



Ellwood Community Primary School

Physical Education (PE) Policy

Introduction

'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.'

National Curriculum in England 'Physical Education' programme of study (DfE Published 2013)

Intent

At Ellwood Community Primary School, we believe that Physical Education is a crucial element of the curriculum. We aim to ensure that our children are physically active and to develop their knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education also promotes an understanding in children of their bodies in action, involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. We intend to create the maximum opportunity for participation within a broad, balanced and creative Physical Education programme. Whilst providing the programme, we must maintain our awareness and sensitivity to the individual requirements of our pupils.

Aims

The aims of our PE curriculum are to develop pupils who

- Are physically active and able to make informed choices about physical activity throughout their lives
- Engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance
- Are willing to practise skills in a range of different activities and situations, alone, in small groups and in teams, and to apply these skills in chosen activities to achieve high levels of performance
- Employ imagination and creativity in their techniques, tactics and choreography
- Observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators
- Take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others

- Know how to cope with success and limitations of performance
- Are able to improve their own and others' performance
- Develop an understanding of the effects of exercise on the body and lead a healthy lifestyle which is achieved by eating sensibly, being aware of the dangers of drugs, smoking and alcohol and exercising regularly
- Can swim at least 25 metres before the end of Year 6 and know how to remain safe in and around water

All pupils will be given equal access to PE activities regardless of the gender, race or disability.

We acknowledge that these activities will also contribute to children's personal, social, emotional and spiritual development.

Implementation

The EYFS

The programme of study for the Foundation stage is set out in the EYFS Framework. The document is available to download:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Educational Programme:

'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.'

The 'Early Learning Goals' [ELGs] detail the expected level of development for children to meet at the end of the reception year:

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

The National Curriculum:

At Ellwood Community Primary School the Physical Education schemes of work are derived from National Curriculum Programmes of study for Key Stages 1 and 2. The document is available to download from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

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 co-ordination, 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 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

The teaching of PE will contribute directly to the achievement of the following school aims:

- Enhance quality learning by providing a welcoming, friendly and supportive environment in which children can acquire good working habits and the ability to work independently
- Encourage pupils to act responsibly, display initiative and to be considerate, showing respect to others and developing skills and values, which promotes self-esteem and confidence
- Develop positive links between school, home and the local community
- Develop the use of multimedia in PE and ensure e-safety is being adhered to. (See internet safety information in IT Policy)

An overall two-year plan shows an overview of planned curriculum activities. Children in key stages 1 and 2 take part in:

- Dance Activities
- Games Activities
- Gymnastic Activities

Physical Education is undertaken in the hall in the Autumn, Spring and Summer terms and on the playground or on the field, weather dependent. There is a balance between invasion, net/wall, striking/fielding games and outdoor and adventurous activities. Swimming is currently offered to Year 3, 4, 5 and 6 for one term each year; they should achieve (a minimum of) the National Curriculum Award of 25m and survival skills.

The PE Co-ordinator organises a Sports Day annually which includes all children, catering for individual needs. An annual residential trip is organised for Year 6 to enable the children to experience a variety of outdoor and adventurous activities, such as canoeing, orienteering and abseiling, as well as problem solving in the outdoors.

Extra-Curricular Activities

At Ellwood Community Primary School, we encourage children to participate in a wide range of extra-curricular activities and after-school clubs. Classes carry out a Daily Mile and we participate in many local competitions, including those for children with SEN or disabilities and often achieve a high standard of performance.

It is our aim to offer a place in an extra-curricular club for every child that wants one. However, our provision of clubs ultimately depends on our staffing complement during any given term. Our current range of clubs offers both sporting and non-sporting activities that complement the curriculum, both at lunchtimes and after school. These allow children to further develop their skills. Details of these clubs are sent to parents at the beginning of each term.

Non-competitive clubs are open to all children. However, numbers will mean that some are only available to certain year groups. Competitive clubs and teams are open to all children of the eligible age groups, who will be invited to trial. However, the school reserves the right to select members based on talent, ability and attitude.

We are always looking to introduce new clubs through ASLs (Adults Supporting Learners) e.g. parents or governors who have the skills and enthusiasm to help us. The school does introduce new clubs through partnerships with local clubs and organisations. We are always looking to further develop our community links by using coaches from local clubs.

The PE Co-ordinator will regularly audit the clubs to check equality of opportunity and regularly conduct an audit of the children to discover what clubs they would like and attempt to provide activities to match demand.

Equal opportunities

Equality of opportunity underpins the curriculum and the work of the school. At Ellwood Community Primary School, we ensure that all pupils have the chance to succeed, whatever their individual needs and potential barriers to their learning may be. Teachers provide learning opportunities that are matched to the needs of the children with learning difficulties, and work in PE takes into account the targets set for

individual children in their Education Health and Care Plan (EHCP) or those children who have been identified as Gifted and Talented.

We promote social learning by enabling the children to use and share the space and equipment safely, to work co-operatively with partners, small groups and to appreciate others' work. Some dance lessons allow the pupils to experience a variety of movement forms and styles from different cultures. All children receive the same opportunities within PE irrespective of gender, ethnicity, disability or Special Educational Needs or Looked After Children. Children are taught in mixed ability and gender groups in order to develop social cohesion, confidence and raise their self-esteem. Visiting other schools and taking part in competitive and non-competitive sports and dance events extends opportunities for social and cultural education.

Health and Safety

All staff must be aware of the importance of safety in PE lessons and need to communicate this message regularly to the children. A portfolio of risk assessments has been created to cover all aspects of PE and each member of staff should be aware of the contents.

The following points should be adopted by all staff and used as a matter of course in all PE activities:

- Children must be able to follow simple instructions whilst keeping noise to a minimum.
- Children must be taught how to use, lift, carry, position and return equipment safely, under guidance.
- Children must be able to move safely and with control in a given area. Special precautions should be taken in case of children who are immature and inexperienced, or who have disabilities or behavioural disorders, especially when determining the appropriate level and nature of the activity.
- Children must be made aware of how health is related to personal fitness.
- Lessons must include warming up and cooling down.
- A supply teacher may teach PE if they know the class and it is essential that they are made fully aware of the school policy and guidelines. It is recommended that they teach using only the most basic equipment to safeguard both pupils and themselves.
- The class teacher is responsible for the safety of the lesson and this takes priority over all else. In the case of a visiting coach, this remains unchanged unless otherwise agreed with the Headteacher.
- Should an accident occur, the lesson must stop completely and the children leave any apparatus and sit on the floor. The situation should be quickly clarified and First Aid treatment administered if appropriate. In more serious cases, help will need to be sought from the office and the Headteacher notified.
- From Year 4 upwards children should change with members of their own sex in either the classroom or cloakroom.
- Teachers supervising swimming lessons need to be aware of emergency action plans at the swimming pool.
- Teachers supervising coach travel to and from the swimming pool need to conduct regular head counts, maintain discipline and have the appropriate adult to child ratios.

PE Kit and Weather Conditions

Pupils are expected to wear appropriate clothing for each activity and teachers should check this regularly. Inside and outside (in normal conditions) children should wear t-shirts and shorts.

Outside, children should wear pumps or preferably training shoes (properly fastened). They should work in bare feet for gym and dance in the hall. In the case of injury or infection, children should wear pumps or preferably training shoes.

The caretaker is responsible for the playground/field/hall to be clean, safe and free from hazards. However, teachers will need to ensure this is the case before the lesson commences and exercise their own judgement. If a lesson is unable to be taught, the office needs to be notified of the hazard as soon as practical.

During cold weather, children should bring in a tracksuit/fleece and/or wear school jumpers and trousers. During hot weather, children should bring in hats and sun cream and take their water bottles outside. Shirts other than T-shirts should be discouraged due to the risk of sunburn. Ensure there is adequate ventilation in the hall by opening the windows before the lesson commences. During extreme hot or cold weather, the teacher will exercise their judgement whether to go outside or not. Children could go for a brisk walk of the site with hats, gloves and coats. Wake and Shake type activities could be an alternative in classrooms.

Children should wear no jewellery at all during PE lessons. Earrings can be taken out or taped up (if less than 6 weeks old, tape to be provided by parents). Hair that obstructs vision must be tied back. Children who wear glasses should decide themselves whether they are able to take part fully without them and must be allowed to wear them if they wish.

If a child is unable to participate in PE, they can take part in the lesson by evaluating the work of others (if this is appropriate for their needs). They need to provide a letter from home stating the reason for their non-participation. The teacher will need to record this in their mark book. Missing kit should not necessarily preclude participation from lessons, for example school trousers can be worn in the absence of shorts; shoes with good grip can be worn in the absence of pumps/sports shoes. The class teacher will need to exercise their own judgement in these cases. If a child misses a lesson due to lack of kit, then the class teacher needs to contact their parent. Regular non-participation needs to be monitored, recorded and referred to the Headteacher.

Children should have clearly labelled clothing/footwear. PE clothing found which is not identifiable should be taken to lost property as soon as convenient. Teachers should dress appropriately for PE lessons in track suit bottoms, t-shirts/polo shirts and sports shoes.

Resources

There are a wide range of resources to support the pupils' learning at different levels. All apparatus is stored in the hall and the PE shed on the playground. It must be returned to its storage place, in a tidy condition, as soon as possible after use. If any equipment is damaged, lost or required then please notify the PE Co-ordinator, who is responsible for maintaining and ordering equipment. An audit of all resources is carried out annually and the PE inventory is distributed to all staff at the beginning of the academic year. Resources to support learning and teaching are available in the Staff Room and from the PE Co-ordinator. Children may be given the responsibility (at the teacher's discretion) to collect and return appropriate resources from the PE shed. All other children should not be allowed in the PE shed without adult supervision. The children also have access to a range of recreational and sports equipment from the playground shed at lunch times; this is managed by the Sports Leaders.

Assessment

In the EYFS children are assessed throughout the year using the Early Years Outcomes/Development Matters age bands. At the end of the year they are assessed using the Foundation Stage Profile, as emerging, expected or exceeding in the Physical Development and Expressive Arts and Design Early Learning Goals. This information is reported to parents at the end of the Reception year.

In KS1 and 2 assessment in pupils' attainment is a continuous process and is integral to all teaching and learning. It is used after each teaching session to inform the next lesson's plans. Children are assessed through teacher observations, which are recorded on lesson plans and/or in mark books. At the end of each term teachers record progress on Insight Tracking. At the end of the year teachers report on progress to parents.

Displays

The PE notice board is used to celebrate the range and success of our clubs and teams, as well as children's other sporting achievements. Staff are encouraged to use this space with quality notices and photographs. We encourage children and parents to let us know of other successes by leaving a message at Reception. Successes are also shared in our celebration assembly and in the school newsletter.

Role of the Co-ordinator

- Produce and update the PE Policy
- Produce the PE development plan with realistic and developmental targets
- Provide advice to teachers or seek information to help support with appropriate resources and approaches to assessment
- Renew, update and complement resources needed to deliver the curriculum, within budget restraints
- Report any broken or defective equipment to the Headteacher
- To attend relevant in-service courses and feedback to staff new information and ideas
- To monitor Teaching and Learning
- Ensure that children have the opportunity to become involved in extracurricular clubs to further develop skills and talents

Monitoring and Evaluation

The PE Coordinator, alongside the Senior Management Team, is responsible for monitoring curriculum implementation through planning sampling, lesson observations, pupil conferencing, staff meetings and resource audits.

Staff Development and INSET:

The PE Co-ordinator will recommend courses available to groups and individuals. Any staff who are interested in any advertised courses should approach the PE Co-ordinator and INSET sessions will be organised where appropriate. Teachers can observe colleagues teaching PE in school (if appropriate) as part of their CPD and it can also form part of their Performance Management.

Review

The PE Policy will be reflected in our practice.
The policy will be reviewed in September 2023.