children to apply these skills and their knowledge during Physical Education lessons, but we also provide children with the confidence to apply these skills to many different life experiences both now and in their future. We motivate children to take responsibility for their own health and wellbeing, inspiring children to lead a happy and healthy life.

In addition to this, children will:

- Develop skillful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- Develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- Develop the ability to work as a team player or as an individual, taking the lead and learning to work collaboratively with others.
- Develop an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.
- Develop and understand a range of Physical Education vocabulary.

- Will enjoy and appreciate a wide range of sports.

Contribution of Physical Education to teaching in other Curriculum Areas:

Links between Physical Education and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Links between Physical Education and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time. Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE and Physical Education links include following rules, living healthily, personal hygiene, co-operating with others and understanding fairness and equality.

Music and Physical Education links include using a range of music from different backgrounds in topics such as dance.

Through sport children are taught the Christian values of respect, trust, honesty, friendliness and perseverance.

Teaching and Learning

- In Nursery and Reception, the Physical Education aspects of the children's work are related to the objectives in the Early Years Foundation Stage (EYFS) and work towards the Early Learning Goals.
- In Key Stage 1 and Key Stage 2, the Physical Education aspects of the children's work are related to the objectives on the National Curriculum.
- All children will partake in 2 lessons/ 2 hours of P.E per week this will vary between the inside/outside environment.
- Children will also have playtimes and lunchtimes where the children can continue to be active with facilitated activities. This is also imbedded through our 'Happy Lunchtimes' programme which works hard to ensure lunchtimes are as enjoyable as possible for our children and that after lunch time the children are happy and ready to learn when they return to the classroom.
- EYFS has access to their own outside area throughout the day for children to continue to remain active and learn through play, as recommended by their curriculum.

- All classes have access to the P.E Hub, where lessons are planned for all Teachers to follow, as it provides engaging and progressive lessons.
- Children are grouped in mixed abilities/partners.
- Lessons provide resources of different complexity, depending on the ability of the child/children and the task set.
- Classroom assistants are used to support children within these lessons.
- Technology elements are used to stimulate and support learning.
- After School Sports Clubs are also provided to continue to develop child's enjoyment of staying active.
- Additional Physical Education opportunities are planned throughout the year such as Sports Days and in school/external Sports competitions.

Resources

- A wide range of Sports Equipment in the P.E cupboard for both indoor and outdoor learning.
- The variety of equipment enables pupils to achieve objectives, which are best suited for their age and stage.
- P.E mats for gymnastics.
- A Specialist Sports Coach/Coaches from Sports Partnership for Key Stage 1 and 2. Specialist Sports Coaches will follow the Unit of work and planning, provided by the class teacher.
- Use of community facilities - local swimming baths (Year 4).
- Children are entitled to high-quality PE lessons where individual class timetables refer to the lesson times for PE lessons and the school hall and outside space are booked appropriately for lessons to take place.
- Access to P.E Hub services online.
- After school sports clubs. These start from Year 1 through to Year 6. All clubs are open to both boys and girls and will be made up of children from a range of different year groups.

Physical Education and Assessment

Children demonstrate their ability in Physical Education in a variety of different ways. Teachers will assess children's performance in Physical Education by making informal judgements as they observe them during lessons. The teacher assesses the child's performance and gives oral feedback, as necessary, to inform future progress. Pupils are also encouraged to make judgements and

reflect about how they can improve their own performance. We use this as the basis for assessing the progress of each child and year group. This is then used to update parents/carers on their children's progress and to inform future planning of lessons.

The Physical Education subject leader looks at examples of pupil's work through observing lessons or viewing photographic/video evidence. They discuss learning with pupils, teachers and teaching assistants, and overall monitor the expected level of achievement in Physical Education for each age group in the school. As well as, raising the profile of this subject, across the school.

The Physical Education subject leader will also encourage staff in their teaching and provide support where appropriate to ensure high quality teaching of Physical Education. They will encourage staff to follow the curriculum guidelines and the Physical Education Policy.

The subject leader will keep up to date with current good practice and any national changes, as well as maintaining the sports equipment and resources.

The subject leader will provide sports events and competitions in school and in partnership with other schools in the local area. Parents/carers will be involved in these events and will always be welcome to support and encourage their children and other children representing the school.

'Sonar' is used as a tool to track children's Physical progress at All Saints. Formative and summative assessments help to build an overall picture of their developing Physical Education skills.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority, Health & Safety Policies and the Association for Physical Education (AfPE) PE guidance.

Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety. Reference should be made to the school's Risk Assessments. All staff have a copy of the Health and Safety Policy in school documentation file.

- Staff should carry out risk assessments with the children at the start of all PE lessons.

- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible, as well as other medications for children with health conditions e.g. epilepsy.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher.
- Children should be given health and safety guidance through the lesson.
- All jewellery should be removed and stored safely before each lesson.
- If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently.
- All long hair should be tied back.
- Suitable clothing should be worn for each lesson (see school website for correct clothing).
- Children should not engage in physical activity without correct kit.
- Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term for cleaning. If children do not have the correct kit a school P.E kit will be provided and parents/carers will be informed of this.
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes).
- All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE (pumps not trainers).
- For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)
- All children with verrucas should wear pumps.

When travelling to sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

- All children wear seat belts.
- All supervising adults to be aware of risk implications.
- All supervising adults that attend swimming to hold a current DB.
- All transporting adults to be fully insured.
- Parent/carer permission for taking children out of school obtained.
- After school competitions children to be transported by their parents or a responsible adult who the child's parents have given permission. School to be informed.

Physical Education and Equal Opportunities

- We aim to give every pupil the opportunity to enjoy a variety of Physical Education activities.
- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- Lessons are suitably challenging for all pupils.
- 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.
- Staff will create an environment that challenges stereotype and supports the appreciation of other cultures.
- Diversity and difference are celebrated and respected.
- All pupils will have an equal opportunity to reach their full potential across the Physical Education curriculum regardless of their race, gender, cultural background, or special needs.
- We enable pupils to have access to the full range of activities involved in learning Physical Education. Where children are to participate in activities outside the classroom, e.g. Sports events/competitions at another school/setting, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. All pupils have the same opportunity to participate in these experiences.

Physical Education and Inclusion

We recognise that in all classes, children have a wide range of Physical Education ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Tasks will be differentiated to enable all pupils to achieve.
- Grouping children in mixed ability groups.
- Providing resources of different complexity, depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.