

THE WILLOWS PRIMARY SCHOOL



PE POLICY

Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Author: PE Co-ordinator

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Intent

The study of physical education is concerned with fitness, healthy lifestyles, and performing a range of sporting activities. Active participation in gymnastics, games, athletics, dance and swimming is essential to PE. It is a key part of children's broader wellbeing with PE supporting teaching and learning around healthy eating, hygiene and body image.

As a result of our PE curriculum, learners will gain knowledge of their bodies and the risks and benefits of exercise and physical activity. Gross motor skill development, spatial awareness, control, coordination and precision are developed through increasingly complex tasks, games and sports. Learners will develop an understanding of the responsibility they have for their own personal health and fitness, including the risks and benefits of a range of physical activities. They will understand the **connection between physical and mental health** through competitive and non-competitive activities.

Our aspiration is that children are inspired to lead healthy and active lives both in and out of school.

To be successful, learners must:

- be physically active and engage in competitive and non-competitive sports and activities for sustained periods of time;
- develop competence in a broad range of physical activities;
- use appropriate vocabulary and subject-specific terminology;
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure;
- develop the ability to adapt and apply knowledge, skills and concepts through a variety of physical activities;
- develop positive attitudes to health, hygiene and fitness and learn how physical exercise affects the body;
- develop communication skills and the skills necessary for effective co-operation;
- understand the need for safe practice in physical education and how to achieve this;
- connect learning within aspects of PE and between PE and other subjects (e.g. science and RSHE).

Implementation

EYFS Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Toddlers and young children will be learning to:

- Enjoy moving when outdoors and inside.
- Pass things from one hand to the other. Let go of things and hand them to another person
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Walk, run, jump and climb
- Spin, roll and independently use ropes and swings (for example, tyre swings).

3 and 4-year-olds will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width

Children in reception will be learning to:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

	Year 1 Autumn	Year 1 Spring	Year 1 Summer	Year 2 Autumn	Year 2 Spring	Year 2 Summer
Indoor PE	Fundamental Skills 1	Fundamental Skills 2	Dance (Seasons)	Speed Stacking	Skipping	Archery
	Simple indoor circuits	Boccia	Multi skills games	Gym	Dance (Great Fire of London)	Curling
Outdoor PE	Ball Skills and Ball Games	Invasion Games	Athletics	Cricket	Hockey Skills	Tennis
				Netball Skills	Touch Rugby	Athletics

	Year 3 Autumn	Year 3 Spring	Year 3 Summer	Year 4 Autumn	Year 4 Spring	Year 4 Summer
Indoor PE	Gym	Wallball skills	Dodgeball	Fencing	Archery	SWIMMING
	Line Dancing	Badminton	Boccia	Dance (Romans)		
Outdoor PE	Kwik Cricket	Basketball	Golf	Hockey	Orienteering	Tennis
	Football	Rounders	Athletics	Touch Rugby	Netball	Athletics

	Year 5 Autumn	Year 5 Spring	Year 5 Summer	Year 6 Autumn	Year 6 Spring	Year 6 Summer
Indoor PE	SWIMMING	Curling	Wallball	Fundamental Skills & Indoor Circuits	Fencing	Gym
		Dance – Greek Battles/Olympics	Gym	Badminton	Dodgeball	Line Dancing
Outdoor PE	Rounders	Disc Golf	Netball	Tennis OAA - Residential	Football	Cricket
	Football	Touch Rugby	Athletics	Basketball	Hockey	Athletics

Time and Organisation

Physical Education is the most firmly timetabled element of the curriculum because of the need to use hall or outdoor space. Physical Education is taught throughout the year, but not all areas of activity are covered each term.

Within this framework, each class:

- spends two hours per week on physical education covering games, gymnastics, dance and athletics;
- has a dedicated indoor PE slot and a dedicated outdoor PE slot every week
- Swimming is timetabled in KS2 every year across Year 4 and year 5
- participates in outdoor and adventurous activities in the school grounds and in other environments, e.g. competitions within the Sports Network and residential trips.

Physical Education is taught in class or year group with co-operative group work and individual work used where appropriate. Within this structure groups are usually of mixed ability and relevant discussion is encouraged.

Annually the school holds a Sports Day at which all children are actively encouraged to participate.

Pupil Voice

The school has created a Sports Crew which is made up of children across KS2 who apply to be a member of this group and work with the Sports Leader and HT to promote sport in school and help other children achieve well in PE.

Children who are appointed are expected to

- like PE and be interested in all types of sport
- participate well in PE lessons – correct kit, school values, good behaviour
- want to help adults that lead on PE in school – being fully engaged in lessons, modelling good skills and behaviour e.g. fair play, abiding by rules and the referee's decision
- promote sport in school and help other children achieve well in PE
- be willing and able to attend after school clubs
- help to lead school sporting events - Sports Day, competitions
- support physical activity at break and lunchtimes
- meet with HT and Sports Leader every half term to discuss PE in school

All pupils across the school are involved in giving their views and opinions about sport and PE through the following

- End of year clubs survey
- Sports day Feedback

Monitoring and Assessment

Assessment is used to guide the progress of individual pupils in Physical Education. This is carried out informally by the teachers in the course of their teaching. Children's skills, progress, understanding and attitude will be assessed and recorded against the National Curriculum PE outcomes for this subject.

Resources

General resources are the responsibility of the Sports Leader. These include gymnastics apparatus and equipment, sports, games and athletics equipment;

More specific resources such as the MUGA, playground and field space are maintained as part of the premises work overseen by the Caretaker and Sports Leader (in conjunction with the Grounds Maintenance contract) and the responsibility of the Headteacher and the Governing Body.

Activities Beyond the Classroom

We are part of the West Berkshire Schools Sport Network and we work with other schools to raise the quality of sports and games activities offered as part of our curriculum. The Network organises competitions between schools in the local area/ across Berkshire. We therefore aim to provide opportunities for children to take part in these competitions, when possible.

We encourage involvement from the wider community and the School Sports Network in helping us run a wide variety of after school clubs. If a pupil demonstrates an aptitude for a specific area of PE, we encourage them to join a club, which will help them to develop their skills and interests further. School staff will inform parents and children of clubs and activities available in the local community that can help them to develop their sporting skills and attributes.

Health and Safety

Staff and children will use equipment, apparatus and techniques in accordance with health and safety requirements. Staff and children will also ensure that equipment and apparatus is maintained and stored appropriately (see Health and Safety Policy).

The guidance from the Association of PE (AfPE) is that ear piercings should not be worn at all during a PE or sports lesson. This is for health and safety reasons and to prevent accidental ripping of the ear during PE.

Guidance given to parents

- If your child wears earrings, they will be required to take them out for every PE lesson. This is not negotiable so please prepare your child for this to happen.
- Children are required to take out their own earrings and are then responsible for keeping them safe in their school bag during lessons.
- If they are newly pierced and cannot be removed, the guidance states that they can be taped to ensure that the sharp end of the stud is covered.
- The guidance is very clear that teachers should not be required to remove or tape ear piercings and children should attend the lesson preferably with the stud removed, or at least adequately taped.
- This means that children need to be able to do this themselves or parents need to do this before school on PE days
- The school cannot fund/buy micropore tape for every child who has earrings so this needs to be provided by parents please.
- Children who do not come with tape will be instructed to take them out unless we have notification from parents that they are newly pierced.
- In the event that no tape is provided, the children will not be able to fully participate in the PE lesson

Thank you for your support in this matter

Miss MacArthur

Gifted and Talented

Pupils who are talented in PE are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance.

They may

- be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions;
- be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance;
- be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership;
- be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them;
- Have a high degree of control and co-ordination of their bodies;
- Show strong special awareness;
- Combine movements fluently, precisely and accurately in a range of contexts and activities.

The curriculum for pupils who are talented in PE is enriched and extended by:

- putting different conditions on them as they work with others on the core tasks in the schemes of work. This could mean limiting the range of skills they can use, making them work in bigger or smaller spaces to put pressure on them, or adapting the core tasks;
- broadening the range of pupils' experiences by providing a wider range of activities than required by the national curriculum for PE;
- valuing pupils who are talented in PE – making use of them as role models can enhance their own progress and the aspirations of other pupils.

Gifted pupils will benefit from involvement in activities that extend them. For this group of pupils the types of activities they access should be designed to support their learning. These include activities that secure techniques, enhance fitness or body condition, or develop critical thinking skills.

Government PE and Sports Grant

Schools are allocated specific Sports funding that must be used on improving the provision of PE and sport for the benefit of pupils so that they develop healthy lifestyle.

All maintained schools and academies must publish information about their use of the PE and Sport Grant allocation on their website. Schools should publish the amount of grant received; how it has been spent (or will be spent) and what impact the school has seen on pupils' PE and sport participation and attainment as a result, to help to ensure that all pupils develop healthy lifestyles.

The PE co-ordinator and H/T work together to produce PE and Sports spending plans and funding reports. Spending plans indicate how the school intends to spend the allocated PE and Sports funding. At the end of each funding cycle, the school produces reports, which identify how the funding was spent and the impact it had on pupils' PE and sport participation and attainment. This will be shared with staff and reported on at Governing Body Meetings. These documents will also be put onto the school's website.



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SUBJECT LEADER Roles & Responsibilities

To monitor the subject and be able to comment on

- Standards throughout the school
- Progression of skills throughout the school

Gather evidence on the quality of provision within the subject through monitoring/evaluation

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff

To be able to identify the quality of provision in the subject

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2

To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school

- Order replacement/new resources in liaison with HT

Report on your subject to the HT

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

Co-ordinate Governor visits, when requested, following liaison with the HT

Maintain CPD of yourself and other staff with a focus on your subject area

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

Maintain the subject policy for the school

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

To advise and assist staff with the teaching and learning of the subject

Maintain a Subject Leader file

In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand

Appendix 1 – National Curriculum Requirements for PE

Physical Education is a foundation subject in the National Curriculum.

The Programme of Study for Key Stage 1 states that 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 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 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.

The Programme of Study for Key Stage 2 states that 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught 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.