



Physical Education Policy

School Vision

Edisford Primary School seeks to broaden children's experiences, ensuring that they build personal characteristics alongside strong academic progress. We do this through a first-hand learning approach wherever possible, so that children learn key characteristics for success, as well as teaching core skills and knowledge associated with each subject.

Intent – Aims and Objectives

Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include gymnastics, dance, games, athletics, swimming, and outdoor adventure activities. Physical education involves thinking, selecting, and applying skills whilst promoting a positive attitude towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

Our PE curriculum focuses on the three Ps:

Purpose

Perspiration

Pleasure

Our intent is that in every lesson, we want children to experience these three aspects.

The aims of PE are:

To consistently deliver physical education sessions that are engaging, enjoyable and purposeful for all pupils;

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- provide numerous daily opportunities for all children to engage in physical activity;

- encourage children to engage in sports and activities in school and clubs.
- to teach children to recognise and describe how their bodies feel during exercise;
- educate and encourage children to lead healthy and active lives through nutrition and physical exercise.
- to develop an understanding in children of how to succeed in a range of activities and how to evaluate their own success.

Roles and Responsibilities

PE leader is responsible for providing medium term planning using the National Curriculum. The PE leader also monitors and replenishes resources available at school and liaises with sports coaches who deliver training to staff to update the provision of equipment and timetabling each session.

Curriculum

All pupils are entitled to a progressive and comprehensive physical education program which embraces current Statutory Orders of the National Curriculum and considers individual needs and interests.

Our school provides all pupils with an entitlement of 2 hours of high-quality physical education a week.

Key Stage 1 (x 2 lessons – 60 minutes duration each lesson)

Key Stage 2 (x 2 lessons – 60 minutes duration each lesson)

We deliver 6 different units of PE throughout each year group:

1. Invasion Games
2. Striking and Fielding
3. Gymnastics
4. Dance
5. Sending and Receiving
6. Athletics

Each unit is sequenced carefully from year to year and lesson to lesson.

Summary of Curriculum Intent

- We use a variety of teaching styles in PE lessons. PE lessons are taught by class teachers and highly skilled sports coaches who provide excellent CPD opportunities within the teaching of PE for teachers.
- We encourage the physical development of our children in the Foundation Stage as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Years outcomes/Early Learning Goals which underpin the curriculum for children in reception. We support children to develop confidence and control of the way they handle tools and equipment. We ensure all children undertake activities that offer appropriate physical challenges, both indoors and outdoors, using a wide range of resources to support specific skills.
- In all year groups teachers draw attention to good examples of individual performance as a model for other children. We encourage children to evaluate their own and other children's work. We celebrate the children's achievements in PE each lesson.

School Swimming

It is part of the national curriculum PE programme of study for England, so all local authority maintained primary schools must provide swimming and water safety instruction. Schools have a statutory obligation to teach swimming and water safety to all pupils during key stage 1 or key stage 2.

At our school swimming is taught in key stage 2; the minimum requirement is that by the time they are ready to leave key stage 2 every child can:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

Contribution of PE to teaching in other curriculum areas

- 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 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 co-operate across a range of activities and experiences.

Teaching PE to children with special educational needs

At our school we teach PE to all children, whatever their ability. PE forms part of school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's diverse needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

We enable pupils to have access to the full range of activities involved in learning PE. When children are to participate in activities outside our school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

PE is assessed twice a year:

Mid-point (February half term)

End-point (July)

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by the children against the learning objectives for their lessons. At the end of the unit of work, the children complete a core task, teachers judge whether the child has met, exceeded, or is working towards each individual unit's expectations. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

Recording Assessments

Teachers record the information in their assessment files and use the information to plan the future work of each child. These records also enable the teacher to assess progress for each child, children are assessed twice a year and parents receive this information in their child's written report. The teacher passes this information on to the next teacher at the end of the year.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of apparatus, we expect the older children to help set up and put away equipment. By doing so, the children learn to handle equipment safely. The children use the school playground and the large playing field for games and athletics activities and the local swimming pool for swimming lessons.

Health and Safety

The general teaching requirement for health and safety applies in PE. We encourage the children to consider their own safety and that of others. We expect them to change PE into the agreed clothing for each activity.

Monitoring and Review

The monitoring of children's work standards and quality of teaching PE is the PE subject leader's responsibility. The role of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in school. The PE subject leader reports to the headteacher evaluating the strengths and weaknesses in the subject and indicates areas for further improvement.

Extra-Curricular Activities

Our school provides a broad range of PE related activities including netball, football, tag rugby, multi skills, gymnastics, athletics, and dance for children to participate in during the school day at lunchtime or after the school day has finished. These activities encourage children to further develop their skills in a range of activities. The school sends details of current club activities to parents at the beginning of each term. We also play fixtures against other schools and participate in competitions with other local schools. This introduces a competitive element to

team games and allows children to put their skills into practice. These opportunities foster a sense of team spirit and co-operation amongst our children.

Clothing

Students should wear clothing that is **fit for purpose** according to the physical education, school sport and physical activity, environment and weather conditions.

For **indoor** sessions, it should be light and allow good freedom of movement, without being baggy or loose.

Clothing for **outdoor** lessons will allow good freedom of movement but will also need to offer some insulation from **cold weather** in the winter months, when additional layers are advisable.

In **hot weather**, protection from the sun is advisable, therefore children can wear caps and loose, light clothing. Parents will be advised to provide suncream protection for their children to apply.

Footwear

Outdoor footwear for games and athletics may vary according to the playing surface.

All footwear should be of the correct **size** and correctly **fastened** in the manner of its design to ensure appropriate support for the ankles. It is important that teachers check to ensure footwear has the required specification and provides the necessary support for safe participation.

Staff will avoid situations where a wet-weather indoor alternative activity means that some children wear training shoes and others have bare feet. This situation needs to be managed correctly (e.g., all students in bare feet or all students in trainers, or students being set different tasks that are appropriate for their footwear).

Religious and Cultural clothing

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

The school will ensure the following:

- Any clothing worn to comply with a faith commitment should be appropriate to the PE activity. Clothing should be comfortable and allow for freedom of movement, while not

being so loose as to become a hazard. A tracksuit is perfectly acceptable clothing for Muslim students and is not seen as offending the principles enshrined in Haya relating to modesty and decency.

- **Headscarves** (such as the **hijab**), where worn, should be tight, secured in a safe manner, particularly at the side of the face, and unlikely to obscure vision or catch on anything that may put the wearer at risk. Students can also consider obtaining a sports version of the hijab, for improved suitability.
- In **swimming** lessons, unacceptable exposure of the body should be managed through adjustments in swimming attire to accommodate religious and cultural sensitivities while not compromising the safety of the students concerned.

PE clothing for Staff

Clothing and **correct attire** for a particular PE activity represent important features of safe practice that apply in equal measure to both staff and students. Staff should always endeavor to **change** into appropriate clothing for teaching physical education. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

Footwear

All staff need to **change** into footwear that is appropriate for the lesson location and, ideally, for the PE activity being taught.

Earring policy

We follow safe practice by ensuring that children do not partake in PE lessons wearing metal earrings. This prevents injury to the delicate mastoid bone behind the ear.

- We ask that all parents considering letting their child have their ears pierced to do this at the beginning of the six-week holidays. This means that children can take their piercings out on their own for PE lessons.
- We do not let children tape up their ears. This is insufficient protection against damage to the mastoid bone if children receive an unintentional blow to their ear from another person or equipment such as a ball.
- If you have not heeded advice to have their ears pierced at a sensible time, your child will be asked to take their earrings out, regardless of whether they have recently had them pierced. This is so that they can do their **two hours a week** of PE, which is statutory.

School Sport Premium Funding

School funding is used to make additional and sustainable improvements to the quality of PE and sport we offer. We use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that our school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

Our detailed plans are attached as appendices/available on our website:

www.edisford.lancs.sch.uk

Link Governor

The subject link governor for PE is Lee Birkett.

Policy will be reviewed July 2023