



Physical Education Policy

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Headteacher	Mrs L Brookes	Date	July 2024
Chair of Governors	Mr M Bogg	Date	July 2024

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Physical Education Policy

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Physical Education Policy

1.1 Introduction

This policy defines the meaning of P.E. and School Sport within the context of Abbey Hulton Primary school and clearly sets out the aims and objectives of the PE and School Sport programme and how it will contribute to the overall development of the children at this school. This school is aiming for a silver school games mark.

This policy document aims to reflect the philosophy of our school in relation to the teaching and learning of PE and School Sport. It provides a basic framework through which all staff, teaching and non-teaching, can approach PE and School Sport and gives guidance in areas such as curriculum content, planning and evaluating and Health and Safety.

This policy is to be used in conjunction with the schemes of work for P.E. and identifies the areas of the curriculum that will be covered and by which year group. It is intended that this policy in conjunction with the Health and Safety Policy and the schemes of work and advisory documents in specific content areas.

Working in consultation with the whole staff this document has been compiled by the P.E. Lead and therefore has established a shared sense of purpose and a collaborative approach to providing PE and School Sport.

1.2 Intent

Physical education is an essential part of all children's social and physical development. As a school we are committed to providing all the children with the opportunity to discover and develop

their individual level of physical ability and motor skill. Through the delivery of the curriculum we hope to develop positive attitudes to physical activity and encourage the children to adopt an active and healthy lifestyle, noting the importance that fitness has on that health lifestyle. The program will help develop positive self-esteem within each child. The school will further offer opportunity for social and emotional development by structuring activities where the children can plan and lead activities, work with others and make judgements about their own and others' performances and actions. Through P.E., the children of Abbey Hulton Primary School will be made aware of their own and others strengths and weaknesses and will develop an appreciation of and an empathy for others' abilities and differences.

This mission statement will be met through the provision of a broad, well-balanced curriculum and an extensive after school hours programme.

1.3 Aims

P.E. is a subject within the National Curriculum and as such teaching should reflect the aims set out by the Government

Our aims are for all children to:

- Be physically active and find enjoyment in physical activity
- Master the physical skills and concepts to enable them to participate with confidence in a range of sports and activities
- Develop physical skills, habits and interests that will promote a healthy lifestyle
- Develop positive attitudes to physical endeavour including fair play, perseverance and sporting behaviour, and an ability to cope with success and failure. For children to aspire to improve and to achieve their personal best
- Learn how to co-operate with each other and work successfully in pairs, groups and teams. Also to show appreciation for their own and others' strengths and weaknesses through self and peer evaluation
- Learn how physical exercise affects the body
- Understand the needs for safe practice in physical activities and how to achieve this
- Have ample opportunity to be creative within the aesthetic aspect of the subject
- Be able to swim proficiently and to understand the basic survival and life saving skills
- Be given opportunities to experience outdoor environments and activities and to know how to manage risk and stay safe.
- To be given the opportunity and support to develop leadership skills.
- To be given the opportunity and support to take part in a wide range of competitive situations (level 1 and level 2 and where possible level 3)

1.4 The Role of the PE Lead

- To be responsible for the planning and development of the curriculum in PE in the school
- To co-ordinate the teaching programme throughout the school
- To ensure progression and continuity from foundation stage through to the end of key stage 2
- To ensure all children can access a wide range of extra-curricular sporting clubs and competitions.

- To support and assist colleagues in lesson planning and teaching methods
- To disseminate good practice, materials and training resources and make other staff aware of relevant CPD opportunities.

Staff CPD

All staff (teachers and TAs) should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should be asked at the beginning of each academic year to indicate where they feel they need support so that appropriate INSET can be identified as soon as possible. Staff who attend any CPD course must provide feedback/ disseminate the information.

Where Specialist sports Coaches are used these are done so in line with the recommendations made by the Association for Physical Education.

1.5 Entitlement

Pupils within Key Stage 1 and Key Stage 2 receive two hours of PE within the dedicated curriculum delivery time. Additional opportunities for PE and School Sport are provided by the out of school hours learning programme. Our Foundation stage children take part in one hour per week of dedicated curriculum PE delivery time, alongside developing gross and fine motor skills within the classroom and outdoor provision.

P.E. is time-tabled so that both indoor and outdoor facilities are available to each year group. P.E. is taught throughout the school year, but not all areas of activity are covered each term and in each year group. P.E. is taught in mixed ability groups, however grouping by ability is done where required to enable all children to progress at their own level. Children will be given the opportunity to learn to swim in year 3-6. Children in year 6 will be given the opportunity to go on an outward bound residential.

1.6 Curriculum content

Please refer to the long term plan on our school website for curriculum coverage for each year group.

Early Years and Foundation Stage Physical development

We encourage the physical development of our children in our Nursery and Reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the statutory Early Years Framework. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and

outdoors, using a wide range of resources to support specific skills. Children in the Foundation Stage are encouraged to learn in a very active and playful way daily but a dedicated PE lesson takes place weekly for these children too. Children within the foundation stage have one hour dedicated PE slot per week where we follow our school PE scheme 'Get Set 4 PE.' Our Nursery cohorts gradually build up to this expectation during the Autumn Term.

National Curriculum 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.

National Curriculum 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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

- perform safe self-rescue in different water-based situations

Our Year 5 and Year 6 pupils access swimming lessons during the school year. These currently take place at Fenton Manor Swimming Pool. Children learn how to swim competently over a distance of at least 25 metres and they are taught to use a range of strokes effectively.

1.7 Inclusion

The implications of attending to inclusion issues relating to P.E. are recognised and dealt with, with due regard to the whole school policy statement. All children regardless of gender, race or disability are provided with the same experiences in P.E. There are equal opportunities for girls and boys to work together.

All children at this school will be given the opportunity to develop skills to the very best of their ability. Children are generally grouped by ability where tasks are differentiated by task, support, resources and outcome. This allows all children to progress further to work at their own level.

1.8 Differentiation

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

Any classroom support provided must extend into physical education lessons as appropriate. Teachers, TAs or outside coaching staff working with the children will be made aware of any pupils who have special educational needs or medical conditions.

1.9 Teaching and Learning

Lessons are blocked in units of work to promote greater depth of understanding, development of skills, contextual application of these skills and the ability to perform reflectively.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges including experiential learning and problem solving. They will be given the opportunity to demonstrate their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning. Every child is praised for their achievements and encouraged to fulfil their potential through continued support and positive feedback.

1.10 PE across the curriculum

We work in collaboration with Bee Active to allow children to participate in a range of exciting extra-curricular clubs throughout the year. These opportunities help to broaden children's experiences and help to promote our school games values. We promote competitive play within school and our

children participate in both intra and inter school competition. Children will be encouraged to participate in national sports days and themed sports days to raise the profile of sport and a healthy life style.

1.11 The Assessment, Recording and Reporting in P.E.

Teachers use the following for assessment for learning and summative assessment:

- Observations of the children's individual and group work, talking to them about what they are doing and listening to them describe their work.
- ICT to capture children's work in physical education (video and photos), to show progression and quality of performance.
- Peer and self-assessment to help the children analyse their own progression and set their own targets.
- Attainment targets to assess where the pupils are at the beginning of a unit of study and how they have progressed.
- Half termly assessments after each unit to track progression and attainment towards the curriculum objectives.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school-work at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

1.12 Monitoring and Evaluation

All curriculum areas are subject to monitoring procedures as part of the school's monitoring and assessment policies. The P.E. Lead monitors and evaluates the subject and in addition there is continuous monitoring through:

- Lesson observations
- Pupil Voice
- Staff Voice
- Tracking pupil participation in extracurricular activities and competitions

Children are also encouraged to evaluate their own and others' work as set out in the National Curriculum.

1.13 Out of School Activities

All after school activities are planned and co-ordinated well in advance and communicated to pupils, parents and staff letters home. The programme aims to encourage pupils to become more active (e.g. Change4Life club) and to develop social skills as well as physical skills in a variety of settings. The clubs available may alter from year to year depending on staffing and the interests and needs of the children. In order to offer a wide variety of activities, some clubs will be led by outside coaching agencies. Some clubs will be linked to school teams so some selection may take place.

Links with outside agencies:

- Being an active member of the Town Sports Association and taking part in town and city competitions- School Games link works alongside our PE lead.
 - Participation in sporting events organised by the School Sport Partnership programme.
- School Club links.
- Chance to Shine Cricket coaching

1.14 Health and Safety

The school follows the Health and Safety guidelines set out by afPE (Association for Physical Education) and also the guidelines of the whole school policy for Health and Safety. Risk assessments have been made for all relevant areas and activities.

Issues include:

- Use of equipment, apparatus and techniques in accordance with Health and Safety requirements
- Appropriate storage and maintenance of equipment and apparatus
- Teaching pupils to understand the need for safe practice in physical activities and how to achieve this
- Pupils wearing the correct, appropriate P.E. kit which is different to that worn in the classroom
- Jewellery is not permitted for P.E. Plasters must not be used to cover ear-rings.
- Supervision of children during OSHL
- Involvement of staff from outside coaching agencies in curriculum and OSHL activities (relevant qualifications, DBS and insurance)
- Children must wear the correct uniform for school PE. This information has been shared with parents.

PE Kit

Children can come into school wearing their PE kit. They do not need to bring their uniform into school on this day.

Our School PE Kit Uniform:

- Plain white T-shirt (no Logos)
- Plain black shorts (no Logos)
- Black pumps or trainers
- In colder weather, you may wish for your child to wear plain black joggers and a plain black hoodie.
- **Please label your child's PE kit.**



1.15 Equipment and Resources

A variety of resources are available in school. These include teachers' resource books, schemes of work, lesson plans and P.E. equipment, both fixed and consumable. The majority of P.E. equipment is kept in the P.E. store outside. The store is only accessible to members of staff.

Resources are the responsibility of the P.E. Lead. They include:

- Fixed gymnastics apparatus and equipment in the hall
- Sports, games and athletic equipment in the P.E. store
- Indoor and outdoor space
- Portable goals
- Team kits and balls

1.16 PE and Sport Premium

Our school has received Government funding for PE and School Sport. Details of how the money has been spent, on-going planning and the impact that the funding has had on the children in the school can be found on our school's website.

1.17 Safe Changing for Physical Activity and Swimming

Our pupils currently come to school wearing their school PE kit on their timetabled PE days. Originally this decision was made following the pandemic guidance and to minimise the spread of disease, however staff found that they were able to dedicate more quality time to the delivery of PE lessons and so the decision was made to continue with this policy.

Children who are taking part in an after Bee Active after school club get changed into their PE kits in school at the end of the day. Key Stage 1 and 2 children change in their classrooms, unless they wish to change in the specific girls and boys toilets within school. Children are supervised in the classroom by a member of staff and taken to the hall once the club coaches have arrived.

We have sought guidance on safe changing and adhere to the following best practice from Schools Briefing on safer changing (February 2022). This states that:

Schools need to consider the following things when organising changing facilities for children.

- Mixed gender changing areas are less appropriate as children get older. Be sensitive to those who physically mature at a much earlier or later age than their peers. Children usually begin puberty at any point between the ages of 8 and 14 (NHS, 2021).
- Schools need to treat everyone fairly and with respect for their privacy and dignity.
- Schools should make adequate and sensitive arrangements for changing which take into account the needs of all children. This should include those with disabilities, those who are transgender, non-binary or questioning their gender identity and those from different religions, beliefs and

cultural backgrounds.

- Adults must always change or shower privately; never in the same space as children.

In England, the School Premises (England) Regulations 2012 state that schools must provide suitable changing accommodation and showers for children who are aged 11 or over at the start of the school year and who receive physical education. They must also provide separate toilet facilities for boys and girls aged 8 years or over, except where the toilet facility is intended for use by one pupil at a time and can be secured from the inside. The Department for Education (DfE) has provided guidance on the standards for school premises (DfE, 2015).

Staff supervision Schools need to decide what is appropriate supervision based on the age and developmental needs of the children and young people getting changed. It should not be necessary for adults to remain in the changing room in order to maintain good behaviour; being in close proximity and students being aware of this may be enough. Students should know that adults are in earshot of what is happening in the room and will enter if necessary - in response to a disturbance or bullying, for example. Staff should also consider the following principles of best practice.

- It may be possible to leave the door of designated changing rooms slightly open so that nobody can see inside but staff outside can hear if there is a disturbance.
- If an adult needs to enter the room they should alert children in advance and give children the opportunity to cover up if they want to.
 - Where possible, the adults who are supervising children getting changed should be of the same gender as them.
- Adults should never stand in the changing room watching children and young people, or go in and out repeatedly without good reason.
- You should establish a clear code of behaviour and make sure students understand your expectations about their behaviour while they are unsupervised.
- Children and young people should know who to talk to if they have concerns about the behaviour of a member of staff or other young people. If concerns are raised these should be taken seriously, and the nominated child protection lead should take appropriate action.

Children and young people who need help getting changed

When organising changing areas for children who need extra support to get changed, schools should:

- have a written intimate care policy and review these arrangements regularly
 - involve children, parents or carers in making decisions which involve intimate care
 - ensure all staff and volunteers are aware of any intimate care issues for individual children and young people and understand the school's policy for assisting children who are disabled or require additional support
- encourage children of all ages to be as independent as possible - consider prompting and giving verbal help and encouragement before offering physical assistance
- be especially careful when helping children with underclothes, tights and swimming costumes. If it's necessary to give a child assistance, adults should always do so openly and in sight of others.

Guidance taken from 'Schools briefing Safeguarding considerations for changing rooms'
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