



St. Nicholas Priory CE VA Primary School

Physical Education Policy

'I did not come to be served but to serve.' Matthew 20.28

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Statement of intent

St. Nicholas Priory aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At the school, we offer pupils the opportunity to compete in sports and other activities, in order to help build character and reinforce values such as fairness and respect. P.E. (Physical Education) lessons are taught with the following aims in mind:

- a) Meet the requirements of the national curriculum
- b) Promote a healthy lifestyle
- c) Encourage physical activity and exercise
- d) Build self-esteem, confidence and resilience
- e) Provide all pupils with access to the lesson
- f) Develop pupils' academic, social and physical ability
- g) Encourage good behaviour and respect amongst pupils
- h) Promote teamwork and cooperation amongst pupils

This policy outlines what pupils will be taught during P.E. lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

1. Legal framework

1.1. This policy has due regard to legislation and guidance including, but not limited to, the following:

- a) Workplace (Health, Safety and Welfare) Regulations 1992
- b) Management of Health and Safety at Work Regulations 1999
- c) Health and Safety at Work etc. Act 1974
- d) DfE (2013) 'Physical education programmes of study: key stages 1 and 2
- e) DfE (2017) 'Statutory framework for the early years foundation stage'

1.2 This policy will be implemented in conjunction with the following school policies, documents and procedures:

- a) Health and Safety Policy
- b) Accident Reporting Procedure
- c) Adverse Weather Procedures
- d) First Aid Policy
- e) Uniform Policy
- f) Primary School Uniform Assistance Procedures
- g) Pupil Accident Log
- h) Behaviour Policy
- i) Staff Code of Conduct

2. Role and responsibilities

2.1 The headteacher is responsible for:

- a) Appointing an appropriate P.E. coordinator.
- b) Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- c) Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- d) Ensuring all necessary risk assessments have been undertaken.
- e) Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- f) Liaising with the P.E. coordinator regarding the spending and impact of the P.E. and sport premium funding.
- g) Ensuring that the use of the P.E. and sport premium is effectively communicated to the governing board.

2.2 The P.E. coordinator is responsible for:

- a) The overall implementation of this policy.
- b) Liaising with staff members to develop an effective P.E. timetable.
- c) Producing a flexible and appropriate scheme of work, such as 'Get Set 4 P.E.'.
- d) Supporting staff members in all aspects of the curriculum.

- e) Maintaining and replacing equipment.
- f) Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- g) Monitoring the teaching of PE at the school, ensuring that high standards are consistently maintained.
- h) Attending any necessary training, in order to help inform future developments of the subject at the school.
- i) Maintaining records relating to the teaching of PE, including lesson plans and assessment data.
- j) Keeping up-to-date with any changes in the subject area.
- k) Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- l) Liaising with the senior leadership team (SLT) and other relevant staff members regarding the use of the P.E. and sport premium.
- m) Regularly updating the P.E. Subject Leader's folder.
- n) Ensure alternative appropriate arrangements are in place to enable P.E. lessons to take place during adverse weather conditions.
- o) Liaising with the SENCO to decide on which target groups of children will work with the external sports coach during lunch-time sessions. These will be reviewed on a termly basis.

2.3 Staff members involved in the teaching of P.E. are responsible for:

- a) Acting in accordance with the school's Health and Safety Policy.
- b) Reporting accidents and other incidents in line with the school's Accident Reporting Procedure.
- c) Participating in any necessary training or CPD.
- d) Keeping up-to-date with changes within the subject area.
- e) Acting in accordance with the Staff Code of Conduct.
- f) Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- g) Ensuring that privacy is given to pupils whilst they change for P.E. lessons.
- h) Providing an appropriate level of assistance, where necessary, to pupils changing for P.E. lessons, in line with the Primary School Uniform Assistance Procedures.

2.4 Parents are responsible for:

- a) Providing their child with the necessary P.E. kit.
- b) Providing their child with appropriate footwear for P.E. classes.
- c) Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in P.E. lessons.

2.5 Pupils are responsible for:

- a) Acting in accordance with the Behaviour Policy at all times.
- b) Making themselves familiar with this policy.
- c) Bringing their P.E. kit to school on the appropriate days.
- d) Notifying their teacher of any reason why they should not participate in P.E. lessons and providing appropriate evidence, where necessary.

3. The early years foundation stage (EYFS)

3.1 Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

3.2 Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future P.E. lessons.

3.3 Particular areas of focus will include movement, balance and the use of P.E. equipment, including sporting goods, such as bats and balls.

3.4 Pupils' physical development will relate to the objectives of the early learning goals, which are set out in the DfE's 'Statutory framework for the early years foundation stage', including :

- a) Developing good control and coordination of large and small movements, moving confidently in a range of ways and negotiating space safely.
- b) Handling equipment and resources effectively.
- c) Developing an understanding of and talking about good health, including exercise and healthy diets.
- d) Managing basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- e) Playing co-operatively, taking turns with others.
- f) Participating in new activities and verbally explaining why they like some activities more than others.
- g) Independently choosing the resources they need for their chosen activities.
- h) Working as part of a group and independently, understanding and following rules.
- i) Demonstrating an ability to follow instructions involving several ideas or actions.
- j) Counting reliably with numbers from one to 20, such as keeping score during sporting activities.
- k) Demonstrating an understanding of measurements, such as the use of metres during races.

3.5 All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

4. Curriculum

4.1 During KS1, pupils will be taught to:

- a) Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- b) Participate in team games, developing simple tactics for attacking and defending.
- c) Perform dances using simple movement patterns.

4.2 During KS2, pupils will be taught to:

- a) Use running, jumping, throwing and catching in isolation and in combination.

- b) Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- c) Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- d) Perform dances using a range of movement patterns.
- e) Participate in outdoor and adventurous activities, both individually and within a team.
- f) Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

4.3 In relation to swimming, pupils within KS1 and KS2, will be taught to:

- a) Swim competently, confidently and proficiently over a distance of at least 25 metres.
- b) Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- c) Perform safe self-rescue in different water-based situations.

5. Teaching and learning

5.1 All lessons will be planned and taught in line with the scheme of work, as developed by the P.E. coordinator, ensuring that potential for pupils' progression is planned into the scheme of work.

5.2 Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

5.3 The school creates long-term and short-term plans for delivery of the PE curriculum – these are as follows:

- a) Long-term: Includes the PE topics studied in each term during the key stage
- b) Short-term: Includes the details of work studied during each lesson

5.4 The P.E. coordinator is responsible for reviewing and updating long-term plans, and communicating these to teachers.

5.5 Teachers are responsible for reviewing and updating short-term plans, taking into account pupils' needs and identifying the methods through which topics could be taught.

5.6 All relevant staff members are briefed on the school's planning procedures as part of their staff training.

5.7 Where appropriate, a sports coach will lead the lesson or teach alongside the teacher.

5.8 Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities.

5.9 Pupils will be encouraged to evaluate their own performance, as well as the performance of others.

5.10 Pupils will be given the opportunity to both collaborate and compete with each other during lessons.

5.11 The P.E. coordinator will act as the first point of contact for staff members planning P.E. lessons or sporting events.

5.12 A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils.

5.13 Staff members involved in the teaching of P.E. will have access to P.E. resources, including sporting equipment and specialist literature, at all times.

5.14 Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

6. Assessment and reporting

6.1 Pupils will be assessed through observations made during lessons.

6.2 Teachers will record the progress of pupils against the learning objectives for the lesson.

6.3 Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

6.4 Individuals' assessment information will be recorded to help pupils' future teachers plan appropriate work for them and assist in the assessment of pupils' progress each year.

6.5 Pupils will be assessed as emerging, expected or exceeding.

6.6 Annual assessments of each pupil will be used to inform parents of their child's progress and attainment.

6.7 Parents will be provided with a written report about their child's progress during the Summer term every year.

6.8 Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

6.9 The progress of pupils with SEND will be monitored by the SENCO.

6.10 A record will be kept of when a pupil is unable to participate in a lesson, along with any evidence supplied. If this becomes a regular occurrence, a meeting will be set up between the teacher, the pupil and their parents.

7. Cross-curricular links

7.1 Wherever possible, the P.E. curriculum will provide opportunities to establish links with other curriculum areas.

7.2 English

- a) Pupils are encouraged to describe what they have done and to discuss how they might improve.

7.3 Mathematics

- a) Pupils further develop their counting skills by keeping score during team games.
- b) Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

7.4 PSHE

- a) The benefits of exercise and healthy eating are explained to pupils.
- b) Pupils are encouraged to make informed choices about their lifestyle.
- c) The opportunity to act as team leader or part of a team is provided.
- d) Pupils' self-esteem is promoted.

7.5 Spiritual, moral, social and cultural development (SMSC)

- a) Pupils learn to express their feelings in a healthy way.
- b) Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- c) Pupils are encouraged to respect other pupils' levels of ability.

8. Extra-curricular activities

8.1 St. Nicholas Priory CE VA Primary School provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.

8.2 Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.

8.3 There are a variety of P.E.-related extra-curricular activities for pupils to participate in outside of school hours including the following:

- a) Dodgeball
- b) Football
- c) Multi-skills
- d) Gymnastics
- e) Athletics
- f) Hockey

8.4 External sports coaches will lead activities and clubs, where appropriate.

8.5 External sports coaches will lead focused sporting activities at lunch-times, focusing on target groups of children. These target groups will be reviewed on a termly basis by the SENCO and P.E. coordinator.

8.6 At the beginning of the academic year, parents will be made aware of the extra-curricular activities on offer at the school via the school newsletter and website.

8.7 The school participates in regular sporting events against other schools –pupils and parents will be made aware of these fixtures with due notice.

8.8 Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during assemblies.

8.9 All teaching staff will actively encourage pupils to be physically active outside of school.

9. P.E. kit

9.1 During P.E. lessons, pupils are expected to wear the following:

- a) black shorts or jogging bottoms
- b) gold T-shirt emblazoned with the school logo
- c) black plimsolls or trainers

9.2 During cold weather, pupils will be allowed to wear their school jumpers, or coats, as appropriate.

9.3 During swimming lessons, pupils are expected to wear the following:

- a) One piece bathing suit
- b) Swimming hat
- c) Goggles (optional)

9.4 Staff members will lead by example by wearing appropriate clothing when teaching P.E., such as trainers and joggers.

9.5 All potentially dangerous jewellery, such as earrings, will be removed before PE lessons. Jewellery which cannot be removed will be taped over.

9.6 In relation to swimming lessons, if a child's jewellery cannot be removed, they will not be able to participate in the lesson.

9.7 All long hair is tied back for P.E. lessons.

9.8 Activities such as gymnastics and dance will be undertaken in bare feet.

9.9 In the event that a pupil forgets their P.E. kit, it should be logged on SIMS and a text will be sent home by the behaviour team.

10. Health and safety

10.1 Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the P.E. curriculum.

10.2 Pupils are encouraged to consider their own safety, as well as the safety of others, at all times.

10.3 In order to minimise risk during P.E. lessons, teachers will carry out informal risk assessments of every lesson planned.

10.4 Swimming lessons will always be taught by a specialist swimming teacher.

10.5 The PE coordinator will check the conditions and appropriateness of P.E. resources on a termly basis, restocking equipment as required.

10.6 Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the P.E. coordinator as soon as possible.

10.7 Damage to P.E. equipment will be reported to the P.E. coordinator as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use.

10.8 Pupils will be taught how to handle P.E. equipment and resources safely.

10.9 Pupils will help staff members to move and set up P.E. equipment.

11. Reporting accidents

11.1 Accidents will be reported in accordance with the Accident Reporting Procedures.

11.2 All accidents will be recorded, in writing, in the Pupil Accident Log.

11.3 Staff members are responsible for identifying the cause of the accident and taking any necessary action in order to minimise the risk of an accident reoccurring.

11.4 Treatment to injuries will only be administered by staff members who are first aid trained.

11.5 Where required, further medical attention will be sought from the local doctors or hospital.

11.6 In the event that a pupil has an accident causing minor injury, such as a bruise or scrape, the school will notify the pupil's parents of the incident at the end of the school day.

11.7 In the event that a pupil has an accident causing potentially serious or major injury, such as a broken bone or concussion, the school will notify the pupil's parents immediately.

12. Equal opportunities

12.1 Teaching staff will work closely with the P.E. coordinator to ensure that planned activities for lessons are accessible to all pupils, including pupils with special educational needs and disabilities (SEND).

12.2 All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language.

12.3 Teaching staff will liaise with the special educational needs coordinator, where necessary, in order to meet the needs of pupils.

12.4 Pupils will not be grouped together based on gender, race or disability.

13. Monitoring and review

13.1 This policy will be reviewed on an annual basis by the headteacher and P.E. coordinator, with any changes made to the policy being communicated to all teaching staff and the governing board.

13.2 The curriculum plan will be monitored and evaluated by the P.E. coordinator, including the planning, assessment and reporting arrangements in place.

13.3 The spending and impact of the P.E. and sport premium is monitored by the governing board.

Name Date:

Signature

(On behalf of the Governing Body)

Headteacher Date

Next review date: January 2023