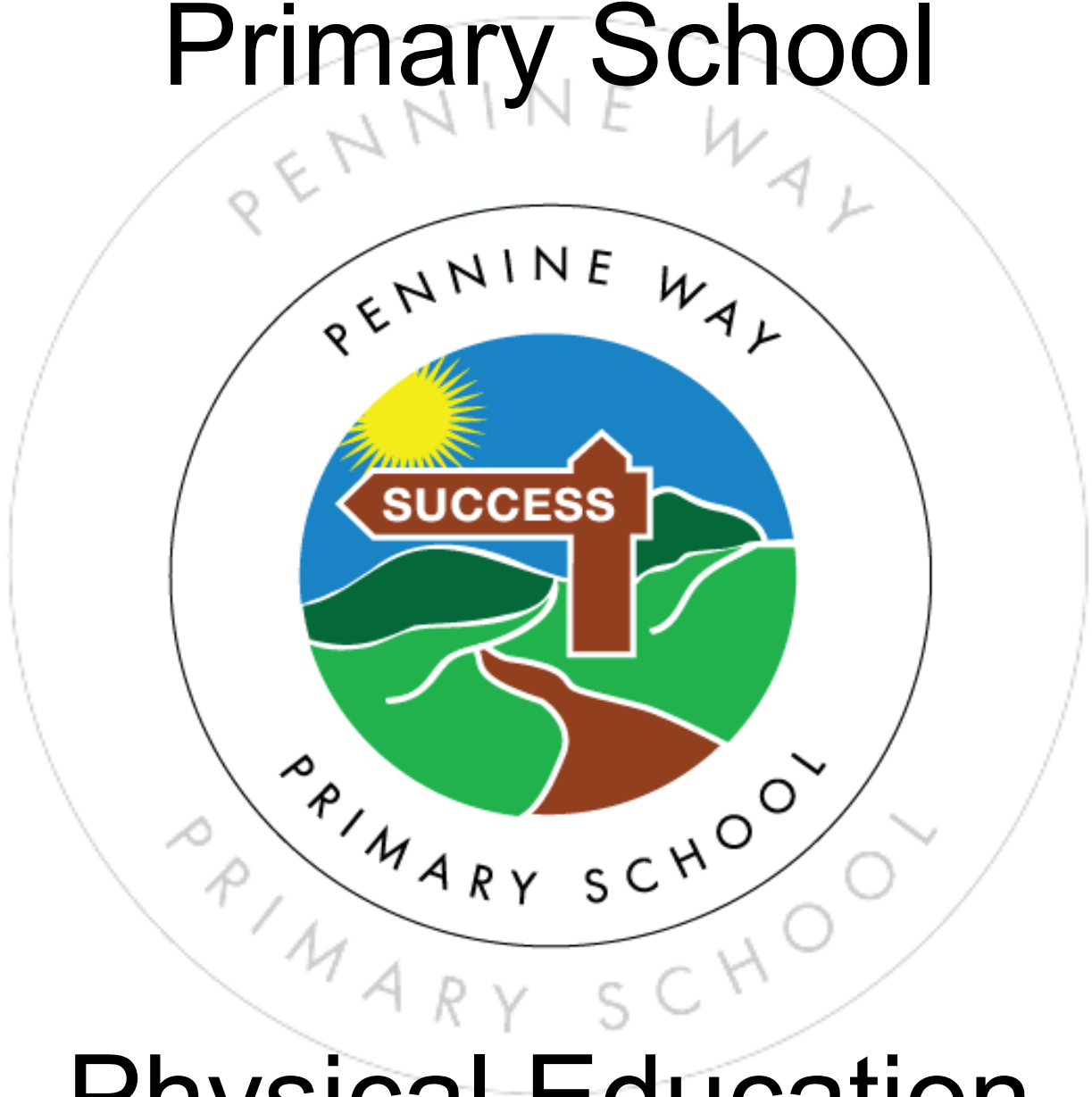


# Pennine Way Primary School



## Physical Education Policy

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## Statement of intent

### **Mission Statement: Happiness is.....**

Together as a team providing an exciting and challenging learning environment which maximises independence, resilience and potential for all; Being proud of who we are, celebrating the strengths and differences that we have, working together as responsible and caring members of society as we walk the Pennine Way Pathway to Success.

### **Curriculum Intent:**

At Pennine Way the intent for our curriculum is for it to reflect our local area and community, whilst enabling pupils to understand how Carlisle and Cumbria fit into the national and international picture. All subjects at Pennine Way are given equal importance and are all underpinned by skills as well as knowledge to improve our pupils' long term memory. These skills are built upon throughout a pupil's pathway through our school in order for them to make meaningful connections between their life experiences and the experiences that they are learning about. At the end of their journey at Pennine Way, pupils will be able to utilise the skills and knowledge gained in a variety of contexts.

At Pennine Way Primary School it is our intent through P.E. lessons to offer pupils the opportunity to experience a variety of sports in order to allow them to develop skills in line with the National Curriculum, and to provide opportunities for pupils to become physically confident in a way which supports their health, fitness and mental wellbeing.

It is also our intent to provide children with opportunities to experience personal development through P.E. lessons, sports festivals and competitions (both inter and intra), and a wide range of clubs. In addition to this we wish to reinforce positive values such as fairness and respect.

In addition to this, it is our intent to broaden children's horizons by providing them with opportunities to experience and participate in sports they may not have previously had opportunities too incl. outdoor adventurous activities through trips and residential visits.

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## 1. Legal framework

1.1. This policy has due regard to legislation and guidance including, but not limited to, the following:

- Workplace (Health, Safety and Welfare) Regulations 1992
- Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE (2013) 'Physical education programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'

1.2. This policy will be implemented in conjunction with the following school policies, documents and procedures:

- Health and Safety Policy
- First Aid Procedures
- Pupil Accident Log
- Pupil Code of Conduct
- Staff Code of Conduct

## 2. Role and responsibilities

2.1. The head teacher is responsible for:

- Appointing an appropriate PE coordinator.
- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken.
- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the PE coordinator regarding the spending and impact of the PE and sport premium funding.
- Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.

2.2. The **PE coordinator** is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.

- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of PE at the school, ensuring that high standards are consistently maintained.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- Liaising with the **senior leadership team (SLT)** and other relevant staff members regarding the use of the PE and sport premium.
- Providing the head teacher with an annual summary report regarding the teaching of PE at the school.

2.3. Staff members involved in the teaching of PE are responsible for:

- Acting in accordance with the school's **Health and Safety Policy**.
- Reporting accidents and other incidents in line with the school's procedures.
- Undertaking the necessary risk assessments, and ensuring that the details of any PE-related accidents are recorded, including the action taken and the health and safety procedures followed.
- Participating in any necessary training or CPD.
- Keeping up-to-date with changes within the subject area.
- Acting in accordance with the **Staff Code of Conduct**.
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Ensuring that privacy (as appropriate for each Year Group) is given to pupils whilst they change for PE lessons.
- Providing an appropriate level of assistance, where necessary, to pupils changing for PE lessons, and to provide spare kit, bobbles, tape etc and to contact parents if PE kit is not brought in.
- Completing EVOLVE and undertaking their own Risk Assessments when attending competitions/festivals/events.
- Maintaining records relating to the teaching of PE, including lesson plans and risk assessments.

2.4. Parents are responsible for:

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for PE classes.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.

2.5. Pupils are responsible for:

- Acting in accordance with the Pupil Code of Conduct at all times.
- Bringing their PE kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.

### **3. The early years foundation stage (EYFS)**

3.1. Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

3.2. Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons.

3.3. Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastic apparatus, floor mats and sporting goods, such as bats and balls.

3.4. Pupils' physical development will relate to the objectives of the early learning goals, which are set out in the DfE's 'Statutory framework for the early years foundation stage', including :

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Use a range of small tools, including scissors, paint brushes and cutlery.

- Subitise (recognise quantities without counting) up to 5;
  - Verbally count beyond 20, recognising the pattern of the counting system (keeping score etc).
- 3.5. All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.
- 3.6. EYFS classes will have one specific PE lesson per week, but will have the opportunity to demonstrate objectives of the early learning goals (as mentioned above) through play – EYFS teachers have the responsibility to ensure adequate and appropriate resources are available during these times.
- 3.7. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

## 4. Curriculum

4.1. During KS1, pupils will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination. They will also 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.

4.2. During KS2, pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

4.3. In relation to swimming, pupils within KS1 and KS2, will be taught 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.

## 5. Teaching and learning

5.1. All lessons will be planned and taught in line with the Curriculum Map, as developed by the PE coordinator, ensuring that potential for pupils' progression is planned into the scheme of work.

5.2. Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

5.3. The school creates long-term, medium-term plans for delivery of the PE curriculum – these are as follows:

- Long-term: Includes the PE topics studied in each term during the key stage
- Medium-term: Includes the details of work studied during each session.

5.4. The PE coordinator is responsible for reviewing and updating long-term plans, and communicating these to teachers.

5.5. Teachers are responsible for providing medium-term plans, taking into account pupils' needs and identifying the methods through which activities could be taught.

5.6. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

5.7. Where appropriate, a sports coach will lead the lesson or teach alongside the teacher.

5.8. Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities.

5.9. Pupils will be encouraged to evaluate their own performance, as well as the performance of others.

5.10. Pupils will be given the opportunity to both collaborate and compete with each other during lessons.

5.11. The PE coordinator will act as the first point of contact for staff members planning PE lessons or sporting events.

5.12. A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils.

5.13. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times.

5.14. PE resources will be booked in advance and authorised for use by the PE coordinator prior to use.

5.15. Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager, but should still be expected to get changed into their PE kit. However, where a



child has a medical risk assessment in place, e.g. broken bones it may not be appropriate for that child to watch depending on the activity, e.g. football where the child may be hit with a ball.

## **6. Assessment and reporting**

- 6.1. Pupils will be assessed through observations made during lessons.
- 6.2. Teachers will record the progress of pupils against NC objectives and P.E. skills appropriate for each year group. Recorded on FFT.
- 6.3. Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 6.4. Individuals' assessment information will be recorded to help pupils' future teachers plan appropriate work for them and assist in the assessment of pupils' progress each year.
- 6.5. Pupils will be assessed as Emerging, Expected or Greater Depth.
- 6.6. Photos and children's comments will be used as evidence on Showbie of pupil progress and understanding.
- 6.7. Annual assessments of each pupil will be used to inform parents of their child's progress and attainment in a written report at the end of the year.
- 6.8. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.
- 6.9. The progress of pupils with SEND will be monitored by the SENCO.
- 6.10. A record will be kept on CPOMS of when a pupil is unable to participate in a lesson, along with any evidence supplied. If this becomes a regular occurrence, a meeting will be set up between the teacher, the pupil and their parents.

## **7. Cross-curricular links**

- 7.1. Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.
- 7.2. English
  - Pupils are encouraged to describe what they have done and to discuss how they might improve.
- 7.3. Mathematics
  - Pupils further develop their counting skills by keeping score during team games.
  - Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.
- 7.4. PSHE

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

#### 7.5. Spiritual, moral, social and cultural development

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.
- Pupils are given the opportunity to broaden their horizons through competitions, festivals, events, trips, and motivational speakers/coaches.

## 8. Extra-curricular activities

8.1. Pennine Way Primary School provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills and broaden the range of the physical activity provided.

8.2. Extra-curricular opportunities are provided to allow pupils to experience a broad range of activities outside of P.E. coverage and to allow pupils to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.

8.3. There are a variety of PE-related extra-curricular activities for pupils to participate in outside of school hours. Examples include:

- Tri-Golf
- Racket sports
- Cheerleading
- Football
- Dance
- Smart Moves
- Yoga
- Cricket
- Athletics

8.4. External sports coaches will lead activities and clubs, where appropriate.

8.5. At the beginning of each term, parents will be made aware of the extra-curricular activities on offer at the school via the school newsletter and website.

8.6. The school participates in regular sporting events against other schools –pupils and parents will be made aware of these fixtures with due notice.

8.7. Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during assemblies.

8.8. All teaching staff will actively encourage pupils to be physically active outside of school.

## 9. PE kit and changing rooms

9.1. During PE lessons, pupils are expected to wear the following:

- Black shorts or jogging bottoms
- Plain white T-shirts
- Black pumps or trainers

9.2. During cold weather, pupils will be allowed to wear their school jumpers, or coats, as appropriate.

9.3. During swimming lessons, pupils are expected to wear the following:

- One piece bathing suit
- Goggles (optional)
- Hair bobbles for children with long hair.

9.4. Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and joggers.

9.5. All potentially dangerous jewellery, such as earrings, will be removed before PE lessons. Jewellery which cannot be removed will be taped over.

9.6. In relation to swimming lessons, if a child's jewellery cannot be removed, they will not be able to participate in the lesson.

9.7. All long hair is tied back for PE lessons.

9.8. All activities should be done in appropriate footwear.

9.9. The school will stock spare hair bands and PE kits for pupils who forget theirs.

9.10. In the event that a pupil repeatedly forgets their PE kit, this will be recorded on CPOMS, and their class teacher will speak with parents/guardians.

9.11. Children will be allowed to get changed in appropriate areas depending on age.

9.12. Pupils who identify as transgender will be allowed to get changed in the disabled toilet facilities.

## 10. Behaviour

- 10.1. Pupils will act in accordance with the school's Pupil Code of Conduct.
- 10.2. Pupils will be made aware of the expected behaviour for handling PE equipment and resources.
- 10.3. Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous.
- 10.4. During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils.
- 10.5. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures outlined in the Behavioural Policy.
- 10.6. In the event of severe behaviour, such as purposely hurting another pupil, the offending pupil will be sent to the headteacher, and may be subject to the school's Exclusion Policy.
- 10.7. In the event of misbehaviour causing harm or serious disruption, the pupil's parents will be notified of the incident at the end of the school day.

## **11. Health and safety**

- 11.1. Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum.
- 11.2. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times.
- 11.3. First aid boxes will always be accessible during PE lessons.
- 11.4. All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction.
- 11.5. The PE coordinator is responsible for reporting any concerns to the school's health and safety officer.
- 11.6. In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned.
- 11.7. Where pupils will be attending an off-site sporting or PE-related event, the Class Teacher in coordination with the PE coordinator is responsible for completing a risk assessment for the event.
- 11.8. Swimming lessons will always be taught by a specialist swimming teacher.
- 11.9. The PE coordinator will check the conditions and appropriateness of PE resources on a termly basis, restocking equipment as required.
- 11.10. Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the PE coordinator as soon as possible.

- 11.11. Damage to PE equipment will be reported to the PE coordinator as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use.
- 11.12. Pupils will not have access to PE resources and sporting equipment unless appropriately supervised.
- 11.13. All PE equipment and resources will be safely stored, within a secure storage area.
- 11.14. Pupils will be taught how to handle PE equipment and resources safely.
- 11.15. Pupils will help staff members to move and set up PE equipment.
- 11.16. In relation to swimming lessons or a lesson where bare feet are required, if a pupil has a verruca or wart, they must notify the staff member leading the lesson of this prior to the start of the lesson.

## **12. Reporting accidents**

- 12.1. Accidents will be reported in accordance with the Accident Reporting Procedure.
- 12.2. All accidents will be recorded.
- 12.3. Staff members are responsible for identifying the cause of the accident and taking any necessary action in order to minimise the risk of an accident reoccurring.
- 12.4. Treatment to injuries will only be administered by staff members who are first aid trained.
- 12.5. Where required, further medical attention will be sought from the local doctors or hospital.
- 12.6. In the event that a pupil has an accident causing minor injury, such as a bruise or scrape, the school will notify the pupil's parents of the incident at the end of the school day.
- 12.7. In the event that a pupil has an accident causing potentially serious or major injury, such as a broken bone or concussion, the school will notify the pupil's parents immediately.

## **13. Equal opportunities**

- 13.1. Teaching staff will work closely with the PE coordinator and SENCO in order to ensure that planned activities for lessons are accessible to all pupils, including pupils with special educational needs and disabilities (SEND).
- 13.2. All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language.

13.3. Pupils will not be grouped together based on gender, race or disability.

## **14. Monitoring and review**

14.1. This policy will be reviewed on an annual basis by the headteacher and PE coordinator, with any changes made to the policy being communicated to all teaching staff and the governing board.

14.2. The curriculum plan will be monitored and evaluated by the PE coordinator, including the planning, assessment and reporting arrangements in place.

14.3. The spending and impact of the PE and sport premium is monitored by the governing board.

### **COVID-19**

- P.E. sessions should be outside when at all possible - playground or MUGA's.
- When using the ARENA it should be well ventilated (doors open) with only 1 group at a time so social distancing can take place.
- Equipment should be wiped down/cleaned after use - this is the responsibility of the person running the session. Cleaning products will be provided.
- Children should come to school in their P.E. - this means there will be no changing issues, and no extra bags.
- PPE and hygiene equipment (tissues etc.) should be available during sessions.
- Children should wash their hands before and after sessions.
- P.E. sessions should be timetabled to avoid clashes/cross over incidents.
- The risk assessment and recommendations will be reviewed on an ongoing basis.

