



Thaxted Primary School

Physical Education

Policy

Policy Date: Spring 2024	Review Date: Spring 2026	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 aim for all pupils at Thaxted Primary school to leave school physically literate with the understanding, knowledge, skills and motivation necessary to equip them for a healthy active lifestyle and lifelong participation in physical activity and sports.

We will do this by ensuring;

- The engagement of all pupils in regular physical activity - kick starting healthy active lifestyles and promoted throughout school life.
- A broad and varied range of sports and activities that offer a clear progression of skills to enable all abilities to participate and engage fully
- The opportunity to participate in competitive sport at an appropriate level.

Our whole school vision “To be a thriving and inclusive community in which we are all excited to learn and achieve our full potential.” is reflected in our curriculum PE teaching through our school values which are integral to every PE lesson..

- Children develop **respect** and **responsibility** through high expectations of listening and following instructions, and through being encouraged to support their peers when developing new skills.
- As part of mastering their skills, detailed in our progression of skills document, children are given encouragement to persevere and not give up, building their **resilience**, and given opportunities to **reflect** on how they can improve the skills they are developing.
- When working in groups children are encouraged to **reason** and think **resourcefully** to solve tactical problems, negotiate different and new ideas to achieve outcomes and succeed.

1. Our Intent

- All pupils will 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 expertise and the use of school resources and the advice and support of the LEA, through liaison with the SSCO.
- To provide 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 other 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 style, which encourages 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 fine and gross motor skills. The Early Years learning environment considers the children's individual needs and interests by offering 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 content of the National Curriculum.

We deliver a broad and varied range of sports and activities that offer a clear progression of skills to enable all abilities to participate and engage fully 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 Year 4 in the Spring term and years 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.

Children in both Key Stage 1 and 2 should take part in a minimum of 2 hours of P.E. each week, split into 2 one hour long sessions.

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.

3. Health and Safety

Safety is 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 is available, and staff 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 are made on all equipment. The subject leader makes 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 will 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

On days when PE is taught, pupils will come to school wearing their PE kit.

Teachers should also wear clothing that is appropriate for modelling and demonstrating activities within the lesson.

School PE kit is as follows:

- Black shorts
- Red t shirt
- Trainers
- 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 should only miss P.E. lessons on health grounds if this is requested by their parents either by direct contact with the school office or class teacher.

Long hair must be always tied back. 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, they 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 warm up activities 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 children's differing abilities should consider:

- Pupil groupings e.g. consider same ability or mixed ability groups, or whether the activity is more appropriate for group, paired or individual activities.
- Resources, e.g. different equipment for different levels of ability to increase or decrease difficulty.
- Pupil activity e.g. consider different task, different roles, and responsibilities, different allocations of time and variations of pace within the lesson.
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of greater depth.

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 lower ability are given more reassurance and guidance to help improve their confidence.

6. 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 vocabulary taught 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 and adapting tasks, equipment and expectation that enable pupils to be challenged appropriately and which ensures good progress for all abilities.
- 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 to improve efficiency and the quality of their performance and feedback to support the development of others.

7. Assessment and Reporting and Recording

Assessment is anchored in the expectations within the National Curriculum. Teachers use the PE subject organisers key assessment questions and 'progression of skills' document to aid with assessment.

Evidence is gathered through the form of videos. A video of the children is recorded at the start of a module and then again at the end. This helps the teachers with their assessment of the children's attainment and is a record of their progression.

On-going assessments should be made to inform short term planning. Termly summative assessments will be recorded on Target Tracker for the subject leader to analyse at the end of each term.

8. Special Educational Needs and Disabilities (SEND)

In our school we see PE lessons as an opportunity for children with SEND to flourish. Teachers will ensure that our PE lessons are accessible for all by using adult support, differing equipment, peer support and adaptations by outcome to ensure all children are challenged at an appropriate level. Children with SEN will have an adult close by to support if needed. They will regularly be working in mixed ability groups, giving them opportunities to share and work with peers that have a higher level of skill. Where a child has physical needs, the teacher will provide alternative equipment or adjust the expected outcome so everyone will be able to achieve.

9. 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 clubs will offer children the chance to develop their skills and enjoyment.

Throughout the school year, in addition to PE lessons, children will have opportunities to experience sport in a wider environment in the form of festivals with other schools. We also invite coaches into the school to offer children opportunities to try out activities they may not have tried before such as yoga, judo and golf.

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 demonstrating ability of the specified sport during PE lessons and where the sport is not taught in PE lessons, participation in the school extra-curricular club will be considered.

10. 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.