

# Hedon Primary School

## PE Policy

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### Rationale

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development, and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative, and challenging activities. They learn how to plan, perform, and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

We seek to provide a full, varied, and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience.

### Aims:

The aims and objectives of the PE Policy relate directly to those of the school.

In order to do this, we aim to:

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
  
2. Enable pupils to be familiar with a body of knowledge, principles, and vocabulary to relate to PE.
  - a. To enable pupils to see PE as:
    - i. A major feature in our lives, related to employment, leisure and culture.
    - ii. Part of a wider body of knowledge and skills e.g., interpersonal and problem-solving skills.
  - b. To enable pupils to:
    - i. Understand and use safe practice and to appreciate its importance in PE.
    - ii. Understand the short- and long-term effects of exercise on the body.
    - iii. Understand the role of exercise in a fit and healthy lifestyle.
  
3. Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative, and independence. The establishment of self-esteem through the development of physical confidence is a major aim for the Physical Education

department.

4. Enable pupils to work independently and as part of a group or team in varied activities so as PE contributes to the development of core skills such as communication by speech.
5. Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
6. Develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national, and international communities.
7. Allow pupils to develop informed opinions and be able to support them in reasonable arguments.

### **Objectives**

These objectives relate directly to the aims for PE and are intended to show how the aims are put into practice.

1. Staff should provide a variety of experiences and activities during study and during a PE lesson if possible and appropriate, for example:
  - a. Games
  - b. Gymnastics
  - c. Swimming
  - d. Indoor and Outdoor activities
  - e. Individual and group activities
  - f. Problem Solving
  - g. Communicating PE ideas to others by means such as speaking
  - h. Listening and appraising.
  - i. Practising and refining skills
  - j. Using repetition to improve
2. Staff should refer to work in other curriculum areas when appropriate:
  - a. Pupils should follow written and verbal instructions accurately.
  - b. Safety is further enhanced by emphasis on the following:
    - i. The need to wear correct clothes/equipment.
    - ii. The need to follow rules.
    - iii. How to lift, carry, move, and place heavy equipment.
    - iv. The need for warm-up and recovery period when exercising.
    - v. How to swim and be safe when around water.
    - vi. General safety rules when engaged in Outdoor Education.
3. Lessons should be conducted in a secure, supportive, and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws, and codes for various activities. The department's schemes of work identify planned opportunities for pupils to develop a range of desirable personal qualities.
4. There should be opportunities for individual and/or group activities so as pupils can express their feelings verbally and learn how to work cooperatively as well as on their own.

5. Staff should encourage pupils to improve in a particular sport or skill over a period of time.
6. Staff should adhere to the School and Departmental reward systems to encourage pupils to achieve their full potential and experience a feeling of achievement.
7. Pupils should be encouraged to share their experiences/culture with others to enhance the quality of learning and to develop socially and inclusively.
8. Staff should not attempt to spend inequitable amounts of time with any one pupil or groups of pupils/gender group etc. However, staff often spend considerable amounts of their own time helping individual pupils.
9. Staff should attempt to show the enjoyment and benefits that PE and Sport have given us. This can be done by carefully phrased comments and well-chosen resources.
10. As a school working toward inclusion we will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them, particularly on health and fitness issues.

## **Health and Safety Policy**

### **Introduction**

The effective management of safety has four main components:

1. Risk Assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:
  - a. The use of appropriate kit.
  - b. Checking PE areas are free from sharp objects and broken glass.
  - c. Location of safety equipment.
  - d. Reporting accidents.
3. Control to include:
  - a. Where to find safety information.
  - b. Regular safety checks.
4. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

### **Risk Assessment and Planning Before Lesson**

All staff should be familiar with the school's Health and Safety policy. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need for practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy and with reference to AfPE Safe Practice in Physical Education & Sport (2012) guidelines.

Teachers should be aware of:

1. Where to find information.
2. The LEA Safety File containing safety circulars from the LEA.

3. LEA Health and Safety Policy.
4. School Health and Safety policy and where to find it.
5. The procedures for reporting accidents, particularly those that constitute an emergency.
6. The school's behaviour and discipline policies.

### **Before a PE lesson**

Staff must check the area for hazards and ensure the area is safe prior to each PE lesson. Before a lesson starts staff should check the area for hazards and put any specific safety measures in place e.g., cones to mark a safe area. They should be familiar with and check any equipment they will be using. It is the responsibility of all staff to report recurrent hazards to PE coordinators who will address accordingly.

### **Equipment**

1. PE Equipment is annually checked by appropriate agencies.
2. Periodic safety checks of PE equipment are carried out by members of staff e.g.; gymnastics equipment is checked before a unit of work commences.

### **Safety and Accident Procedures**

In the event of an accident School Health and Safety Procedures should be followed. A list of First Aiders is available in the staff room and in both PE halls, along with a First Aid kit.

### **Other**

Students teachers are allowed to teach PE lessons provided that the teacher is responsible for that class and is present to provide direct supervision.

### **The purpose of this document**

This policy reflects the school values and philosophy in relation to the teaching of Physical Education. It sets out the framework within which the teaching and non-teaching staff can operate and gives guidance on planning, teaching, and assessment. The policy should be read in conjunction with the Scheme of Work, which sets out in detail what pupils in different year groups will be taught. This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents, inspection teams, L.E.A. advisors and interested others. Copies are provided to School Staff and the Governing Body. A copy is kept in the School's Policies & Guidelines Handbook.

### **The importance of PE in the curriculum**

PE develops pupil's physical competence and confidence. It promotes physical skill, development and knowledge of the body and provides opportunities for children to be creative, competitive and to face challenges as individuals, in groups and in teams. It is also essential in promoting a positive attitude towards active and healthy lifestyles. Through PE pupils learn how to plan, perform, and evaluate their work, enabling them to improve their quality and effectiveness. Through this process, they discover their aptitude, abilities and preferences and how to make choices about getting involved in lifelong physical activity.

### **What are our aims in teaching PE**

- To ensure children are confident, safe and enjoy physical activity.

- To develop a range of physical skills, strength, and stamina.
- To develop the fundamental skills of balance, co-ordination, and agility.
- To develop an ability to select, link and apply skills, tactics and compositional ideas and perform them with control, co-ordination, and fluency.
- To improve observational skills and the ability to evaluate their own and others work and use this skill to improve performance.
- To develop a sense of fair play and sportsmanship
- To cooperate and work collaboratively with others in pair and as part of a team.
- To express ideas in dance form and appreciate the aesthetic qualities of movement.
- To motivate and retain a lifelong interest in PE and to recognise the importance of living and maintaining a healthy lifestyle (See link with PSHCE guidelines).
- During the key stage, pupils should be taught the Knowledge, skills and understanding through an equal balance of dance activities, games activities and gymnastic activities.
- Children will receive 2 hours of Physical Education lessons per week plus additional activity embedded within the curriculum. There is further activity through active break and lunches with our play leaders.

### **Planning the PE Curriculum**

Planning is the responsibility of the Class Teacher together with help from the PE Co-ordinator.

Planning is used to:

- set clear achievable goals.
- ensure work is matched to pupils' abilities, experience, and interests.
- ensure progression, continuity and subject coverage throughout the school.
- provide criteria for assessment and evaluation of teaching and learning.

Physical development in the Foundation Stage is about improving skills of control, co-ordination, manipulation, and movement of both gross and fine motor development. It helps children gain confidence and develops a positive sense of well-being.

Particular attention is paid to:

- Planning activities to offer appropriate physical challenges
- Providing sufficient space indoors and outdoors to set up activities
- Allowing sufficient time for children to explore the equipment
- Providing a range of resources
- Introducing the language of movement.

PE planning should follow the 'Whole-part-whole' approach to lesson structure.

### **Good lessons should contain the following elements**

- Purpose: Lessons should have clear objectives and defined learning outcomes which should be

explained to the pupils at the beginning of the lesson.

- **Progression:** Pupils capabilities should be developed with increasing demand made on a physical and mental processes. Building on previous learning is essential and so too is working to achieve successful outcomes through repetition, application, and refinement of skills.
- **Pace:** High levels of activity, avoiding dead spots (pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.
- **Coherence:** All teachers should reinforce previous understanding and establish links between curricular experiences.
- **Challenge:** High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks.
- **Differentiation:** Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

### **Time Allocation**

Children in KS1 and KS2 have indoor hall slots and there is also availability on the field. In the school grounds there are also a range of fixed resources (including netball posts and football goals) and portable resources which are available for pupil use during break and lunch times.

All children will be expected to participate in PE lessons unless authorisation is given in writing from parents or carers. In such event these children will be given an alternative role e.g. referee, scoring or evaluation and feedback.

### **Out of Schools Hours Learning**

We believe that extra-curricular activities are an important part of a child's primary education as they enable children to develop particular skills and further their interest in one or more activities. They help to produce a competitive element to team games and promote cooperation and fair play.

Activities offered are inclusive and are offered to children of all abilities. Some activities are aimed at specific year groups and clubs vary throughout the year and may be run by staff or outside agencies.

### **Extra-Curricular Activities**

#### **Introduction**

We pride ourselves on our excellent reputation and record in PE and sport. As such we run a wide variety of extra-curricular clubs on a open-access basis. Pupils are not penalised for non-attendance, but sports teams are usually selected from those who attend extra-curricular clubs.

### **Cross Curricular Links**

#### **Links**

PE staff teach in other departments within the school and bring their expertise to the teaching of Physical Education and vice versa. Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises. Main links are Maths, Literacy (speaking and listening skills and effective communication) plus links to French, Geography i.e., map reading in orienteering and IT such as filming performances.

**Assessment, Recording and Reporting** Assessment, recording and reporting are important elements in ensuring that sound progression is made by children in PE. To facilitate transmission of

information, progress on the progress document.

### **The role of the PE Co-ordinator**

The PE Co-ordinator is responsible for the development and monitoring of the PE curriculum. She plans work with teachers and reviews and contributes to their planning. She is responsible for updating the School's Policy and Subject Action Plan in line with the School Development Plan. She assists staff by leading staff meetings; planning and leading in-service training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources; co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources. In monitoring and evaluating she analyses pupils' access to the subject; reviews teachers' plans; observes classroom practice and monitors levels of achievement in the subject.

### **Staff Development**

The PE lead attends courses and meetings to keep up to date with the PE curriculum. She then gives summaries of information to the rest of the staff and draws their attention to any new safety guidelines published by the LEA or national agencies.

### **Assessment**

The Assessment Policy informs all areas of the PE Department's assessment procedures.

The PE & School Sport service will assess children in fundamental movement skills every year. Class teachers will analyse this data and use it to plan lessons/booster groups. Informal assessment is carried out on a lesson-by-lesson basis and may or may not be recorded, according to the preference of the individual teacher. In addition, pupils complete a self-assessment booklet.

### **Inclusion**

We are committed to inclusion and staff will do their utmost to include all pupils regardless of gender, colour, religion, ability, or disability in accordance with the whole-school inclusion policy. However as Physical Education is active, and some of the activities in PE have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants. This is most likely to be the case when the behaviour of individuals is in question.

Inclusion will be implemented as follows:

- Standard activities and expectations as planned.
- Adapted activities and expectations in line with individual pupils.
- Different activities planned in line with individual pupils' needs.

Inclusion issues will be considered and acted upon in consultation with parents, children, the school's senior management team and having sought guidance the school's Inclusion policy and from the LEA if necessary.

**Equal Opportunities** All children have the same access to PE activities regardless of their gender, race, or cultural background.

**Special Educational Needs** In accordance with the Special Needs Policy, children with special educational needs are included in all lessons. Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in PE lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is the responsibility of the Class Teacher to ensure that any special equipment for a lesson is available to such children. If teachers need any special equipment, they must bring this to the

attention of the PE Co-ordinator and the Special Needs Co-ordinator. Modifications will be made in consultation with support staff and physiotherapists. It is important to concentrate on pupils' abilities and needs, not on their disabilities. At times it may be appropriate to have the help of a Support Assistant to assist with the management of a particular child during PE. Pupils of low ability will receive constant reassurance and patience to help improve their confidence.

**More Able Pupils** More Able pupils will be challenged through the differentiation embedded in each lesson. In addition to this teacher may assign pupils a variety of roles to stretch their abilities – e.g. teacher, coach, record keeper, or referee.

Additional provision is also made available to More Able pupils through after school clubs. If a teacher notices a particular flair or a child shows an interest in a particular area of the curriculum they will be pointed towards a school after school club or an external club.

**Clothing** All children come to school in PE kit on PE days. This enables a full 1 hour of PE rather than time spent changing and reduces potential safeguarding concerns. Teachers will also be in PE kit. Our school PE kit is plain white/blue t-shirt and shorts.

Parents will be informed in writing, prior to the start of the academic year of the required dress code for PE and reminded each term on our PE blog.

**Inside PE lessons:**

- Shorts or leggings
- Tee-shirt
- Change of footwear (for games and athletics only, bare feet essential for dance and gymnastics)

**Outdoor PE lesson:**

- Tee-shirt
- Sweatshirt
- Shorts or tracksuit bottoms
- Change of footwear

Children who do not have PE kits in school will be expected to wear a spare kit from the PE cupboard.

**Jewellery** Watches and any other form of jewellery should be removed. All earrings permitted within school policy should be removed or taped over.

Long hair, below shoulder length, is a safety hazard and must be tied back carefully.

**General Security**

Members of staff are responsible for safety and security of the sports buildings and facilities. The school Hall should be checked at the beginning of each period of use to ensure that the floor surface is clean and free of any hazardous materials or equipment.

Once staff have checked that pupils are outside the buildings, the areas should be left locked when not in use and lights turned out.

Pupils are not to enter the PE storage areas or office unless specifically invited to do so by a member of staff, and never without supervision.

Members of staff are responsible for the safety, well-being and conduct of all the students listed on their registers for the whole time they have been allocated to them for lessons. Students excused from



participation due to illness or injury must always remain under the supervision of a member of staff.

### **Wet Weather Contingencies**

If, due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be switched indoors. The decision to switch lessons indoors will remain with the teacher responsible for that lesson.

Whenever possible the lesson content should be maintained. For example, if it is too wet to do basketball outside, the lesson can be taught equally well indoors. If this is not possible then another practical activity should be undertaken suitable to the class/group size and composition.