

Gordon Primary School

Physical Education (PE) Policy

Revised Spring Term 2023

Signed _____ Chair of Governors

To be reviewed Spring Term 2024

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Physical Education (PE) Policy

Introduction

This policy outlines the teaching, organisation and management of Physical Education teaching and learning at Gordon Primary School. Physical Education focuses on developing physical fitness and the ability to perform and enjoy day-to-day physical activities with ease.

The policy has been drawn up by the PE Subject Leader, in consultation with members of the school's teaching staff, and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff, under the direction of their year group leaders. The responsibility for monitoring and reviewing PE teaching and learning rests with the SLT and the PE Subject Leader.

Rationale

Physical Education is a foundation subject within the National Curriculum. The fundamental knowledge, skills, tools and understanding of the subject are set out in the National Curriculum guidelines. Physical Education develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence to excel in a broad range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics, and outdoor adventure activities. It involves thinking, selecting, and applying skills and promotes positive attitudes towards a healthy lifestyle. At Gordon Primary School, we believe it is our duty to inspire and build on our pupils' interests in sport through the provision of a high quality PE curriculum. The school believes that Physical Education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and good health. Through a range of individual, cooperative, and competitive activities, Gordon promotes sporting values such as respect, self-belief, and honesty.

All pupils are entitled to access the PE curriculum at a level appropriate to their needs arising from race, gender, ability or disability and all PE lesson plans will therefore be differentiated to meet the needs of the children in each class. School visits will be planned for throughout the children's time at school and, where necessary, will be adapted to meet the individual requirements of identified pupils.

INTENT

Through our teaching of Physical Education, we aim to:

- Enable our children to explore, develop and excel in a range of physical activities which allow them to develop their physical skills with increasing control and co-ordination.
- Provide opportunity for children to engage in competitive sports and activities, encouraging children to work and play together to help develop sportsmanship and teamwork.
- Promote positive attitudes towards health, mental health, hygiene and fitness and making children aware of the physiological changes that occur in their bodies during exercise, so that they may lead healthy, active lives.
- Ensure children are physically active for a sustained period of time.
- Develop children's performance of skills and ability to apply rules in competitive sports and be able to reflect and evaluate their own successes.

IMPLEMENTATION

Curriculum

The lessons being implemented at Gordon Primary School are planned in accordance with the statutory guidance for delivering Physical Education; outlined in the National Curriculum for England 2014.

In KS1 pupils are taught to:

- master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending;
- perform dances using simple movement patterns.

In KS2 pupils are taught to:

- use running, jumping, throwing, and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis], and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics].
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swimming lessons are always taught by a specialist swimming teacher. These take place at the London Aquatic Centre. This part of the curriculum is covered during Year 5.

The contribution of Physical Education to teaching in other curriculum areas include:

- Physical Education contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.
- We use ICT to support Physical Education teaching when appropriate. 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 performance from recordings and use these to improve the quality of their work.
- Physical Education 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.
- The teaching of Physical Education offers opportunities to support spiritual, moral, and 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. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

Extra-curricular activities

The school provides a range of PE-related activities e.g., netball, football, sports agility for children at the start

and end of the school day. These 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 at the beginning of each term. The school also plays games against other local schools and participates in area knockout competitions. 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 co-operation amongst our children.

Planning

The Physical Education curriculum and scheme of work developed at the school covers all areas of activity outlined as statutory in the PE National Curriculum 2014. Each year group covers certain aspects of the curriculum during the child's time at the school. Lesson plans will be available for most curriculum areas for each year group, if required. Timetables and progression documents will be easily accessible to help support all staff with planning.

Teaching and Learning

Differentiation

Differentiation in Physical Education will take place in one of three ways; by task, outcome or mixed ability grouping. Class teachers need to be aware of I.E.Ps and EHCPs and the effects of gender on performance and expectations in Physical Education. Class teachers should provide equal opportunities for boys and girls.

Timetables

All children from Years 1-6 will participate in two 1-hour statutory physical education lessons a week, which aims to cater for individual needs and abilities. Appropriate time is allocated to Physical Education each week, and any changes to the class timetables must be reported to the PE Subject Leader who will inform the ULT. In Year 5 children will attend swimming lessons, these will be planned and timetabled into the school day in advance.

IMPACT

As with all our subject teaching, we do not teach PE in isolation to other curriculum areas; where possible, we relate the work undertaken to real life situations and we also aim to:

- Improve pupils' skills in English, Maths, Science, History, Geography and Computing
- Develop pupils' critical thinking and ability to analyse
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Develop pupils as active and responsible citizens.

Assessment

Teachers evaluate children's work in Physical Education by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgment as to whether the child has met, exceeded, or is working towards the age-related expectations.

They record the information and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, against national averages, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Progression documents will be used to support the children's assessment throughout the time at Gordon Primary School, which will allow teachers to identify any areas of particular strength or development areas throughout the child's learning journey.

Assessments of children's progression in Physical Education skills, knowledge and understanding will be recorded on Target Tracker.

The subject will be monitored and evaluated by the Subject Leader. They will keep photographic and video evidence of children's work (in a portfolio). This will demonstrate what the expected level of achievement is in each area of activity in Physical Education in each year of the school. The Subject Leader reviews evidence of children's work in Physical Education to inform their termly PE Subject Leader Report.

The PE Subject Leader will:

- Produce a flexible scheme of work, with lesson ideas to support its implementation.
- Support colleagues in all aspects of the curriculum.
- Maintain and replace equipment.
- Ensure areas for lessons and equipment are safe.
- Assist with recording keeping and assessment of the subject.
- Monitor the teaching of the subject at school.
- Attend meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensure that pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.
- Complete a termly summary report in which they evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Resources

There is a range of resources to support the teaching of Physical Education across the school. We keep most of our small equipment in the outside PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help 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 playground and the local park for games and athletics activities (Sports Day), and the London Aquatic Centre for swimming lessons.

PE Kits

All children must change for PE into school PE kit. This consists of:

- White T- shirt
- Plain navy shorts
- Trainers
- During winter months, children are also able to wear navy tracksuit bottoms and sweatshirts.
- For swimming, girls must wear a one-piece suit and a hat, and boys must have trunks (not shorts) and a hat. Swimming hats must also be worn.
- If children continually forget their PE kit staff should inform parents at the end of the day and if this continues the PE Subject Leader will send a letter home.

Health and Safety

Health and Safety is an integral part of Physical Education. The class teacher and PE subject Leader must ensure that children stay safe during PE lessons. Health and safety considerations within PE lessons include but are not limited to:

- All staff must consider the health and safety aspects of their lessons as they are preparing and delivering PE lessons. Staff should be familiar with the PE Risk Assessment and adhere to it.
- Class first aid bags will go with the class during their PE lesson, this will ensure that Inhalers for pupils suffering from asthma are made readily accessible.
- In case of injury a member of the office based first aid team should be sent for. An injured child should not be moved.
- The member of staff leading the lesson is responsible for ensuring the equipment that they are using with a class is safe at the point at which it is being used. If they are unsure, equipment should not be used and further guidance sought from the PE Subject Leader.
- A number of additional checks will take place to ensure that all equipment remains safe and fit for purpose. Equipment which is identified as damaged or faulty will not be used until it has been appropriately fixed. Checks include as follows:
 - An approved external contractor will undertake annual checks of apparatus and advise the Subject Leader.
 - All larger apparatus e.g., climbing frame is checked weekly to ensure it is safe to use and is the responsibility of the Subject Leader to ensure this happens.
 - All smaller equipment e.g., footballs are checked termly to ensure there is not wear and tear and still safe to use.
- All staff are responsible for reporting to the subject leader if any items show wear and tear and any items constituting a danger are taken out of use immediately.
- Pupils are taught how to move and use apparatus safely under the supervision of teaching staff.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping in front of others, being aware of the space around them etc).
- Good behaviour and classroom management is essential for ensuring a safe PE learning environment.
- Teachers must ensure that no jewellery (except covered religious) is worn in lessons.
- If earrings cannot be taken out, they are taped over.
- Long hair is tied back.
- Pupils wear suitable footwear for outdoor PE lessons.
- Pupils should have bare feet when participating in indoor PE lessons.
- Adjustments should be made for pupils with EHCP plans if needed.
- Swimming lessons will take place at an approved pool, under the guidance of specialist swimming teachers with trained lifeguards on site.
- Boys and Girls will have separate changing areas when getting ready for swimming.
- Any PE activities which take place off school site e.g. sports day would require a risk assessment to be completed and agreed by SLT beforehand.
- If the main class teacher or PE coach is not leading the PE lesson the other staff who is covering the lesson should be informed of any medical or EHCPs they need to be aware of when teaching PE.

Equal Opportunities and Special Needs (including Gifted and Talented)

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning, where each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. This can be achieved through classroom organisation and careful planning

that enables the active participation of all pupils. In all classes there are children of differing ability. Some pupils may need provision to be made for additional support, modified resources or extension tasks. Equal learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is done by:

- Setting common tasks that are open-ended and can have a variety of results (targeting Gifted and Talented children).
- Setting tasks of increasing difficulty where some children are challenged with additional tasks (targeting Gifted and Talented children).
- Grouping children by ability and setting different tasks for each group as and when appropriate.
- Providing a range of challenges through the provision of different resources.
- Arranging pupils into mixed ability groups with more able pupils supporting SEN and EAL pupils to access tasks.
- Using additional adults to support the work of individual children or small groups, especially SEN and EAL pupils.
- Modifying or providing additional resources that can be used to support a child's access to the curriculum.
- Adult/s to support SEN children with fine motor skill needs.
- Differentiated activities and tasks for SEN children.

As required, Intervention through Education, Health and Care Plans or engagement with external agencies; such as physiotherapy, will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs and disabilities. The IEP will include, as appropriate, specific targets relating to PE.

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

The UNICEF Rights Respecting School Framework

We are proud to be working within the UNICEF Rights Respecting School framework. Ensuring that children understand their rights and responsibilities as per the *United Nations Convention of the Rights of the Child* is central to our school's ethos. Where learning opportunities and links exist, relevant articles from the *United Nations Convention of the Rights of the Child* are made explicit through the teaching of the curriculum.

Policy reviewed: Spring Term 2023

Date of next review: Spring Term 2024