



Thornaby Church of England Primary School



PE Policy Document

Introduction

At Thornaby CofE Primary School, we believe that Physical education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical education and sport are important in giving children the knowledge, understanding and the tools to make informed choices about healthy living and have a positive impact on their own health and well-being.

The physical education curriculum at Thornaby CofE Primary School, aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. Children will have the opportunity to take part in a wide range of sports and physical activities, carried out in a safe and supportive environment, where effort and hard-work, as well as success, is celebrated and enjoyment and working together is promoted.

Objectives

We aim to provide participation in PE through a wide range of quality provision that will enable all pupils to develop a healthy lifestyle and participate in a range of competitive sports to fulfil their potential.

- To provide a curriculum that satisfies the requirements of the National Curriculum.
- To provide up to two hours of high quality physical activity per week for all pupils.
- To provide an environment in which pupils enjoy and are committed to PE and sport.
- To ensure pupils understand that physical activity is an important part of a healthy lifestyle, including social and emotional well-being; both in and out of school and now and in the future.
- To provide all pupils, irrespective of ability, opportunities to experience and succeed in positive, enjoyable and stimulating PE and sport.
- To provide opportunities, within the school and between schools, for pupils to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team.
- To develop competence in the fundamental movement skills and control in gross and fine motor skills.
- To develop stamina, suppleness, strength and agility and the determination and resilience to keep going.
- In lessons, to establish: clear learning objectives and success criteria, opportunities for pupils to demonstrate their knowledge, understanding and competence, challenges to enable pupils to select and use skills with regards to tactics and composition and other opportunities for pupils to communicate, solve problems and make decisions.
- To provide meaningful links to other areas of the curriculum and to national and international agendas.
- To establish good habits: an awareness of safety and hygiene and being responsible for PE equipment.

The National Curriculum for Physical Education

PE is a foundation subject in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in 'Physical Education in the National Curriculum' where they are categorised into 6 areas of activity:

- Games
- Gymnastic activities
- Dance
- Athletic activities (not at KS1)
- Outdoor and adventurous activities (not at KS1)
- Swimming (not at KS1)

Planning embraces the National Curriculum. The planning and delivery of each unit of work ensures all pupils have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- experience a range of roles, such as leader, umpire, coach etc.

Early Years:

The physical development of children in Early Years is an integral part of their school work and is related to the objectives set out in the Early Learning Goals. The children are encouraged to become Competent Movers, developing their Fundamental Movement Skills in the way they move, balance and handle equipment, both indoors and outdoors.

End of KS1 statements:

- a) plan and perform safely a range of simple actions.
- b) practice and improve their performance.
- c) describe what they are and others are doing.
- d) recognise the effects of physical activities on their bodies.

End of KS2 statements:

- a) plan, practice, improve and remember more complex sequences of movement.
- b) perform effectively in activities requiring quick decision making.
- c) respond safely, alone and with others, to challenging tasks.
- d) evaluate how well they and others perform and suggest ways of improving performance.
- f) sustain energetic activity over a period of time and understand the effects of exercise on the body.

Activities in PE will follow the year group planning document, and ensure:

A) *breadth and balance*, through: individual, pair and group activities; competitive and non-competitive activities; use of different teaching styles.

B) *differentiation*, to involve: groupings, ability or individual activities; use of equipment.

C) *continuity and progression*. The level descriptions provide a framework for progression throughout the key stage.

- In the Foundation Stage the children take part in Physical activities every day totalling approximately one and a half hours of PE a week.
- In KS1 PE is taught once a week for one hour.
- In Y3 and Y4 children have a one hour PE session and a one hour swimming lesson at the LEA swimming pool each week.
- In Y5 and Y6 children have a one hour PE session in school with additional sessions at a nearby comprehensive school, where they have access to a wider range of equipment and facilities.

Teaching and learning strategies

A variety of teaching and learning styles should be used, including:

- **Command**: immediate response to a stimulus;
- **Practice**: provides opportunities for pupils to work independently on a task;
- **Reciprocal**: opportunity to develop skills of observing, comparing and contrasting.

Key Skills

The following areas have all been identified as key skills which can be taught through the medium of PE:

- **Communication Skills**- speaking, listening, and expressing ideas through a variety of media;
- **Mathematical Skills**- develop and apply their knowledge and skills of number, shape space and measures.
- **Problem-Solving Skills**- develop and apply their skills of asking appropriate questions, making predictions and coming to informed decisions.
- **Creative Skills**- develop and apply their creative skills, particularly the development and expression of ideas and imagination.
- **Personal and Social Education**- promote the attitudes and values and to develop and apply the skills, knowledge and understanding relating to Personal and Social Education.

Assessment, Monitoring and Evaluation

Subject monitoring including the monitoring of general PE and Sport activity and the use and impact of the Sports Premium will be carried out by the PE Subject Leader with support from the Head Teacher, using the following strategies:

- Observation of teaching and learning
- Tracking and assessing pupil progress and achievement taking into account specific groups, including special educational needs, the least active and pupil premium children.
- Obtaining views of pupils, staff and parents

Equality, Diversity and Accessibility

All pupils will access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of people, including those who have diverse special educational needs, who are disabled, who have English as an additional language and who are gifted and talented. This will be carried out by effective lesson planning, delivery and assessment and using support staff and appropriate resources.

Health and safety

The aim at Thornaby CofE is to manage risks in accordance with the guidelines in the 'Safe Practice in Physical Education & School Sport' (afPE 2012) and the PE Subject Leader will report any concerns to the school's Health and Safety Officer. Also, all staff have a duty of care to ensure that pupils can actively participate without endangering themselves or those working around them. Every teacher has procedures in place before the PE lesson to ensure the following is adhered to.

Risk Assessments

The importance of safety in PE is made clear to all pupils, lesson planning allows for health and safety consideration and every teacher is expected to carry out an informal risk assessment of every PE lesson to minimise risk. Risk assessments exist for the school environment and attending swimming and a risk assessment is completed by the PE Subject Leader for pupils attending an off-site sporting event.

PE Equipment

Any damage to PE equipment is reported to the PE Leader as soon as possible and if the damage could cause injury the equipment is isolated from use.

PE Clothing

The children have a PE uniform as detailed on the school website. If a pupil repeatedly forgets his or her PE kit, a letter is sent home by the class teacher. The school has sets of spare PE clothes to enable those who do forget their kit, access to the lessons. Gymnastics and dance are performed in bare feet. If a pupil has an injury to a foot, a letter should be sent in by a parent or carer to request permission to wear plimsolls. These light weight shoes are preferred to trainers for these units, especially when partaking in partner or group work. Pupils may be asked to wear footwear if the hall floor becomes unsafe for bare feet and if games have to be moved indoors due to inclement weather. In this case, trainers would be permitted.

Hair

All long hair is tied back for PE lessons. There are spare bands in school to enable access to the lessons for those who forget.

Staff

Staff wear appropriate PE clothing, tie hair back and remove jewellery when teaching PE and Sport lessons.

Jewellery and personal effects

All jewellery, (including earrings) religious artefacts, watches and sensory aids are removed before participating in a PE lesson. Clear expectations have been established with all children and parents about the removal of jewellery and management of the removal. So for example, parents are encouraged to ensure their children come to school without earrings when taking part in any PE activity and are actively encouraged to have piercings at the beginning of a summer holiday. If personal effects cannot be removed, the teacher takes action to try to make the situation safe. In some situations this may require adapting the activity in some way or taping over the item. This may offer some protection if the pupil is working in their own space and the teacher continually monitors the situation, but it is not acceptable when swimming, where water can dislodge the tape.

Non-Participation

In the event of a child not able to participate in a PE lesson, a record is kept by the teacher and the note from the parent, if there is one, explaining the situation. If this is a regular occurrence, the teacher will set up a meeting with the parent to negotiate a way forward. The teacher will also find an alternative role for the pupil such as team manager, score counter, equipment manager, recording supervisor or lesson report writer.

Resources

An annual audit of PE resources is undertaken by the PE Subject Leader, checking availability, condition and appropriateness. Action is taken where necessary. Staff and pupils are encouraged to look after resources by using the equipment correctly and ensuring that the resources are returned and stored in the right place and tidily. Also, the pupils are taught to carry and handle resources safely.

Inclement weather

Where weather renders an outdoor lesson non-viable, every effort is made to move the lesson into the hall. The lesson may be adapted or suitable indoor games played instead.

The Sports Premium

The Sports Premium is used to support all of Thornaby CofE's PE and Sport objectives and its vision. The premium helps to promote sustainable outcomes: high quality PE lessons and extra-curricular opportunities which enable all pupils to want to regularly participate in physical activity and even excel, both now and in the future. The expenditure is posted annually on the school's website, a report is also made annually to the school's Governors and its impact is measured as described above.

Monitoring the policy

The PE subject leader will monitor the implementation of the policy regularly.

Policy Date: **October 2018**

Review Date: **October 2020**