



P.E. POLICY

This policy outlines the teaching and learning, management and organisation of P.E at Carr Head. All staff are responsible for the implementation of this policy.

High quality Physical Education, School Sport and Physical Activity (PESSPA) is experienced regularly and delivered in a safe and supportive environment at our school.

In the early years foundation stage (EYFS), children are taught fundamental movement skills. Across the school, our aim is to develop pupils' competence as a priority because of its relationship to motivation, enjoyment and its potential to build confidence and engagement in physical activity and sport.

All children take part in at least two hours of P.E. each week. The physical activities and sports we teach have been selected to ensure breadth and to meet the requirements of the National Curriculum. We aim to reduce inequalities and teach the important knowledge pupils need to meet our ambitious end points, especially those from disadvantaged backgrounds or with SEND.

INTENT:

At Carr Head Primary School, we recognise the important role P.E plays in the curriculum, and we are committed to providing all children with opportunities to engage fully in physical education. P.E. and school sport should provide opportunities for all pupils to become physically literate and confident in a way which also supports their health and fitness. Children should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active lives as well as the values of sportsmanship, fairness and respect through the sports and activities they participate in.

Aims:

- To enable children to develop and explore physical skills with increasing control and coordination.
- Provide a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum and provide children with appropriate challenge with acceptable risk.
- Have a whole school approach to physical development which takes children through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that they need to take part in P.E. and sport.

- Ensure children have the opportunity to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves by challenging them to select and use skills, tactics and compositional ideas.
- Provide children with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group.
- Ensure children understand that P.E. and sport are an important part of a healthy, active lifestyle and understand the role physical activity has in having a healthy body and mind.
- To enable children to recognise and describe how their bodies feel during exercise.
- Provide a programme of extra-curricular activities which enriches curriculum provision.
- Provide opportunities for competition appropriate to the stage of the individual pupil's development
- Ensure that children **enjoy** P.E. and school sport and establish community links and pathways for them to engage in life-long participation

IMPLEMENTATION:

Physical education (P.E.) is taught as an area of learning in its own right, as well as being integrated in other areas of the curriculum, where possible. Each class will have 2 lessons of P.E. each week. The skills in the areas of games, dance, gymnastics, athletics and outdoor / adventurous activity are developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Alongside the sport specific skills, P.E. will also develop the children's creative and expressive abilities, and provide situations where they are working individually, in pairs and groups. They are taught to understand the importance of having a healthy body and start to appreciate the factors that can affect health and well-being. We provide an inclusive curriculum, and all children are the same provision regardless of their age, gender and cultural or ethnic background.

At Carr Head, we understand how P.E., school sport and physical activity can contribute to wider areas of learning including English, maths, science, geography and personal, social and health education (PSHE).

All staff have access to a set of progressive lessons through the Lancashire scheme of work (P.E. Passport). The hall and the outside space are timetabled to give each class an opportunity to access P.E. lessons.

We teach lessons that enable children to:

- develop fundamental movement skills, become increasingly competent and confident and access a range of opportunities to extend agility, balance and coordination.
- participate in competitive and co-operative physical activities, in a range of increasingly challenging situations.

- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

CURRICULUM PLANNING:

EYFS:

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement.

The staff working in EYFS:

- plan activities that offer appropriate physical challenges, and provide sufficient space, indoors and outdoors, to set up relevant activities
- give sufficient time for the children to use a range of equipment
- provide resources that can be used in a variety of ways or to support specific skills
- introduce the language of movement to all pupils, alongside their actions
- provide time and opportunities for pupils with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities

EYFS have 2 timetabled lessons in the hall every week.

KS1 and KS2:

In **KS1**, our children are taught the knowledge skills and understanding they need through dance, gymnastics and games activities.

In **KS2**, the curriculum is widened pupils and children have access to athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming. In **UKS2**, the children have the opportunity to further develop their knowledge, skills and understanding of outdoor and adventurous activities through a residential trip.

On curriculum overview and progression map can be found on our school's website.

Quality first teaching in P.E. will include:

- Clearly defined and focussed learning objectives for each lesson.
- A high demand of pupil involvement and engagement with learning

- The use of effective questioning, modelling and clear explanations being given
- An expectation that children take responsibility for their own learning in the lessons
- The regular use of encouragement and authentic praise to engage and motivate pupils.

All children participate in P.E. at their own level of development, with teachers ensuring that lessons cater for individual needs. We work hard to identify any gaps in motor competence and address these quickly, particularly fundamental movement skills. Children will develop a knowledge of the basic rules for a range of sports and activities. They will also experience competition, with a focus on developing good sporting attitudes. Our children learn in a safe environment and have a foundation for lifelong physical activity.

At Carr Head, we plan to provide for **all** children to achieve, including boys and girls, pupils with SEN, children with disabilities, pupil premium children, higher attainers and children from all social and cultural backgrounds.

All our P.E. lessons are planned and structured to contribute to safe learning situations. Good practice equals safe practice. In the planning stage, we think through the following process:

- “This is what I want the children to learn. This is how I plan for learning to take place, and ask, ‘Is the learning experience safe?’”
- Children’s learning needs are assessed against the scheme of work we use. Safe practice is embedded in the learning process and implemented in every lesson.

Our school uses the P.E. Passport APP to access the Lancashire scheme of work. Plans are adapted to meet the needs of the children in each class. As required, the children in KS1 learn dance, games, gymnastics and athletics. In KS2, the children learn dance, games, gymnastics, athletics, swimming (including water safety) and outdoor and adventurous activities.

Each unit of work in the scheme will be adapted by individual teachers to provide appropriate challenge for all children, to extend those who are more able and provide appropriate levels of support for all children to make progress.

The learning objectives are made clear to the children at the beginning of each lesson and revisited throughout the session.

Teachers also conduct their own risk assessments and plan adapted learning tasks and assessment opportunities.

Where appropriate, children are also taught some of the mental and social benefits of participating in physical activity and encouraged to articulate similarities and contrasts between different activities.

Each lesson includes a warm-up and cool-down relevant to the main activity and learning environment/ weather conditions and all children should be physically active for sustained periods of time in every lesson.

Progressively, they learn about the components of fitness and how to perform warm-up and cool-down exercises, paying attention to the principles of safe exercise practice.

Swimming:

Swimming is a statutory area of the P.E. national curriculum and is part of the KS2 P.E. curriculum.

The national curriculum aims are to teach pupils to:

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

In key stage 2, swimming is taught by a swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

Y6 will go swimming for the first term of the school year. Assessments will be carried out at the end of that term and the outcome of these will determine whether Y6 continue to go in the spring term or whether Y5 start their swimming.

ASSESSMENT:

Our assessment system is closely aligned to the P.E. curriculum. We check what pupils know and can at the start of each unit of work. The unit of work is then adapted accordingly.

Staff use the STEP method to support all pupils to meet our ambitious outcomes and understand how to modify activities, particularly for SEND pupils where appropriate.

Our assessment system is used well by staff, and they understand that it is aligned to what is taught. Staff use the learning outcomes on the P.E. Passport APP when assessing in each unit of work. Evidence in the form of videos and photos is collected to support judgements. These are stored in the P.E. Passport APP.

Children's attainment will be described in terms of achievement of age-related expectations. Teachers will decide whether a child is working towards, achieving or exceeding age-related expectation or working at a greater depth.

Recording and Reporting:

We record pupils' progress track how they are doing against national expectations. (See P.E. Passport APP)

Significant achievements or weaknesses may also be noted in lesson evaluations and used to provide information to ensure continuity of progression between classes and key stages.

MONITORING STANDARDS OF TEACHING AND LEARNING:

Subject monitoring and evaluating is carried out by the subject leader with support from the school leadership team where appropriate. The monitoring process will include observations of teaching and learning, pupil interviews and reviewing assessment of pupil progress and achievement.

EXTRA CURRICULAR ACTIVITIES:

Lessons are enriched by a varied programme of extra-curricular activities across all year groups. This programme is reviewed at the end of every academic year.

P.E. and sport premium funding is used to increase the range of opportunities available to all pupils. The P.E. subject leader monitors uptake of such activities.

The aims of our extra-curricular programme are to:

- provide a balance of competitive and non-competitive activities through intra- and inter-school events
- provide specific movement/general physical activity clubs to develop health and fitness
- ensure that every student is offered the opportunity to attend a minimum of one experience each term

STAFF CPD:

We adopt a strategic approach to developing staff's subject knowledge, and how to teach it, through continuing professional development. All staff receive effective training in teaching our planned curriculum. This could be on an individual basis or as a whole school. We also provide appropriate professional development in health and safety matters on a regular basis to ensure staff are confident and competent in all the areas of activity taught. The P.E. and Sport Premium, funded by the Government, is used to allow staff to access CPD linked to identified objectives agreed as part of the appraisal process or targets identified on the school development plan.

LEADERSHIP AND MANAGEMENT:

The P.E. subject leader is responsible to the head teacher and will ensure that the following tasks associated with the role are carried out where appropriate:

- developing good classroom practice

- managing the budget including the P.E. and Sports Premium Grant, based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole-school development plan
- posting reports on the school website about the allocation of the P.E. and Sports Premium Grant and its impact
- auditing and ordering equipment and learning resources to ensure all units of work are suitably resourced.
- attending courses to further their own professional development and providing information, support and appropriate continuing professional learning for colleagues
- carrying out risk assessments in line with employer procedures

SUPPORT STAFF AND EXTERNAL COACHES:

These include classroom assistants, teaching assistants, HLTAs, learning mentors, visiting coaches, sports apprentices and volunteer parents but not trainee teachers.

Additional support staff will be used during curriculum and non-curriculum time to:

- support the delivery of high-quality PESSPA
- provide training opportunities for staff linked to P.E. and Sports Premium Funding (key indicator 1)
- provide additional opportunities for extra-curricular experiences.

All external coaches need to have the minimum Level 2 coaching award and be DBS cleared. The head teacher is responsible for safe recruitment procedures, disclosure certification, possession of a governing body of sport certificate/licence, where relevant, and confirming authenticity of all external coaches.

Where coaches are involved in curriculum lessons, the class teacher always maintains overall responsibility for the lesson content and the behaviour, health and wellbeing of the children.

HEALTH AND SAFETY:

We follow the PESSPA guidance provided by the Association for Physical Education (afpe.); *'Safe Practice in Physical Education, School Sport and Physical Activity'*. This is a

comprehensive guide to safe practice and managing risk in PESSPA and the subject leader has access to the most up to date on-line version. All staff have been made aware of this document and how to access it.

Staff are responsible for ensuring they are familiar with the current risk assessment and other safe practices in P.E. to reduce the element of risk to a minimum.

Risk assessment / managing risk:

In PESSPA, safe teaching is achieved where there is a balance between appropriate challenge and acceptable risk and the likelihood of injury occurring is minimised.

During the thorough risk assessment of the school, which is carried out on a termly basis (in line with the statutory requirements under the Management of Health and Safety at Work Regulations 1999), significant risks are reported to the head teacher.

Risk assessments for the hall and outside area for PESSPA are included in the Health and Safety Policy.

Staff are made aware of the relevant risk assessments to ensure safe practice. All teachers should carry out dynamic risk assessments prior to every P.E. lesson. This will involve a quick overview of the teaching environment and the equipment which is to be used.

Concussion

All concussions need to be taken seriously.

If a pupil has a blow to the head, they must be removed immediately from the playing area and medical care sought as soon as possible. All staff have been provided with an overview of how to deal with concussion and they have also been made aware of where they can find further information.

P.E. KIT:

Details of the school P.E. kit can be found on the school website. Long hair should always be tied back, and all watches should be removed. The school has a policy of no earrings so this should not be an issue in P.E. lessons.

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.

Changing Provision

This principle is about ensuring **dignity, decency and privacy**, where needed, be it for reasons of physical development or other individual needs.

As our school lacks purpose-built changing rooms, when changing for PESSPA, KS1 and lower KS2 children will change together in their classrooms, whereas upper KS2 students

will change in separate areas. Staff are present during changing times to ensure pupils are safe at all times.

The P.E. and Sport Premium Funding:

Details of how the Sport Premium Funding is spent at Carr Head are found on the school website: [P.E., School Sport & Physical Activity - Carr Head Primary School](#)

Link governor(s) for Personal Development: Mrs Clements and Dr Wilshaw

IMPACT:

At Carr Head, the children will experience a depth of learning in a positive and engaging environment. Basic skills will have been practised and opportunities provided to develop these into more complex processes. Children will be confident to try new things and take risks. They will be able to make quick decisions when planning tasks or performances. They will have developed a range of strategies for solving problems and will show resilience when they find things difficult. The children will be aware of the role physical activity plays in leading a healthy lifestyle.

This policy will be reviewed annually.