



# South Molton Community Primary School P.E

## Policy 2022/23

### The National Curriculum for PE

The national curriculum for physical education in Key Stage 1 and 2 aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The subject content in Key stage 1 involves pupils developing fundamental movement skills, becoming increasingly competent and confident and accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should also be able to engage in competitive (both against self and against others) and co-operative 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 coordination, and begin to apply these in a range of activities, participate in team games, develop simple tactics for attacking and defending and perform dances using simple movement patterns.

The subject content in Key stage 2 involves pupils continuing 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 and compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Our School and PE Vision

As a school our intention in PE is to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. It is also our intention to ensure that every child has access to at least 60 minutes of physical activity every day.

We believe that high quality PE is essential for improving and maintaining the health and wellbeing of all pupils. PE should: teach pupils how to move well and be active, challenge and motivate pupils, help them build resilience, offer a variety of experiences in learning in PE and build and develop

pupils' skills and knowledge as part of lifelong learning. Overall, we believe PE and sports helps us to ensure our children are well rounded individuals who are healthy and happy and ready to learn in the classroom.

### **High Quality PE**

Children are entitled to high-quality PE lessons and we achieve this at our school through the following ways:

#### **Assessment**

- Progress and understanding is monitored throughout
- Use of self and peer assessment
- Pupils know what they need to do to improve
- Questioning is used to check understanding and consolidate learning

#### **Inclusive and Challenging**

- Pupils are appropriately challenged
- Teaching style is adapted to meet the needs of the learners

#### **High Activity Time**

- Equipment is used effectively when required
- Queues and games where pupils get 'out' are avoided
- Reduced teacher talk
- Transitions are well thought out

#### **Safe**

- Teachers and pupils are appropriately dressed
- The area is checked and safe for use
- The activities are safe and age appropriate

#### **Planning**

- Is progressive and sequenced
- Activities meet the learning objective
- Lesson objectives are communicated at the start and referred to throughout
- Sits within a wider scheme
- Shows consideration to cross curricular links

#### **Engagement**

- Pupils are encouraged to contribute and there is an eagerness to do so
- Clear behaviour management consistent with school procedures

#### **Whole Child Development**

- Lesson objectives are inclusive of the whole child
- Pupils are given opportunities to develop social, emotional and cognitive skills

#### **Learning**

- Builds on previous learning
- Lesson objectives are inclusive of the whole child
- Pupils use key vocabulary
- Lesson objectives are communicated at the start and referred to throughout

### **PE Time Entitlement**

The government recommends that all Primary School children should have access to 2 hours timetabled P.E. curriculum provision per week. In addition, extra P.E. activities can be provided through the schools after school clubs, lunchtime and playtime activities.

At South Molton Community Primary School our PE timetable is allocated for 1 session per week of 3 hours for Reception-Year 1 and a 2 hour session including 15 minutes each day for the Daily Mile scheme for Year 3-6. All children have 3 hours of timetabled PE each week. Each class will have priority use of the hall, playground or school field depending on the activity that is being taught.

<b>Year Group</b>	<b>PE entitlement Outdoor/Indoor</b>
Reception	Unlimited opportunity for outdoor play experiences & 3 hours
Year 1	3 hours
Year 2	3 hours
Year 3	3 hours
Year 4	3 hours
Year 5	3 hours
Year 6	3 hours

In addition to this allocated PE time, each class from Reception-Year 6 are allocated 2 hours of Outdoor Learning Time a week, where they are often active. Children at our school also gain a large number of opportunities to be active during break and lunchtimes, as well as an extensive range of active and healthy afterschool clubs being available.

### **PE Planning**

Each year groups learn PE in accordance with the long term planning, this is presented through a yearly PE overview. This ensures continuity and progression through school in order to continue to improve standards in PE. A combination of GetSet4PE Schemes of Work and other quality programmes of teaching and coaching resources from P.E. courses attended are used to fuse together and create a broad and balanced P.E. programme.

The areas of learning in PE include;

- Introduction to PE (Reception)
- Gymnastics & Apparatus (Reception-Year 6)
- Dance (Reception-Year 6)
- Fundamentals (Reception-Year 3)
- Target/Paralympic Games (Reception-Year 6)
- Ball Skills (Reception-Year 2)
- Fitness & Healthy Lifestyles (Reception-Year 6)
- Yoga (Year 1-Year 6)
- Games (Reception)
- Invasion Skills & Games (Year 1-2); Hi Five Netball, Basketball, Quicksticks Hockey, Tag Rugby (Year 3-6)
- Sending & Receiving Skills & Games (Year 1-2)
- Striking & Fielding Skills & Games (Year 1-2); Cricket, Rounders (Year 3-6).
- Net/Wall Skills & Games (Year 1-2); Volleyball, Badminton, Tennis (Year 3-6).
- Athletics (Year 1-6)
- Swimming & Water Safety (Year 1,3&5 & Intervention Year 6)
- Sports & activities from around the world (Year 3-6)
- Team Building & Outdoor & Adventurous Activities (Reception-Year 6)
- Young Leaders (Year 3-6)

### Cross Curricular Links

Cross curricular links are identified within the PE planning in subjects such as English, Maths and Science and also through the Cornerstones planning that is used for other subjects such as Geography, History, Art etc.

Links are made with key skills such as physical, social, emotional & thinking.

In Reception class we have a topic link for each activity area for example the Gymnastics Unit 1 planning has an animals and habitats theme.

Below are a few examples of how we incorporate other curricular links with P.E. across their teaching and learning programme:

ENGLISH	MATHS	SCIENCE	ICT	MUSIC	HISTORY	R.E.	PSHE
Speaking and Listening	Speed Distance	Health and fitness The human body	Use of stop watches Use of digital cameras and digital video	Rhythm Tempo	Topic specific dances	Cultural Dances i.e. Diwali dance	The School Games Values
Subject specific vocabulary	Time  Measuring  Recording  Handling  Data		Use of internet for research				

### Swimming & Water Safety

Swimming and Water Safety is provided for children in Year 3, 4, 5 and 6. Water safety lessons are included in the PE curriculum for children in KS1. The Swim England ASA awards and planning are used, alongside other swimming resources and planning when teaching & assessing children in this activity. Swimming intervention is planned in Year 6 for any children not achieving the national standards by the end of Year 5 e.g. swim competently and confidently over 25m, use a range of strokes effectively, perform safe, self rescue.

Boys and girls use the separate changing cubicles at the pool.

### Equality & Inclusion

The school is committed to ensuring that all persons access physical education and school sport in a fair and prejudice free environment. In accordance with the Equality Act (2010), the individual needs of each pupil, including but not exclusive to the named protected characteristics, are considered. This is clearly evidenced in the planning and evaluation process. Teachers ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability.

As is stated in the NC, children with special needs will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the headteacher, SENCO and coordinator (if applicable).

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil.

*More Able and Talented* pupils and children with *Special Educational Needs and Disability* are identified through a range of activities. Their needs are met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

The Step principle is used to adapt PE lessons thinking about the following areas:

- Space (changing the distance, height, size or location).
- Task (changing rules, roles, progressions, conditions, complexity).
- Equipment (changing what is being used).
- People (changing groupings or how the children play together).

Physical education will not be withheld as a sanction, although individuals may be withdrawn if their actions are deemed dangerous either to themselves or others.

The school aims to create an environment in which all children learn to respect and value each other and each other's interests. Below are a few examples of how these are achieved:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend and provide a greater challenge for more able pupils. A register of Gifted and Talented pupils who demonstrate exceptional performance or talent in a sporting area is kept and updated each year.

### **Targeted Work**

The school identifies pupils to be involved in clubs and targeted work such as FunFit, Change 4 Life or Breakfast Club. The focus of these clubs are to encourage pupils to lead a healthy and active lifestyle, to increase self-esteem, improve attendance and reduce late arrivals at school and improve motor skills such as coordination, stability and balance.

As a School we encourage teachers, school nurses and the child's parents to work together to identify and agree strategies to support the child to improve in the above areas.

### **Assessment, Recording, Monitoring and Evaluation**

Teachers assess children's work in P.E. by making assessments as they observe the children working during lessons. Teachers record the progress made by children against the learning challenge and success criteria for a lesson. At the end of a unit of work, teachers make judgements as to whether a child is working towards, within or beyond the expectations and this should be recorded on the assessment checklists and can be used to enable the teacher to make an annual assessment of

overall progress for a child when writing the annual report for parents/carers. This information is also used to inform future planning and set children targets.

Additionally, children complete a self-assessment at the start and end of each unit of work. This self-assessment tool is used to support children in being reflective in their lessons and with their achievements.

### **Health and Safety**

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety. Reference should be made to the school's Risk Assessments. All staff have a copy of the Health and Safety Policy in school documentation file.

Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school. P.E. lessons are conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. Safety is further enhanced by emphasis on the need to wear correct clothing and use the correct equipment in a safe manner. There is a need for warm-up and recovery periods when exercising.

### **Risk Assessments & Teaching safely**

Staff should carry out risk assessments with the children at the start of all PE lessons and all equipment, apparatus and environment should be checked before the start of every lesson by the teacher and is the responsibility of the teacher. Children should be given health and safety guidance through the lesson.

### **Accidents**

For minor injuries such as bruises or bumps (not including the head area) the children should be encouraged to continue where possible but to sit and wait if necessary. For small cuts or grazes, the child should be sent in to school to receive first aid treatment if a TA is not available. For serious accidents (head injuries, serious cuts or a suspected fracture etc) the teacher should remain with the child and send two responsible children or a Teaching Assistant if one is available to inform the school office. After a serious accident, the teacher must complete an accident report form which is available from the school office.

### **Equipment and Resources**

We have a wide range of resources to support the teaching of P.E. across the school. All equipment is kept in the P.E. Store. The P.E. Store should only be accessible by adults.

### **Equipment safety**

Small equipment is checked by the co-ordinator on an ongoing basis. If any defect is found in any of the P.E. equipment should be reported immediately and withdrawn from use. An annual check of large equipment is made by the local authority with their recommendations acted upon. The children are taught the safe methods for carrying and positioning apparatus. As such we expect our children to take responsibility for the setting up and putting away of equipment.

### **Ordering Equipment**

P.E. equipment is purchased through the school budget or from Sports Premium Funding. If staff have a particular requirement they speak to the co-ordinator, head teacher and Business Manager regarding availability of funding for the purchase.

### **P.E. Kit & Jewellery**

Pupils should change into a kit of shorts, leggings or dark coloured tracksuit bottoms and white PE t shirt. During the colder months, children should wear a dark coloured jumper and have a waterproof coat. Suitable footwear (trainers or plimsolls) is also required. Upper KS2 children may be asked where possible to bring in shin pads and a gumshield in order for them to safely access certain activities such as Quicksticks Hockey.

All children taking part in indoor PE should be barefoot or wearing suitable footwear for indoor PE (plimsolls) and all children with verrucas should wear plimsolls.

Children who are persistently without their kit (two consecutive occasions) should be reminded of the importance of P.E. and if necessary, a letter sent home, asking their parents for cooperation. Children should only miss P.E. lessons on health grounds when it is requested by their parents either directly or by a letter to school. Long hair must be tied back at all times.

All jewellery should be removed prior to P.E. lessons. This has to be removed by the child independently. Our staff members are not allowed to do this on their behalf. Jewellery items can pose a problem during P.E. sessions if they are caught by accident, they may cause significant damage to your child and others around them.

Parents are asked to remove their child's jewellery items prior to coming to school on P.E. days in order for them to take part in the lesson. If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently.

### **Children not taking part**

Children not taking part in the P.E. lesson should bring a note to school from their parents or carer explaining the reason why participation is not possible. If they do not have a note the teacher should contact parents/carers at the earliest opportunity and also use their own discretion as to whether the pupil is fit enough to participate.

Children not taking part physically can be encouraged to take on an observational role in the lesson. This provides the child with an opportunity to critically analyse the lesson in which they are not participating in.

### **P.E. & Sport Premium Funding**

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer.

We use the premium to:

- Develop or add to the PE and sport activities that we already offer;
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.
- There are 5 key indicators that we should expect to see improvement across: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;
- The profile of PE and sport is raised across the school as a tool for whole-school improvement;
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to all pupils;

- Increased participation in competitive sport.
- As part of the funding criteria we are required to publish details (on our website) of how we plan to spend the monies and a review of the impact on pupil outcomes.

Specifically, the funding allows us to have membership in the School Sport Partnership, joining with a pyramid of schools in the South Molton and surrounding area. It is a family of local schools who with the primary link teacher work to increase the quality and quantity of P.E. and sports opportunities for children through festivals and events. It also allows us to attend the many sports competitions throughout the year run by School Games Organisers and other local sporting agencies and clubs. Our website lists all the events we are involved in.

### **Out of School Hours Provision**

South Molton Community Primary School provides active, sporting and healthy opportunities for children in a wide variety of areas. These after school clubs are updated, added and changed according to the interests of the children.

The after school clubs are available for children to attend from Reception to Year 6 (free of charge) and all sports clubs are open to both girls and boys, delivered by qualified coaches or teachers who provide high quality sessions. The provision of Out of School Hours sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children. Our website lists all of the clubs we provide.

Experienced Sports Coaches are often invited into school to support our curriculum P.E. lessons and embed their sport and to develop their skills further because we recognise the advantages and benefits of working alongside and delivering outside agencies.

### **Travelling to sporting activities and events**

When travelling to sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

- All children wear seat belts
- All supervising adults to be aware of risk implications
- Parent permission for taking children out of school obtained
- All transporting adults to be fully insured
- Parent permission for children to be transported by other parents
- After school competitions children are transported by their parents or a responsible adult who the child's parents have given permission. School to be informed.
- All supervising adults that attend swimming to hold a current DBS

### **Additional Points**

1. Teachers should set a good example by wearing clothing appropriate to the activity they are teaching.
2. Teachers should be aware of any medical conditions of individual children that they will be teaching (such as asthma, diabetes or epilepsy) to ensure that they participate as fully as possible in the lesson. Children who need inhalers should have them available to hand in the lesson.
3. For swimming lessons, the teacher and the pool staff should check the pool environment before each session before entering the pool.



## **Our Schools vision**

Our school aims to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children's wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes.

We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond.

We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.