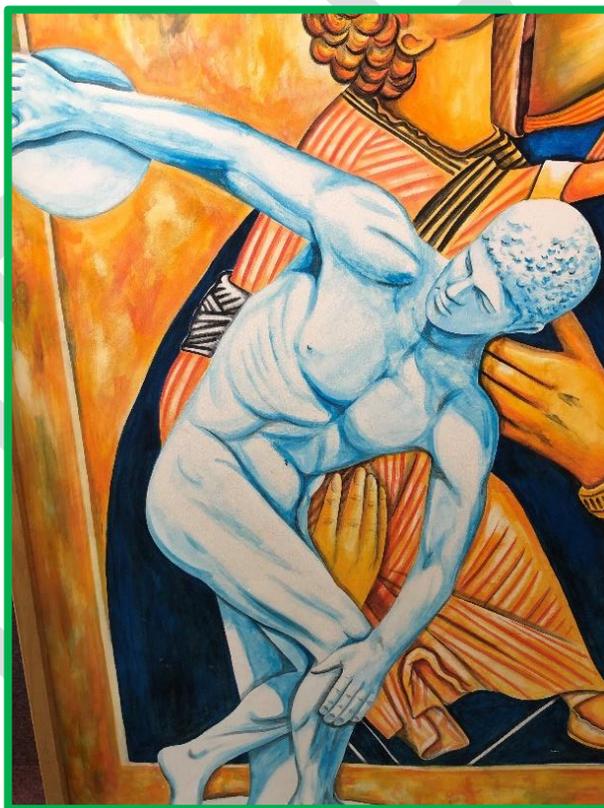




Growing at Meadowside Primary School

# PE Policy



October 2020



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### **Statement**

This policy outlines the teaching, organisation and management of the PE taught and learnt at Meadowside Primary School. The implementation of this policy is the responsibility of all the teaching staff.

### **Aims of our PE curriculum**

At Meadowside Primary we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

### **We aim to develop:**

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

### **Our objectives**

In the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives
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### **Teaching and Learning**

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

1. Setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as balancing on one leg);
2. Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
3. Grouping children by ability, and setting different tasks for each group (e.g. different games);
4. Providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

### **Physical Education Curriculum Planning**

PE is a foundation subject in the 'National Curriculum' and planning in PE is carried out in three phases (long-term, medium-term and short term).

The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through.

Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit.

The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. Each lesson should include a warm-up and cool down relevant to the main activity and learning environment/weather conditions. All pupils should be physically active for sustained periods of time in every lesson. Progressively they should learn about the components and how to perform warm up and cool down exercises paying attention to the principles of safe exercise practice.

PE is delivered throughout the whole day and all classes have at least two hours of PE per week. We are endeavouring to ensure we implement the Department of Health guidelines for daily physical activity which are as follows:

*Early Years/Under 5s: Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day. All children should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.*

*5 to 18 years: All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.*

Alongside our PE lessons we also ensure we are engaging the children in daily physical exercise through the 'Daily Mile'. All children will be required to walk, jog or run around a set course for 15 minutes, daily.

## **EYFS**

We encourage the physical development of our children in the 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 Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

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.

## **Swimming and Water Safety**

All children must have access to swimming instruction in 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 such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

At Meadowside Primary School the children have access to swimming instruction in Y5. Swimming is coached by pool staff and, on occasions, external coaches who are assisted by teaching staff.

## **Contribution of PE to teaching in other curriculum areas**

### English

PE contributes to the teaching of English in our school by encouraging children to orally describe what they have done, and to discuss how they might improve their performance.

### Mathematics

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

### Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

## **Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance.

Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## **PE and Computing**

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

## **Assessment**

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using Target Tracker assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education.

These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.

## **Extra-curricular activities**

Our school provides a range of PE-related activities for KS2 children at the end of the school day. Pupils are included in the selection of after school clubs and their input of sports is considered in the clubs on offer. These activities are led by external PE coaches from local sporting clubs. All activities on offer encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term and keeps updates in the form of our school newsletter and website. The school also plays regular fixtures against other local schools and enters several competitions organised by the PE Leads and Kettering School Sports Co-ordinator. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

## **Leadership opportunities**

Year 5 and 6 children are encouraged to develop their leadership skills when joining 'The Sports Crew'. The children meet once a month to decide on the activities they will be running at lunchtimes. These consist of level 1 (inter-school) and level 0 (self-competitive) styles games which are run during the lunch time break.

## **Equal Opportunities and SEND**

A range of PE activities are offered to both boys and girls; experiences and expectations are the same regardless of gender. Selection for school sport teams is based upon both ability and also opportunity. The PE Leads aim to have a high percentage of children from the school represent the school in some capacity. PE lessons and lunchtime sport clubs offer all children the opportunity to improve their knowledge and techniques so everyone has the opportunity to be the best they can be.

For children who have physical or learning disabilities, some modification may have to be made to the way in which an activity or sport is taught, learnt and played. Any such modifications will be made in consultation with the relevant staff and specialists, and noted on teachers' plans. Children who are identified as gifted and talented with PE are provided with a range of enhancement opportunities, designed to challenge and develop their skills and understanding.

Children should only refrain from physical activity during a PE lessons on health grounds, if this is requested by their parents/carers, either by direct contact with the school or in a note to their teacher. However, if the teacher deems their health to have changed from the beginning of the day they may grant them permission to be included in a different role during the lesson. Nonparticipating pupils should take the role of an evaluator, scorer, coach etc.

## **Resources**

There is a wide range of resources to support the teaching of PE across the school. We keep most of our outdoor equipment in the external PE sheds. The hall also contains small apparatus such as beanbags and hoops and a range of large apparatus for example benches and mats which we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field and playgrounds for games and athletics activities, and the local swimming pool for swimming lessons. Teachers are expected to ensure equipment is put away after each lesson. Any broken or faulty equipment must be reported to the PE Lead.

## **PE Kits**

Teachers should also wear appropriate clothing. Jewellery (except stud earrings) must be removed. Teachers will not take responsibility for looking after jewellery. Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues). Children not going swimming through illness or injury are still required to go swimming for the theoretical aspect. In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

## **Children without Kit**

At the beginning of each year, parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. A tracker will be kept to monitor PE Kits. If it is an ongoing problem an informal conversation with the parents would be appropriate.

## **Health and Safety**

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma.

Staff know about the safe practices involved in moving and using apparatus.

- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.

We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment as necessary. Risk Assessments are in place for all school sporting trips.

## **Accidents**

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes a qualified first aider should accompany the child to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send a TA or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

## **Monitoring and Reviewing**

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's work and observes PE lessons.

The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by the curriculum leader.

**To be reviewed October 2021**