

Broadbent Fold Primary School and Nursery

Physical Education Policy



April 2022

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, “Foster good relations between people who share a protected characteristic and those who do not.” This policy can be adapted to suit individual needs.

At Broadbent Fold Primary School and Nursery, we believe that PE is essential in the physical and mental development of the child. It provides the foundation for a healthy lifestyle, promotes character building and reinforces values such as determination, self-belief and respect.

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 dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Therefore, enabling them to make informed choices about physical activity throughout their lives.

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. Therefore, both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; activities designed to be enjoyable, vigorous, purposeful and regular positive experiences and a lifelong interest in physical activity is encouraged.

At Broadbent Fold each class will receive 2 hours of physical activity per week.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination.
- to encourage children to work and play with others in a range of group situations.
- to develop the way children, perform skills and apply rules and conventions for different activities.

- to increase children's ability to use what they have learnt to improve the quality and control of their performance.
- to teach children to recognise and describe how their bodies feel during exercise.
- to develop the children's enjoyment of physical activity through creativity and imagination.
- to learn to select and use skills, tactics and ideas to suit different activities.
- to compete against others, individually and as part of a team.
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success as well as that of others.
- to encourage children to 'lead healthy, active lives' (PE NC).

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual or group activities. Lessons and activities will build on pupils' prior learning, developing their skills, knowledge and understanding within each activity area. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g., timed events, such as an 80m sprint.
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g., the high jump.
- grouping children by ability and setting different tasks for each group, e.g., different games.
- providing a range of challenge through the provision of different resources, e.g., different gymnastics equipment.
- setting different levels of challenge that the children can choose from and develop themselves; they will then challenge themselves more as confidence builds. This is monitored to ensure children are choosing an appropriate level of challenge.

- giving children opportunity to assess their own learning and suggest future improvements to be made.
- celebrating small step achievements.
- using photos and video footage of children's own techniques, and time to improve.
- using video footage of Olympic athletes to observe correct technique.
- encouraging higher ability children to coach others and provide them with useful feedback.
- encouraging higher ability children to improve their coaching technique and subsequently, improve their own skills technique.

PE curriculum planning

PE is a foundation subject in the National Curriculum. "A high-quality physical education curriculum should inspire all pupils to succeed and excel in competitive sport and other physically demanding activities." (NC 2014). Our school uses the PE Passport scheme of work as the basis for its curriculum planning in PE. This is a scheme that includes progressive age-related units of work, detailed lesson plans and a range of resources for teachers to use to aid in their delivery of PE. We have adapted this scheme to meet the needs of the school whilst still delivering a high level of competency when it comes to PE and sport. As required in Key Stage 1, we teach dance, games and gymnastics. In Key Stage 2 we teach dance, games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities.

KS1 pupils

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

Pupils should be 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.

KS2 pupils

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.

Pupils should be 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.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the PE Passport scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. Each teacher keeps their own evidence of planning on the online portal of PE Passport and the subject leader reviews these plans.

Class teachers are responsible for individual lesson planning that should include the learning objective for each lesson and give details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discusses them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Swimming will be taught to pupils in Year 4. It is not anticipated that Y6 will go swimming unless they are still non-swimmers.

The school provides 36 hours of swimming to enable pupils to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

The Early Years Foundation Stage (EYFS)

We encourage the physical development of our children in EYFS as an integral part of their work. As EYFS classes follow the framework guidance for the children in Early Year. The objectives set out in the Early Learning Goals, underpin the curriculum planning for children aged three to five years. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Contribution of PE to teaching in other curriculum areas

English

PE 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.

Mathematics

PE provides the opportunity to measure a range of factors, e.g., distance thrown, sequences, rotation, time taken to complete an activity and position and movement. Pupils also develop their counting skills by keeping the score in team games.

Computing

We use Computing to support PE 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.

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. It also includes following rules, co-operating with others and understanding fairness and equality.

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. Children learn to respect and work with each other and develop a better understanding of themselves and of each other. They learn to encourage others and give praise for their achievements so that when children perform, they do not fear failure. Through sporting activities, they realise that competition isn't all about winning and that doing your best is more important.

Cognitive development:

PE contributes to a child's cognitive development as it develops their ability to make decisions and solve problems. It also develops reasoning skills, their ability to make judgements and their ability to select skills, tactics and compositional ideas. Pupils also learn to communicate non-verbally and learn to evaluate performances, responding to constructive criticism where necessary.

Teaching PE to children with special educational needs

At our school we teach PE to all children, whatever their ability. PE forms part of the 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 different needs by making modifications where applicable. 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 and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Targeted intervention may lead to the formulation of a Child Centred Plan (CCP) for children with special educational needs. The CCP may 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.

Assessment and recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. Children are also involved in assessing their peers, as well as themselves, against a success criteria. At the end of a unit of work, teachers make a summative judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. The PE Leader and Class Teachers record the information and use this to inform planning. These records also enable the teacher to make an annual assessment of progress for each child, 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.

The following criteria should be taken into account and questions answered:

- Regular absences/forgetting P.E kit.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: co-operate, dominate, and withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

Our P.E Leader will monitor the assessment termly and use our scheme to support this.

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, which is only

accessibly by adults. 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 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 this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing and footwear when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity and long hair must be tied back. The general teaching requirement for health and safety applies in this subject.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid, if a teaching assistant is not present during the lesson, teachers should stay with the child and the class and send a child for a first aider. All accidents are to be reported in the accident book.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one-off basis or with clubs. Boys and girls in Year 6 are not expected to change together.

Regular equipment checks and risk assessments will be carried out by the PE subject leader and class teachers. If a potential hazard is identified, it is immediately taken out of use and reported to the PE subject leader.

When pupils are attending off-site sporting or PE related events (including sporting competitions), the PE subject leader is responsible for completing a risk

assessment of the event. All risks assessments must be approved by the headteacher.

Regulations with regards to swimming lessons follow the guidelines in the Tameside swimming policy.

P.E Kit

Reception, KS1 and KS2:

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

- Games and Athletics: Black shorts, white T-shirt and black pumps (for indoor lessons in the hall), black joggers, sweatshirts and trainers should only be necessary in the playground on a cold day.
- Properly fitting plimsolls for Dance and Gymnastics (indoor)
- Swimming: Swimming costume and swimming cap for medium to long hair and swimming trunks (no Bermuda shorts).
- Goggles for medical reasons only (letter required).

General Points

- Teachers should also wear appropriate clothing (even when specialist coaches are in to teach the lesson)
- Jewellery must be removed including all earrings. We, therefore, politely request that your child removes their earrings for PE. If they are unable to do this unaided, please remove them on their PE day. If you are planning to get your child's ear pierced, please can this done in longer holidays to give time to heal and the child to practice removing them.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern in non-participation is established for a variety of reasons (including child protection issues).

Extra-curricular activities

The school provides a range of PE-related activities for children at the 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 regular fixtures against other local schools. 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. Children will only be selected to represent

the school in competitions if their behaviour follows the school behaviour policy.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work 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 the school. The PE subject leader and staff are supported in the management and delivery of high-quality PE through the School Sports Partnership. The PE subject leader works with SLT to evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

The PE subject leader is responsible for coordinating staff development in PE and school sport by taking advantage of CPD on offer, as being part of the School Sports Partnership, reviewing the needs of the staff and the school.

This policy will be reviewed at least every two years. (Next review date: April 2024)

Signed: L. Mainprize

Date: 1/4/22