

## P.E Policy 2024/25



### VISION

At West Street Primary we believe that P.E. and Sport have a vital role to play in the physical, social, emotional and intellectual development of children as well as the role it can play in relation to a child's spiritual, moral and cultural development.

Physical Education and sport are important in giving children the knowledge, understanding and the tools to make informed choices about healthy living and have a positive impact on their own health and well-being we are currently maximising the benefits of P.E. to improve academic performance, behaviour and social relationships, whilst holistically developing all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

### INTENT

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals and in groups and teams.

It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

### Aims

We aim to provide opportunities to increase children's self-confidence through an ability to manage themselves successfully in a variety of situation. Children are provided with opportunities to take part in a wide range of sports activities which are carried out in a safe and supportive environment, where effort and hard work,

as well as success, is celebrated and enjoyment and working together as a team is promoted.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity. Physical education has the potential to make significant contributions to, and provide substantial support for, many areas of the curriculum.

### IMPLEMENTATION

Rules, vocabulary and game skills such as attack, defence and fielding will be taught. Staff encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations. During P.E. lessons, staff can refer to work in other curriculum areas when appropriate. In order to progressively develop, children should follow written and verbal instructions accurately.

The Lancashire schemes of work identify planned opportunities for pupils to develop a range of skills and to appraise their performance. There are opportunities for individual and/or group activities so pupils can express their feelings verbally and learn how to work cooperatively as well as on their own. Pupils are encouraged to share their experiences/culture with others in order to enhance the quality of learning and to develop socially and inclusively.

### Time Entitlement

The government recommends that all Primary School children should have access to 2 hours timetabled P.E. curriculum provision per week. In addition, extra P.E. activities can be provided through the schools after school clubs.

The hall timetable is allocated for 1 session per week for each class from Reception Class to Year 6. One top of that each class is allocated an outdoor Pe Slot which weather dependent is filled. The class that are is swimming that term are only allocated one extra P.E slot. Classes will have priority use of the hall or a playground depending on the activity that is being taught.

### Curriculum/links with other subjects

A combination of QCA Schemes of Work (Lancashire Schemes) and programmes of teaching and coaching resources from P.E. courses attended are used to fuse together and create a good P.E. programme. The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities both in and out of curriculum time. At the beginning of their school life children learn and explore basic movement skills, they develop these skills throughout their time at West Street and leave as confident movers able to play a wide range of sports.

Physical Education provides opportunities for pupils to become physically confident in a way which supports their health and fitness, as well as allowing opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.

Experienced Sports Coaches are invited into school to support our curriculum P.E. lessons and embed their sport and to develop their skills further because at West Street Primary, we recognise the advantages and benefits of working alongside and delivering outside agencies. Coaches are used to help staff gain more confidence in their own teaching and to help provide a greater depth of extra-curricular opportunities.

The areas of learning include outdoor and adventurous play, multi-skills, invasion games, dance, net and wall games, gymnastics, striking and fielding and athletics.

#### Additional Considerations/Cross Curricular Links

We encourage our teachers to incorporate other curricular links with P.E. across their teaching and learning programme, especially with our OAA course allowing Cross Curricular active learning opportunities.

English	Maths	Science	Computing	MUSIC	HISTORY	R.E.	PSHE
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Speaking and Listening.  Subject specific vocabulary.	Speed Distance  Time  Measuring  Recording  Handling  Data	Health and fitness The human body	Use of stop watches Use of digital cameras and digital video  Use of internet for research	Rhythm Tempo	Topic specific dances	Cultural Dances i.e. Diwali dance	The School Games Values
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### Swimming

Swimming is provided by the local authority and is compulsory for our Year 6 pupils. However due to a high number of children not swimming out of school we have made the decision to take children from year 4 onwards. Swimming is provided for all children in year 4 – 6 for a term with the intention of children achieving their National Curriculum badge. These lessons replace a weekly P.E. lesson for this year group, on a Friday afternoon. Each class has been allocated for a longer lesson lasting just over an hour and for a full term. Boys and girls will use separate changing rooms at the pool.

### Equality & Inclusion

The Education Reform Act of 1988 gives children the entitlement to all areas of the National Curriculum. The Education Act of 1996 reinforces physical education as a foundation subject for all pupils.

Physical education will not be withheld as a sanction, although individuals may be withdrawn if their actions are deemed dangerous either to themselves or others.

In accordance with the school's Equal Opportunities Policy' all pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

1. Mixing groups in terms of gender and ability.
2. Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
3. Giving all the children an opportunity to share their work. For instance, allowing
  - a. time at the end of a gymnastics lesson for the whole class to perform their
  - b. sequences.
4. Considering the needs of children with physical or learning difficulties and taking
  - a. the necessary steps (by enlisting extra help, adapting equipment or differentiating
  - b. tasks) to ensure they have equal access to the curriculum.
5. Considering ways in which to support ESL children. For instance, simplifying
  - a. language, using other children to translate, or demonstrating rather than
  - b. speaking.
6. Recognising the dangers of stereotyping. For example, expecting dynamic work
  - a. from boys in gymnastics and neat and controlled work from girls.

Recognising the need to extend and provide a greater challenge for more able pupils. A register of Gifted and Talented pupils who demonstrate exceptional performance or talent in a sporting area is kept and updated each year.

## Assessment and Recording

Teachers assess children's work in P.E. by making assessments as they observe the children working during lessons. Teachers record the progress made by children against the learning challenge and success criteria for a lesson. At the end of a unit of work, teachers make judgements as to whether a child has met, exceeded or is working towards the expectations for each individual lesson and this should be recorded and can be used to enable the teacher to make an annual assessment of overall progress for a child when writing annual report for parents.

## Heath and Safety

P.E. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. Safety is further enhanced by emphasis on the need to wear correct clothing and use the correct equipment in a safe manner. There is a need for warm-up and recovery periods when exercising.

## Accidents

For minor injuries such as bruises or bumps the children should be encouraged to continue where possible but to sit and wait if necessary. For small cuts or grazes, the child should be sent in to school to receive first aid treatment. For serious accidents (head injuries, serious cuts or a suspected fracture) the teacher should remain with the child and send two responsible children or a Teaching Assistant if one is available to inform the school office. After a serious accident, the teacher must complete an accident report form which is available from the school office.

## Equipment and Resources

We have a wide range of resources to support the teaching of P.E. across the school. All equipment is kept one of the three P.E. Stores, located in the Key Key Stage Two Hall or outside on the main Key Stage 2 yard. The P.E. Stores should only be accessible by adults and the year 6 P.E monitors. The P.E monitors help teachers assemble the required equipment for a lesson either before school, at play time or lunchtime.

## Equipment safety

Small equipment is checked by the co-ordinator on an ongoing basis. If any defect is found in any of the P.E. equipment this should be reported immediately and

withdrawn from use. An annual check of large equipment is made by the local authority with their recommendations acted upon. The children are taught the safe methods for carrying and positioning apparatus. As such we expect our children to take responsibility for the setting up and putting away of equipment. PE monitors from year 6 support the co-ordinator in checking and monitoring equipment.

### Ordering Equipment

P.E. equipment is purchased through the school budget or from Sports Premium Funding. If staff have a particular requirement they should speak to the co-ordinator regarding availability of funding for the purchase.

### P.E. Kit

Pupils should change into a kit of short and t shirt which is different from the uniform. During the colder months, children should wear a tracksuit and suitable footwear for outside activities.

Children who are persistently without their kit should be reminded of the importance of P.E. and if necessary, a letter should be sent home, asking their parents for cooperation. Children are provided with spare kit if they have forgotten.

Glasses should be discouraged unless on medical advice.

Children should only miss P.E. lessons on health grounds when it is requested by their parents either directly or by a letter to school. Long hair must be tied back at all times.

There is no set P.E kit for staff but appropriate sports clothing should be worn for all lessons, including appropriate footwear.

### Children not taking part

Children not taking part in the P.E. lesson should bring a note to school from their parent or carer explaining the reason why participation is not possible. If they do

not have a note the teacher should use their own discretion as to whether the pupil is fit enough to participate. The child's parent or carer should be spoken to at the earliest opportunity where a note has not been provided by a parent or carer.

Children not taking part physically can be encouraged to take on an observational role in the lesson. This provides the child with an opportunity to critically analyse the lesson in which they are not participating in.

### Jewellery

All jewellery should be removed prior to P.E. lessons. This has to be removed by the child independently. Our staff members are not allowed to do this on their behalf

Body piercings with jewellery items can pose a problem during P.E. sessions. If the jewellery items are caught by accident, they may cause significant damage to your child and others around them.

Parents are asked to remove their child's jewellery items prior to coming to school on P.E. days in order for them to take part in the lesson.

If any items of jewellery cannot be removed by the child, we will cover them with micropore tape.

### P.E. & Sport Premium

Within our setting we make use of the sports premium by making additional and sustainable improvements to the quality of P.E. and sport by developing and adding to the activities the school already offers and making improvements that will benefit pupils joining the school in future years.

It provides existing staff with training and resources to help them teach P.E. more effectively and to be able to introduce new sports activities to encourage more children to take up sport.

The funding also supports and involves least active children by running and extending sports clubs. It allows us to have membership in the School Sport Partnership, joining with a pyramid of schools in the Pendle area. It is a family of local schools who work together to increase the quality and quantity of P.E. and sports opportunities for children.



## Additional Points

1. Teachers should set a good example by wearing clothing appropriate to the activity they are teaching.
2. Teachers should be aware of any medical conditions of individual children that they will be teaching (such as asthma, diabetes or epilepsy) to ensure that they participate as fully as possible in the lesson. Children who need inhalers should have them available to hand in the lesson.
3. Throughout the school phases, children will be taught how to lift, carry, assemble and use equipment safely.
4. Teachers should check the resources and equipment that they are going to use in a lesson to ensure that they are safe or have been assembled safely and are ready for use.
5. No equipment or apparatus should be used where a teacher has a concern about its safety.
6. If a teacher feels that the environment for the lesson provides a Health and Safety risk, the PE lesson should not take place. The children should return to class. This potential risk should be reported to the Head teacher immediately.
7. For swimming lessons, the teacher and the local authority staff should check the pool environment before each session before entering the pool.

**Written by:** Mr Andrew Filder

**Designation:** PE Subject Leader

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