



Everyone

Smiles

Here

Esh Church of England (Aided) Primary School

PE Policy

January 2020



These Guidelines are adopted subject to the over-riding requirements of relevant legislation, of the school Trust Deed and to the legal responsibilities and powers of the Governing Body as employer, admissions authority and owner of the school.

PE Policy

Intent

Physical activity is essential for physical and mental well-being. At Esh C of E Primary School, we want every child to enjoy physical activity and leave primary school with all the benefits that an active lifestyle can provide. Our aim is to provide the children with a broad and balanced curriculum within physical education and to provide the opportunities for the children to play in festivals and compete over a wide range of events. In doing so, we aim to teach the children to follow the conventions of fair play.

The aims of Physical Education (PE) at our school are that all children:

- adopt an active lifestyle
- develop a range of sporting skills including swimming
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- understand the importance and effect of exercise and being healthy
- develop a sense of fair play and sportsmanship
- enjoy sporting activities and have fun

Implementation

At Esh C of E Primary School PE is taught twice weekly where a positive attitude to PE is created and expectations reinforced that all children can achieve success in PE

We teach lessons so that children:

- have fun and enjoy PE
- learn, practice and secure a range of skills and tactics
- experience success
- develop good sporting attitudes
- understand basic rules
- experience positive competition
- learn in a safe environment
- have a foundation for life-long physical activity, leaving primary school as physically active

Our Long-Term Curriculum Plan identifies the breadth and depth of the activities delivered across the school to ensure coverage of the National Curriculum.

EYFS

We recognize the importance of physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development: Moving and Handling and Health and Self-care

Children in the EYFS access time and space to enjoy energetic play daily in the outdoor learning area. The children also access specific physical development through timetables PE lessons which give the children the opportunity to learn and practice fundamental movement skills. They participate in activities where they can practice moving in different ways and at different speeds; balancing; rolling; throwing balls and bean bags; catching and kicking. Where children have already achieved the EYFS criteria they are encouraged to develop these skills further with the KS1 pupils they share the class with.

KS1

Within Key Stage one children develop their fundamental movement skills through a range of activities and opportunities, where children work individually in pairs or in groups. Children also learn to swim while in Key Stage 1 (Year 2)

KS2

Within Key Stage two children continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequence of movements. They continue to use the skills individually but also develop cooperation through games. Children also learn to swim while in Key Stage 2 (Year 3). Provision for pupils who haven't achieved the national curriculum expectations for swimming are given further opportunities to do so in Years 4, 5 or 6.

Inclusion

At Esh C of E Primary School we are committed to ensuring that all pupils access and participate in a broad and balanced PE curriculum. This is done through careful lesson planning and differentiation to make sure that all children, including those who have special educational needs, disabilities, English as an additional language or those who are gifted and talented.

Differentiation

Planning for differentiation is based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed

Equal Opportunities

At Esh C of E Primary School we are committed to promoting equal opportunities to all children, irrespective of their socio-economic background, gender, disability or ethnicity. We believe that all children have equal access to and participation in a range of physical activities.

Organisation, Planning and Resources

PE equipment is stored in PE Shed in the school yard and in a large storage area under the school. These areas are locked and should only be accessed by staff and trained sports leaders. Staff are advised to inform the PE lead of broken, damaged or lost equipment so that replacements can be ordered.

Health & Safety

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, PE hall and playground. Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk, so nobody gets harmed. As a school we will follow Durham County Council Health and Safety Guidance.

PE Kit

Children are expected and encouraged to wear appropriate PE clothing.

- Indoor: white t-shirt and royal blue shorts and indoor PE shoes. However, in gymnastics children will participate in bare feet.
- Outdoor: white t-shirt, royal blue shorts and trainers. Warmer clothing, jumper and tracksuit bottoms could be worn in colder weather outside.
- Swimming: Swimming costume, swimming hat and towel (goggles are optional)
- Personal effects, such as jewellery and watches should always be removed by pupils before participating in physical activity. Staff should always give a verbal reminder to pupils and visually monitor the group. If they cannot be removed staff need to take action to try to make the situation safe.
- Long hair worn by both staff and pupils should always be tied back.
- Disclaimers from parents about the wearing of any item of jewellery by a pupil will be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.
- Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.

Missing PE

Children should take part in PE wherever possible. If a parent feels a child is unable to take part, then a letter should be received by the school explaining why. The child should then, if possible, observe and support with roles during the lesson so they are aware of and understand the learning taking place for future lessons.

Accidents

If an accident occurs it must be reported to the office, appropriate first aid applied and written in the accident book. Usual school accident and first aid procedures will be followed with regards to notifying parents.

Extra-Curricular Learning

A range of activities are offered outside of the curriculum to both key stages. Some of these are led by school staff while others are led by visiting coaches.

Coaches

The school, at times, uses coaches to provide extra-curricular opportunities and to team-teach in lessons (helping to up-skill and support teachers). All coaches are DBS checked as well as having their sporting qualifications checked by the school.

Competition

The school hold various competitions throughout the school year. We also take part in a range of competitions and leagues throughout the year against other local schools.

Impact

PE is taught as a basis for life-long learning. A successful PE curriculum where children have access to a range of activities and have a positive, successful experience will then create children who will continue to have a physically active life. They will also have a good understanding of what a healthy, active life is like and the importance of leading one.

Opportunities to compete in sport and other challenging activities will build character and help embed values such as fairness, respect and teamwork.

Assessment

Assessment in PE is an ongoing process. Teachers will make informal judgements about pupil's progress and attainment as they observe them throughout lessons.

At the end of each unit/block of work, teachers will decide on a pupil's level of attainment noting which children are:

- exceeding the age-related expectations
- achieving the age-related expectations
- working towards the age-related expectations

These judgements will be made in line with the Long-Term Curriculum Plan.

Role of the Subject Leader

The PE lead will monitor and oversee the organisation and teaching of PE within the school. This will take place through a variety of ways including talking to children, lesson observations and the monitoring of planning.

The PE lead will make sure that the curriculum overview and map is up to date and in line with new curriculum developments through ongoing training of any new strategies introduced within the subject.

Staff Development

Opportunities for the development of all staff will be provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of

the subject which is undertaken by the designated Subject Leader and will be done in conjunction with the whole school development plan. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

L. Marshall

PE Subject Leader

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