

Whitwick St. John the Baptist C.E. Primary School

P. E. Policy

Agreed by Staff: September 2021

Agreed by Governors: September 2021

Signed (Chair): _____ Date: _____

AIMS

Physical Education should offer opportunities for the children to:

- develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency (*acquiring and developing*)
- develop an increasing ability to select, link and apply skills, tactics and compositional ideas (*selecting and applying*)
- improve observation skills and the ability to describe and make simple judgements to improve performance (*improving and evaluating*)
- develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (*knowledge and understanding of fitness and health*)
- develop the ability to work independently, and communicate with and respond positively towards others (*working alone and with others*)
- promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being (*applying safety principles*)

This can be achieved by:

- providing equal opportunities for all children to participate in all aspects of PE
- providing appropriate resources for the children and teachers to use
- developing staff competence and confidence in the delivery of high quality PE lessons
- teaching specific skills and techniques
- offering opportunities to work as individuals, with partners, in groups and as a whole class
- securing a safe working environment, in accordance with the Health and Safety requirements (see: 'Safe practice in physical education and school sport.')
- giving opportunities for the children to appraise and evaluate their own and others' work
- encouraging involvement in extra-curricular sporting activities and develop community and club links
- increasing participation in competitive sports both in and out of school
- using sport to grow pupils' self-confidence and self-esteem

EQUAL OPPORTUNITIES AND INCLUSION

Activities are made available to all through differentiation in teacher planning. It is in our SEND Policy that we will ensure that every child receives an equal opportunity within PE activities, regardless of race, gender, ability or Special Educational Needs.

SPECIAL EDUCATIONAL NEEDS

Any children who are identified as having 'special educational needs' are given the help that they require. Where children have a degree of physical or behavioural difficulties, they should be encouraged to participate in PE activities with help from others. Children with Special Educational Needs will take as full a part in the Physical Education programme as they are able. Depending on their level of disability or need, they will be able to experience most activities although some adaptations to the curriculum may need to be made. **Prior to any child with physical/medical special educational needs being exposed to a programme of physical education there must be consultation and discussion with the previous teacher, parent(s)/ guardian(s) and other professionals (if required).** For further advice and guidance, class teachers should consult with the SENCO and/or the Physical Education Coordinator.

THE PE CURRICULUM

Children will be expected to engage in the full range of activities in the physical education curriculum

FOUNDATION STAGE

Within the Foundation Stage, 'Physical development' is planned across all areas of the curriculum, in accordance with the Curriculum Guidance for the Foundation Stage. It involves gross and fine motor activities, which children put into practice through dance, gymnastics and games.

KEY STAGE 1

At KS1, pupils are taught knowledge, skills and understanding through the following areas of activity complemented by use of the 'Real PE' scheme of work, to ensure progression:

- Athletics
- Dance
- Games
- Gymnastics

KEY STAGE 2

At KS2, pupils are taught knowledge, skills and understanding through the following areas of activity complemented by use of the 'Real PE' scheme of work, to ensure progression:

- Athletics
- Dance
- Games (Invasion, Striking and Fielding, Net and Wall)
- Problem Solving/Outdoor and Adventurous (Y5 and Y6)
- Swimming and water safety

EXTERNAL PROVIDERS

To increase opportunities and inspire children to be active, we will source Outside providers to teach and coach children. All visitors are expected to work within the framework of this policy and follow National Curriculum guidelines. It remains the class teacher's responsibility to ensure they know what is being taught and to monitor children's progress.

All visitors/coaches are expected to have an up-to-date DBS and provide this with photographic ID and the required insurance documentation prior to the commencement of their time in school.

HEALTH AND SAFETY

Class teachers and adults others than teachers are responsible for the safety of the children in their care:

- PE kit and jewellery rules are understood by the children and are enforced (see below)
- The teaching area and equipment are assessed for safety prior to a lesson
- Children are taught how to safely get out, carry, use and put away equipment- no pupils are allowed in the equipment stores unsupervised
- Any problems with unsafe or damaged equipment are reported to the PE Subject leader or Head Teacher
- Accidents should be logged in the accident book and parents should be informed when necessary
- If a child needs an inhaler, then they need to make sure that they have it with them during their PE sessions
- Staff are aware of the fire procedures when leaving the hall
- Staff and children should be aware of emergency procedures at the swimming baths

Letters from parents preventing a child from doing PE should not be taken lightly and should be adhered to. However, PE is part of the National Curriculum and therefore should be followed thoroughly.

DRESS CODE

For hygiene reasons pupils need to change out of their uniform and into their PE kit. This includes:

- shorts
- T-shirt
- plimsolls (*plimsolls or bare feet can be used for gymnastics or dance*)
- trainers (*plimsolls or trainers can be used for games, athletics and outdoor and adventurous activities*)
- navy track suits
- swimming costume and towel (for swimming)

For safety reasons pupils should remove all jewellery/watches and long hair should be tied back.

Where possible, all earrings should be removed. Tape should only be used during first 6 weeks of ear piercing, at the teacher's discretion. Children are responsible for their own tape.

Each Year group will have a collection of spare kit for those who forget. If they continuously forget (i.e. for more than 3 weeks at a time), then a letter will be sent home.

BEHAVIOUR

Children should be reminded how to carry and use equipment safely at the beginning of each gymnastics unit, or more frequently as required. They should also be reminded that PE is like any other lesson and they will behave according to the school rules. If this is not the case then the school's behaviour steps will be followed.

EXTRA-CURRICULAR AND PHYSICAL ACTIVITY OPPORTUNITIES

The purpose of extra-curricular activities is to:

- Extend children's learning
- Raise standards in PE
- Provide for all abilities
- Encourage fitness for life and increase daily physical activity
- Provide opportunities for inter/intra school competition (festivals, leagues etc.)

BREAK TIMES/LUNCH TIMES

In the infant playground children from reception, Years 1 and 2 are encouraged to participate in activities promoting balance, agility, coordination and development of skills. Lunchtime monitors ('Playground Pals') from key stage 2 support the younger children with this. Playground Pals also help to provide different activities for KS2 children during these times.

There are various physical activity lunch time clubs and activities clubs that run during the lunch times, which all KS2 children will be made aware of and encouraged to try.

AFTER SCHOOL CLUBS

After school sports/physical activity clubs are provided free of charge for as many children as possible, though for safety reasons there will be a necessary limit on numbers in individual clubs. The number of clubs we can offer may be impacted by government restrictions.

All children participating in after school clubs will have returned signed permission slips.

Registers are taken at clubs to ensure the children are attending regularly and are kept to identify those who take part in (extra) regular exercise.

INVOLVING PARENTS AND CARERS

We recognise the important part of parents and carers in encouraging children to participate in physical activity.

Information about PE, physical activities, school sporting competitions and opportunities after school, are shared with parents/carers by means of specific letters, emails or WEDUC messages from the PE lead/responsible teacher and through the school newsletter and website.

ASSESSMENT AND RECORD KEEPING

Assessment involves:

- informal opportunities for the teacher to observe the children's' practice.
- the teacher discussing with the child about possible improvements that could be made.
- opportunities for the children to offer constructive criticism of their own and each others' work, under the direct guidance of the teacher.
- monitoring (in accordance with the monitoring and evaluation timetable) by the PE subject leader to ensure progression and pupils' attainment.

MONITORING AND EVALUATION

The PE subject leader, alongside a member of the SLT, will monitor and evaluate PE across the school in line with the monitoring and evaluation timetable this will involve:

- looking at year groups planning to obtain evidence to ensure that the NC is being covered in its entirety
- observing lessons to monitor both how teaching matches the children's needs and their attainments
- identifying areas of development that are required and provide INSET where necessary through the NWLSSP
- informal discussions with members of staff
- ensure the 'Real' PE approach is being taught

In addition to these tasks the subject leader shall:

- review the policy and scheme of work in line with any curriculum changes
- discuss with other members of staff about the resource needs
- undertake an annual PE equipment audit
- plan and sort out INSET in school or for individual teachers as required
- continue to provide links with the community and encourage children to be involved with this

For the subject leader to do this, teachers need to:

- inform the subject leader if the scheme/ parts of it are not appropriate
- say if they have a need for certain resources
- identify an area which they would like more information about
- Identify areas for CPD

The development of PE for the future can be seen by viewing the PE action plan.