

pHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY POLICY

|  |  |
| --- | --- |
| Date: | January 2024 |
| Written by: | Well-being team |
| Adopted by Trust Board: | January 2025 |
| Review Date: | January 2025 |

**Vision:**

We are passionate about raising sporting achievement and improving the health and well-being of our all our pupils. Our aim is to deliver a high-quality PE curriculum, as well as offer a wide range of extra-curricular activities.

 We believe that a rich and varied PE curriculum can improve attainment, attendance and behaviour.

Introduction

Our PE policy establishes common codes of practice for staff and pupils and common administrative procedures. It also ensures that statutory and local requirements are followed and other national guidelines, such as codes of practice are considered.

Aspects of this document, for example policy regarding acceptable clothing, footwear and jewellery are set out on our website, prospectus and in newsletters so that parents know exactly what is required for PESSPA.

Rationale

Our aim of establishing and applying safe-practice standards in PESSPA are to:

• enable pupils to participate in PESSPA that provides appropriate challenge with acceptable risk

• promote pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life

• fulfil the provision of a broad, balanced and relevant curriculum for physical education through:

- an environment that is safe for activity

- adequately supervised activities

- the use of regular and approved practice

- progressive stages of learning and challenge

- building a system of advice and the practice of warning

- the use of equipment for the purpose for which it was intended

- providing basic care in the event of an accident

- the use of forethought and sound preparation

- involving pupils in the process of risk management

• ensure clear management responsibilities and organisation provide for safe systems of work

• identify and provide for any professional learning needs the staff are likely to encounter in their work.

Curricular Aims

1. To develop physical competence to excel in a wide range or physical activities, including competitive sports.

2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.

3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.

4. For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body.

5. To develop the ability to work independently and respond appropriately and sympathetically to others.

6. To promote an understanding of safe practice and develop a sense of responsibility towards their own and others’ safety and well-being.

Content

At Kingfisher primary school, our PE curriculum provides a broad base of movement knowledge, skills placing pupils in co-operative, collaborative and competitive situations which aim to cater for the preferences, strengths and needs of every pupil. We will develop their creative and expressive abilities and provide situations where pupils work independently, in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

The curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance. It is inclusive and every pupil has equal access irrespective of their age, gender, cultural or ethnic background.

PE is delivered throughout the whole day with teachers following planning from ‘Get Set 4 PE’, a copy of this timetable is given to the headteacher and each class teacher. Most classes have at least two hours of PE per week, with outside agencies such as Flex Dance and Danum Eagles delivering sessions. PE are planned to enable more complex skills, knowledge and understanding to be developed. We are endeavouring to ensure we implement the Department of Health guidelines for daily physical activity which are as follows:

***At Kingfisher we are passionate to raising the profile of PE, under no circumstances is PE used as a sanction. It is part of our curriculum and all children access it.***

In the **EYFS** practitioners should:

• Plan activities that offer appropriate physical challenges and provide sufficient space, indoors and outdoors, to set up relevant activities

• Give sufficient time for children to use a range of equipment and whenever possible teach half the class in each session

• Provide resources that can be used in a variety of ways or to support specific skills

• Introduce the language of movement to children, alongside their actions

• Provide time and opportunities for children 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.

During **Key Stage 1**, pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities.

**Key Stage 2** pupils should have access to all components of the National Curriculum

Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming).

**Programme Management**

Planning and Preparing the Physical Education Programme

All our PE lessons are well-prepared and structured to contribute to safe learning situations. Good practice = safe practice. In the planning stage we think through the following process:

This is what I want pupils to learn. This is how I plan for learning to take place and is the learning experience safe.

Pupils learning needs are assessed against our kingfisher trackers.

Each lesson should include a warm-up and cool down relevant to the main activity and learning environment/weather conditions. All pupils should be physically active for sustained periods of time in every lesson. Progressively they should learn about the components and how to perform warm up and cool down exercises paying attention to the principles of safe exercise practice.

The use of visual aids and IT are strongly encouraged to enhance learning.

Swimming takes place at Swim stars pool for all Year 3 pupils, for 12 weeks of the year. Lessons are planned and delivered by the swimming instructors, class teachers are there to support and encourage the children. The instructors will provide assessments at the end of each term and deliver a session, in-school, on water safety at the beginning of the programme.

**Personalised Learning in the Physical Education Programme**

At Kingfisher Primary school, we have the highest expectations of pupils and believe they should have the opportunity to make safe progress at individual or small-group rates. None of our classes have a uniform level of ability or need to progress at the same rate, even if grouped or ‘streamed’ according to ability.

All pupils will learn if they are provided with appropriate learning conditions. Differentiated work or **personalised learning** involves matching the tasks to the students to enable progress at an appropriate pace.

In addition, our range, quality and availability of age and ability related equipment for most

activities enable us to meet the specific needs of our pupils.

**Assessment of Pupil Progress and Attainment in PE**

The Physical Education National Curriculum (2014) sets out the aims, purpose of study and

content for physical education. It does not specify a detailed overview of the nature and content of learning. However, it does present attainment targets that pupils should reach by the end of each key stage and these targets are considered the minimum entitlement.

*At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.*

*At KS2: 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 succeed in different activities and sports and learn how to evaluate and recognise their own success*

The national KS1 and KS2 targets above have been broken down into “Expectations” per

year group. There are ‘Expectations’ in each area of activity and for each year group. There

is a separate Expectations booklet which contains all the statements on the staff shared area.

PE is assessed at the end of each unit by the class teacher on Get Set 4 PE. Children are assessed against ‘meeting the expected standard’ and ‘working towards the expected standard.’ Assessment is then used to inform Class Teacher and PE Lead of the gaps that need to be embedded.

**Clothing, Footwear and Personal Effects**

Clothing for pupils

All children should wear “Active Uniform” or have a clearly named PE kit at school every day. Our PE kit consists of:

* A white polo shirt – with the school logo on the front
* Blue/Black shorts /leggings/tracksuit bottoms, no stripes, logos or other emblems

Black trainers or plimsolls – that fit properly and are different to shoes worn in school

T-shirts and shorts are sold inexpensively at school and can be ordered from the school office.

We recommend that PE kits are brought into school on a Monday and taken home Friday to be washed.

Tracksuits may also be worn for outdoor activities in cold weather and in gymnastics and dance bare feet is recommended for improved quality of movement and safety. The class teacher should assess the condition of the corridor, leading to the hall, before asking children to walk in bare feet. (Plimsolls can be taken off on entry into the hall)

**Equipment**

At Kingfisher Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly.

All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience. Where equipment is deemed unsafe, but reparable, it is moved well away from the working area and clearly labelled as unsafe until made good. Equipment condemned following an inspection is completely removed and disposed of.

**Mats/gymnastics equipment**

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling).

**Storage of PE Equipment**

Most of the games equipment is stored in our main hall. Staff and pupils will find equipment in our storage cupboards. A visual aid is in place to show where you will find equipment.

It is the responsibility of all staff to ensure that the equipment is replaced tidily in order to minimise the potential for tripping, and to allow safe accessibility for pupils to pick up, transport and site the equipment they are using.

**Inclusion**

All pupils are entitled to access a full programme of PE as possible. (Equality Act 2010)

To enable all pupils to enjoy suitable and safe participation and to demonstrate optimum inclusion as appropriate we try to gain as much knowledge of the specific learning difficulty, disability, medical condition or emotional or behavioural disorder and understand how the individual’s condition affects them.

The SEND chapter in the AFPE Safe Practice document, pages 228-248 is an excellent reference tool for specific information and all the staff are aware of this section.

**First Aid**

A member of staff who is first aid train is always available during our PE sessions. First Aid bags are present in the main hall where PE takes place.

**Digital Technology**

At Kingfisher primary school all staff are clear about when and who can photograph students and how images are used to promote PE. We include relevant details on school admission forms, websites and the school prospectus to inform parents that digital imagery is used in education to support learning, and to reassure them that it will only be used in specific circumstances about which they will be advised. We ask parents to provide written consent on one occasion to cover the time the pupil is at school and we keep parents and pupils informed of events where photographs may be taken or videos made. A list of pupils who are not permitted to have their photo taken or to be filmed is made available to staff for reference.

**Enrichment Opportunities**

We provide a diverse and quality assured extra-curricular programme with links to our local community. After school clubs are provided for Early years (Spring term to Summer) and KS1 and KS2 (Autumn term to Summer)

Healthy competition is central to both curricular and extra-curricular programmes. Fair play, tolerance, leadership and other values are taught through both.

Pupil voice drives decision making around the enrichment offer and participation data is used effectively to plan for further widening of opportunities.

**Staff Training and Support**

Opportunities are taken by the PE subject leader and colleagues to attend CPD\*, as and where appropriate, to increase confidence and competence to deliver high quality PE.