



Thaxted Primary School

Physical Education

Policy

Policy Date: Summer 2022	Review Date: Summer 2024	Responsible Person: Headteacher In Conjunction with: PE Subject Leader
Other Policies to be read in conjunction with this policy:		Teaching, Learning and Curriculum Planning and Assessment Statement Equality Information SEND Policy Health and Safety Policy

We believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. We do so in the belief that physical education in a safe, supportive and challenging environment is a vital component in the development of children's physical and emotional health and wellbeing. This, we believe, includes qualities such as enjoyment, tolerance, co-operation and the development of expertise.

In this context, we are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals while providing challenge and stimulation through physical activity.

We believe in allowing children to apply skills, knowledge and concepts, to experiment, to be creative and imaginative and to recognise and celebrate progression and achievement within the physical medium.

We are further committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with sporting bodies and clubs, and the provision of extracurricular activities organised by the school is a positive experience and that the recognition and celebration of children's achievements outside of school, promote an awareness of the value of physical activity for all children.

In our commitment to our policy statement we have identified the following aims to be met through teaching and curriculum organisation.

1. Our Aims

- All pupils to be given access to the full P.E curriculum regardless of gender, race or cultural background.
- To develop the knowledge and confidence of our staff through the sharing of expertise and the use of school resources and the advice and support of the Local Authority, through liaison with the local School Sports Co-ordinator.
- To make best use of outside specialist expertise in coaching and instruction in a range of activities.
- To produce long term planning of the P.E curriculum, which encompasses clear learning objectives that provide progression throughout the key stages.
- To maintain a record of children's progress, encompassing clear assessment targets throughout the key stages and its Programmes of Study.
- To provide the means for children to realise their full potential and to develop movement, coordination, confidence and body awareness in a range of contexts.
- To provide for the development of physical and creative skills and the ability to adapt and apply knowledge and skill in the performance of movement related activities.
- To promote an appreciation of physical movement as spectators and as critics, thereby promoting the skills of judgement and appraisal in a positive way to self and that of others.
- To promote a responsible attitude towards the safety of self and others and to develop an appreciation of safe practise in all movement activities.
- To promote an understanding of the relationship between physical activity and good health, thereby increasing active participation. This may be achieved through cross-curricular work within key stages.
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations, to cope with losing, and to retain a proper sense of perspective in competition.

- To provide the opportunity for work involving the development of interpersonal skills and good communication. This should be done through a range of teaching styles, which encourage experimentation, self-expression and awareness, and foster tolerance and co-operation.
- Through the Government Funding for Sport the School will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils across the whole PE and sport spectrum. Spending will be reviewed and published on the school website.

We aim for our P.E lessons to include challenges for all pupils, which involve developing:

- A sense of achievement.
- Learning something new and wanting to learn more.
- Physical wellbeing.
- A feeling of independence.
- Wanting to perform well and with imagination and flair.
- Skills of co-operation through working as a team player.

We see the above as integral to developing and maintaining high standards of P.E in our school

2. Entitlement

Early Years Foundation Stage

All children are entitled to an environment that provides adult led and child initiated opportunities to develop the skills detailed in the Physical Development area of the statutory framework for the Early Years Foundation stage. These skills encompass the areas of moving and handling themselves and equipment competently, and developing a good understanding of health and self-care. The framework takes into account individual needs and interests through the requirement that the learning environment offers self-initiated opportunities through play to develop these skills.

Key Stage 1 and 2

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum and takes into account individual interests and needs.

Children should have access to activities that offer the opportunity to learn and develop the components of the National Curriculum programmes of study; which may include athletics, dance, games, gymnastics, outdoor education and swimming.

Swimming lessons are provided for Year 3 in the Autumn term. Years ,4,5 and 6 will receive half a term of swimming lessons each school year. Any older children who are not able to swim the required 25 metres are also given the opportunity to swim in the Summer term.

3. Health and Safety

Safety should be paramount when planning PE activities.

The following guidelines should be referred to by all teachers when planning their PE curriculum. All guidelines follow the advice provided by the Association of Physical Education in their publication Safe Practice.

Active Essex Website <https://www.activeessex.org/health-safety-schools/>: *Risk assessments for Dance, Gymnastics, Games, and Athletics*

Essex School Infolink Website: *Safety in Outdoor Education*

Safety points should be included when planning lessons and teachers must explain these to the children. As children progress through the curriculum we believe they should develop their own abilities to assess risks.

First aid equipment should be available and staff should know what to do and who to call for assistance in the event of an accident. The list of designated first aiders can be found on the wall in the school office. Inhalers for children suffering from asthma are readily accessible in the school office.

Regular checks should be made on all equipment. The subject leader should make frequent visual checks for wear and tear and security of major items, all staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.

- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others, moving at an appropriate speed in relation to the space and stopping when asked).
- Children should not be allowed to wear inappropriate clothing, footwear or jewellery.
- Good class control is fundamental to safety

4. PE Kit

Pupils must change into a kit, which is different from the uniform.

Teachers should also wear clothing that is appropriate for modelling and demonstrating activities within the lesson. It is important that teachers' footwear enables them to move quickly without the risk of slipping.

For pupils the dress code is as follows:

- Black shorts
- Red t shirt
- Trainers / football boots (outside)
- School tracksuit / dark coloured tracksuit for cold weather

For safety reasons it is imperative that the indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear tights or socked feet on apparatus as this can be dangerous.

Children who persistently forget their P.E. kit should be reminded of the importance of P.E. and if necessary a letter should be sent to parents asking for their cooperation.

Children should only miss P.E. lessons on health grounds if this is requested by their parents either by direct contact with the school or in a note to the teacher.

Long hair must be tied back at all times. All jewellery, including earrings, should be removed before the lesson. Staff must not remove children's earrings. If earrings cannot be removed by the child, that child will be unable to take part in that PE lesson. Young children unable to remove their own earrings should not wear them to school on PE days

5. Planning

P.E. lessons should be planned to provide a balance of activities within the programmes of study. Sessions should include warming up exercises and stretches before the main tasks and cooling down activities at the end. Teachers should make full use of the field and playground when conditions allow.

Opportunities should be taken where appropriate to make links between aspects of P.E. and other subjects across the curriculum.

Planning for differentiation should incorporate:

- Pupils groupings e.g. ability or mixed ability groups, or group, paired or individual activities.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil activity e.g. different task, different roles, and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability.
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

Differentiation by task may be achieved when the children who are pursuing the same part of the Programme of Study are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.

Differentiation by support may be achieved when children of low ability are given more reassurance and guidance to help improve their confidence

6. Duration and Frequency

All children in both Key Stage 1 and 2 should take part in a minimum of 2 hours of P.E. each week.

The hall is timetabled for the minimum of one session per class per week, but games should be taught outside unless weather conditions are inclement.

7. Teaching and Learning

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 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 children being stationary for any length of time. The physiological benefits of exercise should be explained and understood and their associations 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 should be 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.
- Pupil responsibility: Pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practise and repeat movements in order to improve efficiency and the quality of their performance

8. Assessment and Reporting and Recording

Assessment is anchored in the expectations within the National Curriculum. Teachers currently use assessment grids, which link to the school's 'progression of skills' document.

On-going assessments should be made to inform short term planning. Termly summative assessments will be kept in class assessment files and passed to the subject leader at the end of each term for analysis of level attainment.

9. Special Educational Needs and Disabilities (SEND)

Wherever practical, provision will be made for children with SEND where their performance in P.E. is affected. This includes sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorder.

It is important to concentrate on children's abilities and needs, not on their disabilities and difficulties. This emphasis aims to improve their movement skills and help to avoid feelings of disaffection, under-achievement and low self-esteem.

10. Extra- Curricular Activities

There is a healthy tradition in our school for after school activities supervised by teachers in their own time, or provided by qualified coaches. These might include netball, football, cricket, tennis, hockey, and dodgeball.

These activities provide opportunities for more advanced coaching and competition with children from other schools and larger team games. Pupils with sporting ability are encouraged to take part in extra-curricular activities but participation is voluntary.

The school will also offer children with sporting ability the opportunity to represent the school in competitions against other schools within the DEEP cluster and Uttlesford District. These children will be selected for school teams based upon several factors, which will include participation in the school extra-curricular club of the specified sport and demonstrating ability of the specified sport during PE lessons.

11. Staff Development

The P.E. Subject leader will make every effort to attend courses on offer in order to keep up to date with the P.E. curriculum. The subject leader will make other teachers aware of relevant CPD courses throughout the year, which offer opportunities to develop their skills in teaching PE in line with usual CPD practice in school. Summaries of information, particularly any new safety guidelines published by the Local Authority or national agencies, will be provided to staff.