



Holland Moor Primary School

PHYSICAL EDUCATION POLICY

Introduction

This policy outlines the teaching, organisation and management of the Physical Education Curriculum at Holland Moor Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

School Vision for PE

Healthy & Active Lifestyles

We aim to educate both adults and children to develop a greater understanding of the benefits of healthy living. Children need to practise skills on a daily basis to show commitment to keeping their bodies healthy. This will promote long term healthy, active lifestyle choices. We will build knowledge, improve skills and deepen social wellbeing within a fruitful partnership between home, school and the community.

Competitive Opportunity

Our aim is to nurture confident, resilient children who strive to achieve their potential through a wealth of competitive experiences. We will encourage a positive attitude towards winning and an accepting approach towards losing within a wide range of sports. This way everyone can celebrate varying sports, skills and success in themselves and others in school.

We will provide, ***'opportunities for children to compete in a wide range of sports and other activities in order to build character and help to embed values such as fairness and respect.'***

We will ensure that; ***'pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.'*** As pupils move into KS2 they will ***'continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to actions and sequences of movement.'***

At Holland Moor Primary School we will support the children in, ***'developing an understanding of how to improve physical activities and sports and learn how to evaluate and recognise their own success.'***

National Curriculum 2014

We will offer a range of sports and physical activities that will encourage children to enjoy exercise now and also throughout their whole life. This will promote high self-esteem and confidence when faced with challenges in all areas of life at school, at home and in the community. Overall potential must be enhanced by celebrating success in all that our children strive to do academically and physically. Healthy minds and bodies support present and future learning and wellbeing.

Sport Premium Funding

In March 2013 the government announced that they would introduce a dedicated primary PE and Sport Premium that would go directly to primary school head teachers so that they could decide how best to use it to provide sporting activities for pupils. The government has committed to funding the primary school Sports Premium up until 2020 – an investment worth £750 million.

Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their websites.

Details of how the Sport Premium Funding is spent at Holland Moor Primary School are found on the school website.

Rationale and Ethos

This policy was reviewed in November 2018. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement, influencing attendance, behaviour and pupil attainment.

At Holland Moor Primary School, we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims of PE

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
- Develop positive attitudes towards participation in physical activity
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement

- Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background
- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance (and value) of exercise in their lives
- Be given a firm foundation for life-long participation in sporting activity

Outcomes

Intended outcomes that we deem to be desirable from the PE programme include:

Skill acquisition	Skill application	Movement appreciation
Movement observation memory	Knowledge	Understanding
Health/fitness principle	Awareness of safety	Competition
Rules how to officiate	Leadership	Challenges
Enjoyment	Creativity	Problem solving
Self-control	Tolerance	Respect
Honesty	Self-esteem	Responsibility
Sense of achievement/well being	Communication skills	Language terminology
Recreation in society		

Entitlement and Progression

In **foundation stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend 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 such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In **Key Stage 2** pupils should continue to implement 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, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, which utilise the same skills needed in other sports such as basketball, cricket, football, hockey, netball, rounders, 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 children must have access to swimming instruction in 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 such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

At Holland Moor Primary School the children have historically had access to swimming instruction in Y4, Y5 and Y6 which take place at Nye Bevan pool. The swimming teachers are qualified professionals and there is always a lifeguard present. Children will get changes in the groups changing rooms in the male/female areas – if any child wishes to get changed in a separate cubicle this will require a note from their parent/carer.

Physical Education at Holland Moor Primary School, including Time Allocation (in minutes)

At Holland Moor Primary School, with aim to deliver two hours of high quality PE per week which is in line with government guidelines.

KS1			KS2			
REC	Y1	Y2	Y3	Y4	Y5	Y6
90	120	120	120	120	120	120
For relevant year groups the times above include swimming sessions.						

- Teachers have a long term PE curriculum map that has been written by the PE leader. The long term plan follows the VAL SABIN Scheme of work which ensures coverage of all NCPE objectives. All phases are required to use this scheme for their PE delivery with the exception of Y4 due to swimming. When Yr 4 are not attending swimming, the long term plan indicates which session will be delivered by the class teacher.
- PE sessions are matched to the main hall timetable which will take place inside. Games lessons are timetabled in the outdoor space and if cancelled due to weather, then an inside lesson focusing on fitness and health will take place.

Class Organisation

The majority of lessons will be delivered using the Val Sabin scheme which follows a particular format depending on the age range taught. All lessons need to include the following key components:

- **Warm Up – Pulse raising activity**
- **Exploratory / progressive skills development activity**
- **Using and applying those skills**
- **Plenary / Cool down**

The importance of a warm up / cool down will be explained to the children. Skills development activities will be differentiated by task and outcome as appropriate to the child's level. Using and applying will enable the children to use their skills in a different context. Children will have the opportunity to work individually, in pairs and in groups.

It is essential that Learning Objectives are shared with pupils at the beginning of each session. This can be done either in classroom or in the chosen learning environment before the session begins. Children must also be aware of how to achieve success in the lesson as they would in any other subject.

Out of school hours learning (OSHL)

OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs, provided with taster sessions and exit routes through coaches and the community sports board.

At Holland Moor Primary School we celebrate our sporting achievements, on newsletters, by publishing articles on social media and on the school website.

The children have access to a wide variety of sports throughout the academic year at a wide variety of after school clubs. The focus is on participation with all children encouraged to attend practices. These competitive sporting events are generally offered to Key Stage 2 children. However at various points during the year, specific events are organised for Key Stage 1 children to attend. Staff running extra-curricular activities keep a register of attendance. The school participates in a variety of sporting events both within and out of school hours.

Safeguarding in PE

In all areas of PE safety guidelines should be strictly adhered to, in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines '**Safe Practice in PE and School Sport**' guidance provided by the Association for Physical Education. A copy of the document is kept in Miss Russell's cupboard with the PE Subject Leader file. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

PE Changing

When changing for PE, reception, KS1 and lower KS2 pupils will change together in their classrooms where as upper KS2 pupils will change in separate areas. The cloakroom should be used by the smallest gender group in Y5 and Y6 for either gender to get changed privately in. Staff must be present during changing times, in both areas, to ensure children are safe at all times. After changing for PE children should place their school clothing into their PE bag. Children should also be given a question to think about when changing which will link to the objective of the lesson. These questions can be found in the Val Sabin planning booklets.

School PE Kit

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

Indoor clothing

- Holland Moor PE Kit
- **OR**
- Plain T-shirt,
- Shorts
- Children must have bare feet for gymnastics unless they have medical reasons not to.

Outdoor clothing

- Holland Moor PE Kit
- **OR**
- Plain white t-shirt
- Dark leggings/ shorts/ tracksuit bottoms
- Trainers
- A hoody or school jumper may also be worn at the discretion of the teacher.
- Trainers must be worn outside. Indoor pumps are not suitable as the grip is insubstantial.

Failure to produce appropriate kit

The reluctance of some children to produce appropriate kit should be avoided if the child understands the necessity of changing for P.E. lessons and is familiar with the timetable. Staff will encourage and support all children to meet the requirements. The staff monitor pupils not actively taking part in the lessons or not bringing their kit, children will play the role of coach or secret stats collator. In repeated instances, parents will be informed. The exception to this is for swimming. Pupils will be left in school with another class. A limited selection of spare PE kit is to be held in each phase and can be used when required. If children are consistently failing to bring PE kit due to particular circumstances.

All teachers must ensure that children tie long hair back; finger nails are appropriately short to prevent injury to themselves or others and personal effects including jewellery have been removed. In the event of new piercings (*less than a month*) if a child is unable to remove them ears must be taped up.

Staff Dress

It is expected that teacher and teaching assistants change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible jewellery should be removed to set a good example.

Accident Procedure

For school based activities staff should follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use an emergency drill. There should be frequent practices involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. PE equipment is stored in a number of places including, the hall and PE Cupboard. These areas will be monitored by members of the PE team.
- The PE lead will arrange for an annual safety equipment check (gym equipment)
- Children are taught to manage and use apparatus safely and effectively.
- Equipment will be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to a member of the PE team.
- Staff are aware of First Aiders within the School and there are several members of staff first aid trained across school.
- Staff have knowledge of the environment in which learning is taking place. They must check areas for hazards before any activity takes place.

Handling Apparatus

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.
- Children are taught how to lift apparatus correctly. They should know:
 - ✓ never to touch apparatus unless instructed to do so by the teacher

- ✓ how many children should be holding it
 - ✓ where they have to grip the apparatus
 - ✓ To carry apparatus – never drag it across the floor
 - ✓ To have knees bent, back straight and head up ready to lift. They must walk when carrying the apparatus
 - ✓ Only to lift when everyone is ready. When ready lead child to say ‘one, two, three lift’ and when it is in place ‘one, two, three down’
 - ✓ When the apparatus has been positioned, children must sit on the floor to await instructions.
- Always have plenty of children lifting the apparatus.
 - Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
 - Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
 - As a general guideline, children should only use apparatus which they can move themselves.
 - Finally when ready to use the apparatus, teachers should complete a risk management of the equipment with the children.

Equal Opportunities and Inclusion

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The P.E. curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials.

Facilities, Equipment and Resources

Holland Moor Primary School has a school hall, which is equipped with portable and fixed apparatus for gymnastics and a music centre and a large projector to support the teaching of dance. For the teaching of games, there is a large playground and netball posts. There is an additional playground area directly behind the school building which leads on to a very large field area. Running alongside the field there is also a nature trail.

The PE team are responsible for purchasing and maintaining equipment in school. All classes are provided with all the resources required to teach the Val Sabin Scheme of work. Further paper resources can be found in the PE Cupboard and the PE team may have any additional resources based in their rooms.

The Learning Environment

After school club letters are given out to children periodically. The main school hall is used for breakfast club and lunchtimes therefore the floor is appropriately cleaned before school begins and after lunch to ensure it is safe for PE lessons to take place.

Sports Day / Inter-school Sports

The PE team organises the annual Sports Day in which all children compete in a variety of team events and traditional races. The Sports Day is run with a competitive and supporting theme where the children race.

Staffing / Staff Development

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, the PE Governor Adviser or through INSET. Any staff member who attends a CPD course must provide feedback/ disseminate the information.

Adults Supporting Learning

Staff members are supported by the PE team which includes the school PE coach. Members of the PE team accompany and transport children to competitions. Support assistants assist with the delivery of PE as they would any other subject.

Cross Curricular

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

Numeracy. In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems. In the dance scheme teachers have access to numeracy based concepts which can be taught through dance.

Problem Solving. Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions.

Literacy and Communication Skills will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement. There are links to Literacy in the dance scheme of work.

Personal and Social. Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Preparation for Citizenship. By providing information about clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

ICT. Use of smart board technology, Ipads, videos,

Science. Our curriculum teaches children about the physical changes in the body, the positive effects of exercise on the heart and to how to eat a balanced diet.

Leadership and Management Roles

The Governors at Holland Moor Primary School know about the current and projected expenditure of the Sport Premium funding via regular meetings with the subject leader and also through the school website. Governors will regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities. He will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE subject leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum. (VAL SABIN)
- Audit staff performance to determine appropriate and targeted training
- Aim for excellent teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents.
- Ensure that PE maintains a high profile within the school, through displays etc.
- Assist with recording keeping and assessment of the subject.
- Present information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly share current and projected outcomes with pupils, parents, staff and senior leaders including governors
- Have a formal, long term strategy for PE, sport and physical activity. This should be aligned with the SDP and have been informed by pupil and staff feedback
- Ensure all coaching staff delivering PE on the school site are quality assured and have provided enhanced DBS checks.
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Perform annual / termly planning scrutiny
- Contact local sports clubs to establish new community links with the school

Teachers should:

- Communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- Have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- Plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for the planning and teaching of PE as set out in this Policy. The Teaching Assistant (TA), when available during PE lessons, will support the class teacher in delivering PE and in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher.

Review

This Physical Education Policy was formally adopted by Holland Moor Primary School in October 2022.

Chair of Governors: _____

Headteacher : _____

This policy is to be reviewed every **two** years and modified as necessary.

Review Date: **November 2020**