



# Evelyn Street Primary School

## Policy Header

<b>Policy Title</b>	<b>PE Policy</b>
<b>Version No</b>	<b>One</b>
<b>Written / Adopted Date</b>	Written 22/03/18
<b>This policy complies with WBC guidance</b>	<b>Yes</b>
<b>Linked Policies</b>	Teaching & Learning, Inclusion & Safeguarding Policy
<b>Written By</b>	<b>School</b>
<b>Date shared with Staff</b>	- 18.4.18
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<b>Review Date</b>	<b>September 2019</b>

## **Rational**

Physical Education forms an important part of a child's education. PE is about pupils' learning about themselves, their capabilities, their potential and their limitations. It goes beyond the individual and understanding themselves- it's learning how to work with and to respect others.

Physical Education is, by nature, a very practical activity where pupils learn through first hand experience. In view of this, pupils should be physically active for a substantial amount of all their PE lessons. Physical activity not only improves health, reduces stress and improves concentration but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. This is why we feel PE is an important subject for all pupils to access through a broad and balanced curriculum and promote a sustainable lifelong interest in sport and physical activity.

It is the ethos of this school that pupils are encouraged for their achievements and that all feedback is as positive as possible.

## **Purposes:**

- To build enthusiasm and self-esteem through physical confidence.
- 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.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To improve observation skills and the ability to describe and make simple judgements on their own and others work and to use such judgements to improve performance.
- To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising.
- To encourage the pupils to enjoy, seek and sustain additional sporting activities beyond the normal school day to support healthy life choices.
- To contribute to physical education being offered in a well-managed and safe educational context.
- To develop physical co-ordination and competence.
- To develop artistic and aesthetic appreciation within and through movement.
- To help children develop socially through competition and co-operation between other individuals and groups.
- To promote positive attitudes towards health and physical fitness.
- To provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background, or physical ability.
- To develop communication skills through team/group work and be able to confidently share ideas and thoughts to others.

## **Physical development:**

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercising.

**Social and emotional development:**

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

**Cognitive development:**

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

**Spiritual, moral and cultural development:**

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

All children will be given equal opportunity to experience a large range of sports and games during the school year. Gaining the chance to experience as many sports as possible is important as it creates positive memories which may lead to life-long involvement in sports/physical activity.)

**Broad Guidelines**

Pupils access an average of 2 hours of PE provision per week

Teachers/ instructors at both key stages plan tasks using a variety of styles in order to provide a broad *and balanced* PE curriculum over 2 year rolling programmes. Outdoor education opportunities for children are offered throughout the school. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

These principles of the National Curriculum are followed in each lesson we teach in PE. These are:

- In Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations.

- In Key Stage 2 pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

As required by the National Curriculum Programmes of Study for Primary Years six different areas of activity for PE are offered. At KS1 these are Games, Gymnastics and Dance. At KS2 they are Games, Gymnastics, Dance, Athletics, Swimming and Outdoor Pursuits. To give pupils the necessary experience in outdoor pursuits, a trip for Class 4 to a suitable Outdoor Adventure Centre is arranged. There is an appropriate balance between:

- grouped, paired and individual working
- competitive and non-competitive activities
- contact and non-contact sports
- the development of skills and tactical understanding

The PE Curriculum Team and/or SLT are responsible for the monitoring and implementation of the PE curriculum and the management of the PE resources.

Teachers/ instructors are responsible for safety in their own lessons and should therefore be familiar with the procedures associated with the teaching of particular activities. The handling of apparatus includes the lifting carrying and lowering of equipment in gymnastics. All children should be taught to correctly handle equipment appropriate to their size and strength. Staff will not use equipment that they are not confident in the use of. It is their responsibility to communicate with SLT about their individual training needs. PE Preparation must include teachers/ instructors;

- visually inspecting large apparatus for safety
- checking there is sufficient and safe small apparatus

These checks should be carried out prior to the lesson with sufficient time to adjust planning if equipment is unavailable or unsafe (e.g. the night before).

Teachers/ instructors are also fully aware of any SEN, medical needs or physical needs the children in their class have and are aware of the procedures in place for these children. They must be aware of any medication that a pupil is taking which may affect sensory perceptions, motor control or co-ordination. It is their responsibility to ensure they are fully informed before undertaking any lessons or activities. Diabetic children should be checked both before and after exercise. Specific needs should be noted in the child's care plan and/or risk assessment and any external coaches will be made aware of these. Some asthmatic pupils may need to keep their inhalers at hand and if this is the case, they should be taught to take responsibility for bringing these themselves.

There is consultation and agreement with parents preceding participation in physical activity out of school. LA and/or Governors are informed of proposed activities their approval is gained where appropriate.

The teacher must ensure the correct pupil/adult ratio is maintained for the activity type, age and ability of the pupils.

A register is always taken to account for all of those participating in lessons or extra-curricular and off site activities.

Assessment of children's attainment is a continuous process and criteria are needed which can be used in assessing children's work. These criteria will include accuracy, efficiency, adaptability, teamwork, agility,

stamina and imagination. Physical Education involves the development of co-ordination, knowledge, skills and understanding through an inter-related process covering: planning, performing and evaluating. Two other elements are important when considering progression. These are independence and inter-action, which relate to pupils' personal, emotional and social development. Children's assessments and records of progress are available in foundation assessment cohort files.

Only a medical reason with a letter from the parent/carer will result in children not taking part in the physical activities. However, those not taking part should still be involved through evaluation of other children's performance against learning objectives, e.g. discussion during the session, notes, use of ICT etc. Appropriate resources must be prepared in advance.

**In order to achieve a safe working area the school ensures:**

- The floor of the hall is kept clean and dry especially after lunch
- The level of lighting is appropriate
- The walls in the hall are kept smooth and resources for PE equipment are stored safely around the edges
- The heating is kept at an appropriate level
- The playground surfaces are checked for hazards regularly and before each activity
- The playing field is checked for hazards regularly and before each activity
- The school playground is litter free and children are taught to check for hazards
- Vehicles are prevented from using the playground or fields unless this is unavoidable or due to an educational or building purpose, in which case the area should be cordoned off
- The perimeter fence is kept in good condition and checked regularly

**In school:**

- Storage of equipment is arranged near to the position of use so as to eliminate unnecessary transportation of apparatus. Light weight mats are available.
- Pupils are helped to lift, carry and lower equipment in the early stages of their learning and strengthen development.
- Pupils are taught to lift and carry mats with 2 pupils per mat, one along each side following the nose.
- Pupils are taught to lift and carry benches with at least 4 pupils, 2 on each long side following the 'nose'.
- Pupils are taught to bend their knees in order to lower equipment to the floor or lift it up.
- Pupils are not allowed onto equipment prior to the safe erection being checked by a teacher/ instructor.
- Pupils are taught to set up apparatus in the reverse order to which it was erected.

**Off-site activities:**

Staff and adult cars that are used to transport pupils must present appropriate insurance documentation, driver's license and MOT etc. Copies must be held on file.

Where possible the pupils participating in inter school and off site events should be supervised by a qualified teacher or instructor.

A register is always taken to account for all of those participating in lessons or extra-curricular and off site activities.

## PE Kit

1. In the interest of safety and hygiene all pupils must change for PE.
  - Indoor PE – white T-shirts with the school logo or plain, navy shorts with bare feet or pumps. If the instructor considers it safe to do so then pumps may be worn where a pupil has an infection that does not allow them to go bare feet. The class teacher must be notified in advance by the parent/carer and communicate this to the instructor.
  - Outdoor PE – Plain tracksuit bottoms, plain sweatshirt, white t-shirt plain or with school logo. Well-fitting trainers (no high tops please)
2. Teachers/ instructors must ensure the clothing and footwear are appropriate to the activity.
3. Pupils must be encouraged to bring in their kit at the start of each half term and this will go home at the end of the half term.
4. Children must change their footwear. Pumps will be used for outdoor only if trainers are not provided.
5. There is spare kit available in school. Spare kit will be washed regularly- key stage leaders are responsible for the organisation of this.
6. All staff must wear appropriate clothing and footwear to take part in the PE lesson.
7. Long hair must be tied back (band provided by parents/ carers).
8. All jewellery must be removed; stud earrings are allowed but must be covered by plasters/tape provided by parents. Any jewellery removed must be done so by the child and it remains their responsibility.
9. During summer months pupils may wear caps for outdoor activities. They should be encouraged to wear sun cream and drink water. Children should be taught the dangers of over exposure to the sun and to take sensible precautions.
10. Pupils will be encouraged to be responsible for having the correct kit in school. Teachers will remind pupils of this the day before the lesson. If PE kits are not in school/ forgotten the office will ring home and ask for the kit to be brought in. If kits are forgotten for 2 consecutive lessons or regularly the teacher/ instructor will speak to the parent at home time. If kits are forgotten for 3 consecutive lessons or regularly a letter will be sent home. If this continues a meeting will be arranged with the pupil's class teacher.