



Physical Education (PE) Policy

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INTRODUCTION:

Physical Education at Phillimore Primary School focuses on the '3Fs' (**Fundamentals, Fitness and Fun**) and offers all pupils the opportunity to participate in physical activity which is purposeful, challenging, safe and enjoyable. By so doing, pupils will improve their skills, understanding, knowledge and well-being and develop a commitment to life-long activity. The school believes that physical education is a vital contribution to the development of all its pupils. A broad and balanced PE curriculum should enable all pupils to manage their bodies, build social skills and raise self-esteem.

Aims:

- To include all pupils in physical activity and give them the opportunity to reach their full potential regardless of ability, age, gender, cultural or ethnic background
- To increase pupils' participation in and enjoyment of physical activity within and outside the curriculum meeting the Government's recommendation of 60 minutes of physical activity per day (refer to Physical Activity policy)
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency [**acquiring and developing**]
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas [**selecting and applying**]
- To develop the concept of fair play by having positive attitudes towards understanding and applying the conventions and rules of competition
- To improve pupils' health and develop an understanding of the importance of activity in maintaining a healthy lifestyle by taking ownership of their own fitness levels through a variety of different personal best challenges [**knowledge and understanding of fitness and health**]
- To develop pupils' ability to use what they have learnt to improve the quality of their performance and to know how to evaluate their own and others' success [**improving and evaluating**]
- To allow pupils to work in environments which are safe, familiar, different and challenging and to be concerned with their own and others' safety in all activities [**applying safety principles**]
- To develop the ability to work both independently and co-operatively; to communicate with and respond positively towards others whether as participants, team members, organisers or spectators [**working alone and with others**]
- To provide opportunities for cross curricular learning within PE lessons.

Entitlement:

Early Years Foundation Stage

Physical development is aimed at meeting the Desirable Outcomes and Early Learning Goals which underpin curriculum planning for three to five year olds. Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. Learning takes place both during continuous provision and in more structured lessons using the school halls. 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.

Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:

Moving and handling: expected - children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Exceeding - children can confidently hop and skip in time to music.

Health and self-care: expected - children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. Exceeding - children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing to fasten buttons and laces.

Key Stages 1 and 2

The school provides all pupils with the full entitlement of PE through two lessons of 1 hour duration per week. We extend the PE National Curriculum programmes of study by including additional areas of activity to meet our pupils' needs. Each class is timetabled so that they can access one of the two halls for the duration of the unit they are studying although use of the outdoors is encouraged where appropriate.

Equal Opportunities and Inclusion:

Every pupil has equal access to our PE curriculum. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities, access to extra-curricular activities and opportunities to represent the school. When children participate in activities off site, for example a sports event at another school, a risk assessment is carried out prior to the event to ensure that the activity is safe and appropriate for all. Pupils come to school ready (white t-shirt, black trousers/leggings, trainers), on days they have PE.

Differentiation:

PE at Phillimore complies with the three basic principles for inclusion:

- 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

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. Some pupils may need access to specialist equipment and approaches or to adapted activities augmented by advice and support from external specialists.

Any classroom support provided must extend into PE lessons where appropriate. Staff delivering PE will be made aware of pupils who have special educational needs or medical conditions. The SENCO will liaise with staff to ensure all pupils' needs are met in relation to teaching and learning in PE. An EHC (Education, Health and Care) plan may include, as appropriate, specific targets relating to PE.

Resources for planning, teaching and assessing in PE for pupils with SEND are available to all staff.

Curriculum Planning:

PE is a **foundation subject**. At Key Stage 1 the focus is on fundamental movement to develop agility, balance and co-ordination (ABC). Curriculum content includes ball skills and games, dance and gymnastic activities. At KS2 pupils will continue to apply and develop a range of skills. Units of work include invasion, net/wall, and fielding/striking games, gymnastics, dance, athletics and swimming/water safety. Children's experiences will also be enriched through opportunities for outdoor and adventurous activities.

We use the programmes of study as set down in the PE National Curriculum and other progressive **schemes of work** such as a whole school subscription to **GetSet4PE** <https://www.getset4pe.co.uk/> as the basis for curriculum planning. Resources are available to all staff and feedback is encouraged as this allows for curriculum review in relation to content, progression, continuity, teaching and learning. Where appropriate, PE is organised in themes to promote greater cross-curricular planning, teaching and learning.

Time-tabling and long-term plans are provided by the PE co-ordinator. **Planning** for PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan (PE overview) maps out the areas covered by each year group per term and is updated yearly. This is found with the PE timetable on the staffroom notice board and on the school website. Medium-term plans give details of teaching and learning and are the teachers' responsibility. These plans match the overview to ensure an appropriate balance and distribution of work across each term and are found on staff share for teachers to use to ensure sustainability of CPD used to create them or on GetSet4PE. Flexibility exists however for teachers to meet the needs of their class with the proviso that the PE co-ordinator is informed and new units of work are added to staff share. Short term plans follow the same procedure as for all classroom-based subjects including specific learning objectives, success criteria and details of how lessons are taught. Class teachers keep and evaluate these plans.

At Key Stage 2, **Swimming** is taught by instructors from Sheffield School Swimming Service and Phillimore staff at Ponds Forge. Opportunities to ensure pupils meet the requirements of the National Curriculum are constantly sought. Details can be found on the school website.

Outdoor and Adventurous Activities and **Athletics** are encouraged and recent playground improvements have been designed with these areas in mind.

Teachers must ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills; tactics and compositional ideas; fitness and health.

Fitness and health is key to our pupils making progress and fulfilling their potential. We therefore expect every child to take part in a vigorously active warm up at the beginning of every lesson with reference to changes in body and improvements to personal best in stamina related activities. We discourage long periods where children sit and listen to their teacher. We assess each child's assessment with age-appropriate activities three times a year using materials and resources from Fit4Schools <https://fit4schools.co.uk/> and use data to feedback to each pupil, staff, parents/carers and Governors. This data is shared with pupils during the whole school assertive mentoring process.

Continuity and Progression:

By following the PE overview, the breadth of activities provided is balanced throughout the key stages. The schemes of work used promote continuity and progression of skills, knowledge, understanding and challenge as children move up through the school. The teaching of fundamental skills and the playing of small-sided games in which every child is physically active is central to the PE programme at Phillimore. These skills will enable pupils to make the progression through to Key Stage 3 when they start to specialise in particular sports. PE lessons should avoid situations where half the class watches a game played by the other half of the class.

Teaching and learning style:

We use a variety of teaching and learning styles in PE lessons. Our principle aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for other children and we encourage pupils to evaluate their own work as well as the work of others.

Children will be presented with opportunities to be creative, competitive and 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 and have the opportunity to use a wide range of resources.

Assessment and Recording:

The main form of assessment is the continuous process of **observation** by the teacher based on the knowledge of the pupil and their content of work. Standards outlined by the programmes of study provided in the National Curriculum provide the basis for making **judgements** about pupil performance. Staff record their assessment of individuals using the whole school assessment system. This assessment is used to inform planning and promote greater learning.

Wherever practicable, staff also will consider pupils' **outside interests** eg. lunch-time or after school clubs, local teams etc.

These records enable teachers to make an annual assessment of progress for each child when **reporting** to parents/carers including the range of activities covered and areas of personal strength and weakness. The teacher passes this information on to the next teacher at the end of each year.

The PE co-ordinator keeps photographic and some video **evidence** of children's work. Examples of these can also be found in the GetSet4PE scheme which demonstrates the expected levels of achievement in areas of activity in PE in each year.

Celebrating Success

Whole school assemblies celebrate children's participation and success in a variety of sporting events by presenting certificates and medals. We hold an annual whole school sports day with leadership provided by our Y6s and an annual whole school Dance Sharing providing a chance to perform, fostering togetherness as a community family and a chance to appreciate others' work.

Contribution of PE to areas:

Speaking and Listening

PE re-enforces much of the learning undertaken in other curriculum areas by developing pupils' communication skills and use of specific vocabulary.

Personal, social and health education (PSHE) and citizenship

Children learn about the benefits of exercise and healthy eating and how to make informed choices. (refer to Health Education Policy)

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. This enables them to develop a better understanding of themselves, a respect for others and encourages co-operation across a range of activities and experiences.

Behaviour and Attendance

Achievement in physical activity whether in or outside the curriculum can help improve attendance, behaviour and therefore attainment. Teaching and learning in PE supports the whole school behaviour policy including the 'Secrets of Success' programme. (refer to Behaviour Policy)

Equipment and Resources:

A wide range of resources support the teaching of PE. Athletics and large Games equipment is kept in the PE cupboard in the main hall and small Games equipment in the PE hall. All equipment should be returned to the correct place after use. Children should not collect equipment unless supervised by an adult. The PE hall (dining room) contains a range of large apparatus (inspected annually by an independent safety company) which we expect children to help set up and put away as part of their work. By so doing, the children learn to handle equipment safely. The main hall is equipped with a music centre which is suitable for Dance and other movement activities. Both yards are suitable for Games and Athletics activity and the school has a Primary Spaces area which

is fenced and includes markings with goal areas. Schemes of work, books and other written resources are located in the cupboard near the PE notice board.

Resources for PE are regularly **reviewed** to ensure they are appropriate to the range of ages, abilities and needs of the children. A list is available from the PE co-ordinator.

Safe Practice:

All teachers should make themselves aware of the health and safety arrangements for the areas of activity they are teaching. Phillimore follows the “**Safe Practice in Physical Education**” guidance provided by the Association for Physical Education (AfPE). A copy of the 2020 manual is located in the PE cupboard.

All pupils must be taught how to handle and carry apparatus and resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others. Staff who lack confidence in teaching certain areas of activity will be provided with access to training. (details available from the PE co-ordinator)

Children should be dressed appropriately for the activity they are doing and understand why this is important. Cultural traditions will be respected and taken into consideration with regard to the school’s Health and Safety policy. Black shorts or leggings and white t-shirt should be worn. ‘Baggy’ t-shirts or loose head scarves could be dangerous and should not be worn (refer to school website for details of PE kit). PE is carried out in bare feet for Dance and Gymnastics. Other areas of activity require plimsolls or trainers as appropriate. Pupils must wear suitable footwear when travelling to and from the halls. Long hair should be tied back for all PE lessons. The policy of the governing body is that no jewellery should be worn for PE lessons or after school club activities. At swimming lessons, we will refer also to the policy of the Sheffield School Swimming Service. If pupils cannot remove earrings themselves, parents/carers are advised to remove earrings before school on days their child has PE. Pupils can bring a small jewellery box or container to put earrings in for safe keeping as school cannot accept responsibility. Parents/carers are also advised to get children’s ears pierced at the beginning of the 6 weeks holidays in July so that there is enough time for ears to heal before returning to school in September.

Pupils change for Swimming in single sex changing areas. In these instances, for health and safety reason boys may be supervised by female school staff.

All staff should set a good example by wearing appropriate clothing when teaching PE.

Staff Continued Professional Development (CPD):

All staff 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 indicate where they feel they need support so that appropriate training can be provided using the PE and Sport Premium funding.

A detailed plan of spending and subsequent impact of spend can be found on the school website.

Role of PE Co-ordinator

The PE co-ordinator will support colleagues in planning and assessment; check and order equipment; organise and lead staff training, provide information on current developments; provide strategic lead and direction; monitor the quality of teaching and learning through observations, provide written feedback to individual teachers and the head teacher; liaise between outside agencies; develop the role of Primary Link teacher (PLT) in conjunction with Links School Sports Partnership which is a multi-agency partnership formed to improve the provision of PE and sport in schools.

Monitoring and review

The DfES publication: ***High Quality PE and Sport for Young People*** informs the monitoring of standards of children's work and the quality of teaching in PE.

Role of the Senior Management Team (SMT)

SMT will ensure that programmes of study are completed by the end of key stages, that work planned ensures continuity, progression and inclusion and that staff adhere to this policy.

Out of School Hours Learning (OSHL):

The school provides a range of PE-related activities for children at lunchtimes and after school. The school advertises information of club activities on the school website. Staff will notify parents/carers of any cancellation of clubs as early as possible.

The school enters teams in a variety of leagues and competitions. These opportunities foster a sense of team spirit and co-operation amongst our pupils.