Duke Street Primary School



PE Policy

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| Date: March 2022Next review: March 2023 |

**Physical Education (PE) Policy**

**Intent**

At Duke Street Primary School our aim is to ensure that all pupils leave primary school being physically literate. We want pupils to have the skills, knowledge and understanding to allow them to lead a physically active and healthy lifestyle and to be able to enjoy PE, physical activity, and sport.

Our curriculum is based around the needs of the pupils in our school and is regularly reviewed. We use a variety of approaches to support **all** pupils to enable them to make good progress.

We believe that PE is a vital part of a child’s education in developing their cognitive, physical and emotional development as well as building spiritual, moral and cultural values. We recognise that PE promotes an understanding in pupils of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. This enables the pupils to make informed choices about physical activity throughout their lives.

**Aims of teaching PE: -**

* enable pupils to develop their fundamental movement skills from reception to year 6.
* explore and develop a range of physical skills with increasing control and coordination.
* enable pupils to develop and improve their agility, balance, coordination and strength.
* encourage pupils to work and play with others fairly in a range of group situations and to develop their communication skills.
* develop the way in which pupils perform skills, and apply rules and conventions, for different activities.
* encourage pupils to improve the quality and control of their performance.
* teach pupils to recognise and describe how their bodies feel during exercise and teach the importance of fitness on their mental and physical health.
* develop the pupils’ enjoyment of PE, physical activity and sport through creativity and imagination.
* develop an understanding in pupils of how to succeed in a range of activities, and how to evaluate their own success.
* Encourage pupils to be independent thinkers and learners through a variety of challenges and activities.

**SEND/ Pupil premium/higher attainers**

At Duke Street Primary School, all pupils are entitled to high quality teaching, and we aim to provide a broad and balanced curriculum that is accessible to all of our pupils**.** PE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Any child with identified SEND or in receipt of pupil premium funding will be supported in order to access the curriculum dependent upon their needs. Staff aim to create an environment in which all pupils learn and respect and value each other.

This can be achieved by

* All lessons are mixed group classes, with every child entitled to experience all aspects of physical education irrespective of age, gender, ability or special need
* Lessons are structured to ensure that all pupils are involved, this can be done using the STEP principles of Space, Task, Equipment and People
* Effective pupil tracking enables identification of pupils who may benefit from early ‘intervention’ at an appropriate level
* All pupils are encouraged to attend a variety of clubs and competitions.
* Continually reinforcing and developing fundamental movement skills to promote a solid foundation of skills and understanding.

**Implementation**

**Curriculum planning**

PE is a foundation subject in the National Curriculum. All classes are timetabled for two PE slots per week and can access the hall, playground or field. One of the PE lessons is with the PE subject leader and the other PE lesson is taught by the class teacher.

PE is extended beyond the curriculum through the provision of a range of after school clubs, playground leaders at lunchtimes and events throughout the year.

Before the start of each year, the PE subject leader examines and revises the PE curriculum map based on the attainment and confidence of pupils in the previous year. This is shared with class teachers to inform planning for the year and ensures that the full curriculum is covered.

As a school we subscribe to PE Passport and Imoves to support staff with curriculum planning and to ensure that the curriculum planning is progressive. All staff have access to the Lancashire Scheme of Work through the PE passport on their iPads and computers. Staff also have their own Imoves log in details. Staff are encouraged to use these resources to form the basis of their planning, however, are also expected to adapt them to suit the needs of the classes as appropriate. Staff receive training and support throughout the year in using the PE passport, planning and teaching PE as a result of an annual subject audit.

**EYFS**

Pupils have the opportunity to explore their physical development from early years. We encourage the physical development of our pupils in the reception class as an integral part of their work. As the reception class is part of the Early Years Foundation Stage, we relate the physical development of the pupils to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupils aged three to five years of age. We encourage the pupils to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

EYFS classes have two PE slots per week, one session is a Forest School lesson, and the other lesson focuses on physical development (especially FMS), which takes place in the school hall with the PE subject leader.

**Key Stage 1**

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.

**Key Stage 2**

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. At Duke Street we have a lot of pupils that are unable to swim and so prioritise this as an area for development. Classes swim in year 5 and go for an hour a week for 18 weeks. We have found that an hour is much more productive to improve swimming ability.

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.

**Bikeability and balance bikes**

We encourage pupils to enjoy cycling as a means to improve fitness, but also as a form of transport. We have a set of balance bikes and two members of staff who are trained to deliver balance bike sessions to our younger pupils. When pupils reach year 6 we provide Bikeability sessions with a view to pupils achieving Level 1 and Level 2. To encourage our non-cyclists, we offer “learn to ride session” to allow all pupils the Bikeability programme.

**Teaching and learning**

At Duke Street Primary School, we commit to high quality teaching and learning. We use a variety of teaching and learning styles in PE lessons to develop the pupils’ knowledge, skills and understanding. Teachers use a mixture of whole-class teaching, individual, partner and group activities. All classes are taught in normal classes and are mixed ability.

To ensure that all pupils progress and experience success in the lessons staff provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

* by setting common tasks that are open-ended and can have a variety of outcomes.
* setting tasks of increasing difficulty, where not all pupils complete all tasks (e.g., the high jump or gymnastic challenges).
* grouping pupils by ability, and setting different tasks for each group (e.g., different games, vary the number of attackers and defenders).
* providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment, different types or size of ball used).
* Use of TILA and WILF to set clear learning objectives and breakdown the skills required through the ‘What I am looking for’ strategy. Both the TILA and WILF should be clear and achievable for all pupils to achieve at their own level.

Throughout lessons teachers may draw attention to good examples of individual performance as models for the other pupils, and we encourage the pupils to evaluate their own work as well as the work of other pupils. Within lessons, we also give the pupils the opportunity both to collaborate with other pupils and encourage character development such as resilience, teamwork, respect. We also provide opportunities and to compete with each other and reinforce the importance of co-operation and playing to the rules of the game. We are fortunate to have a wide range of resources that pupils will use over their time at Duke Street following the long-term plan.

**Staffing and staff development**

PE lessons are taught by the class teacher (one lesson per week) and the PE subject leader (one lesson per week). A PE specialist also supports class teachers in areas identified as needing development through the staff audit. The PE specialist is in school every Tuesday morning and works with staff for a unit of work to develop their understanding and confidence in teaching that unit. The PE specialist also supports the subject leader in maintaining high standards for PE across the school. All teachers have access to the Lancashire Scheme of work through PE passport, Imoves and are expected the follow the National Curriculum through the long-term plan. The PE subject leader is available for support as required. There are also occasions when sports coaches may come into school to lead and introduce new activities. The school visitor policy is in place to ensure that the correct procedures are followed before working with our pupils, for example DBS clearance.

**All Adults other than teachers (AOTT)** who deliver physical education during curricular and extracurricular time are monitored and observed by the PE subject leader and/or the class teacher. School staff (AOTT) who deliver PE will have the appropriate subject knowledge and confidence in the subject area and will be deemed competent by the senior leadership team. Parents are encouraged to organise their own transport to and from sporing competitions.

**Contribution of PE to teaching in other curriculum areas**

**English**

PE contributes to the teaching of English in our school by encouraging pupils to describe what they have done, and to discuss how they might improve their performance. Pupils are also encouraged to communicate clearly with each other when giving instructions, working as a team and providing feedback. There is a range of rich vocabulary within PE and pupils are exposed to new words and encouraged to use them in the appropriate context.

**Mathematics**

 There are many opportunities for pupils to apply their mathematical learning in PE lessons. Examples include providing opportunities for pupils to measure and record what they do accurately, getting into groups of a certain size, timing and keeping score. The OAA unit also offers opportunities to use directional language, angles, co-ordinates.

**Science**

PE offers many opportunities to support learning in science through understanding how the body works, names of muscles, the heart and lungs, circulation and breathing. The health and fitness unit offers opportunities to apply knowledge about keeping our bodies fit and healthy and why this is important.

**Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of PSHE and citizenship through learning about the benefits of exercise and healthy eating. Pupils learn how to keep our body and mind fit and healthy, why this important and how to make informed choices regarding their physical and mental health.

Pupils gain experience in working as part of a team or being a team leader. Pupils need to communicate with each other effectively, play to the riles of the game and demonstrate respect when working with other pupils. Through this PE can also play an important part in promoting a child’s self-esteem.

**PE and ICT**

Information and communication technology enhances the teaching of PE, where it is used appropriately. During dance we use music to provide a stimulus for movement. In dance and gymnastics, pupils could make video recordings of their performance, and use them to develop their movements and actions. Pupils may compare each other’s performances from recordings and use these to improve the quality of their own work.

**Resources**

There are a wide range of resources to support the teaching of PE across the school. The small equipment is kept in the PE store in the school hall, and this is accessible to pupils only under adult supervision. The hall contains a range of large apparatus, and we expect the pupils to help to set up and put away this equipment as part of their work. By so doing, the pupils learn to handle equipment safely. The school hall, playground and school field can be used for PE lessons. At the start of each term the subject leader shares the hall timetable showing the hall availability for PE lessons for each class and highlights which class teachers will receive CPD support following the staff audit. We use All Seasons Leisure Centre for swimming lessons.

**Health and safety**

We ensure that all general health and safety requirements apply in PE lessons and all sporting activities. We encourage the pupils to consider their own safety and the safety of others at all times. We expect them to change for PE into their school PE kit for PE lessons. Spare kit is available for pupils to use as necessary. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity.

Pupils should have two PE kits in school at all times, an indoor and outdoor kit. The indoor kit should consist of shorts, t-shirt and black pumps.

The outdoor PE kit should consist of sport pants (jogging pants), t-shirt, jumper and trainers. School jumpers may also be worn in cold weather.

In all aspects of PESSPA the most recent version of the Safe Practice in PE book is used for guidance and is available for all staff to view as needed on the PE subject leaders’ desk in the staff room.

**Extra-curricular activities**

The school provides a range of PE-related activities for pupils at the end of the school day. These encourage pupils to further develop their skills in a range of the activity areas. The PE subject leader liaises with school staff and external providers to timetable clubs and competitions for each year group. These details are shared with pupils, parents and carers at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the pupils to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our pupils.

The subject leader promotes clubs and tracks attendance and aims to encourage the least active pupils to get involved with clubs and competitions.

**Impact**

**Assessment**

Teachers assess pupils’ work in PE by making observations during the PE lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which they and others can improve. Progress is observed and recorded against the learning objectives for lessons and future lessons are planned to further learning. At the end of each unit of work teachers use the PE passport app to assess pupils in the unit of work covered, assessing the physical skills, understanding of the application of the skills and the character development. Picture and video evidence is also recorded on PE passport to provide further evidence of pupils learning over time. Individual outcomes can also be assessed during the unit as appropriate.

Fundamental movement skills are also observed and assessed at the start of each year in all year groups to inform planning and highlight areas for development.

Through PE passport the subject leader can monitor whole school achievement and identify areas for development and areas of strength. The data can be grouped by class, EAL, PP and SEND to consider the needs of certain groups in school.

**12 Monitoring and review**

The PE subject leader will monitor the PE programme and review it annually, if not more regularly. The PE subject leader will also coordinate and plan the PE curriculum and share with staff. The PE subject leader will also:

* support colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject.
* give the headteacher and governing body an annual summary report in which the strengths and weaknesses in PE are evaluated and areas for further improvement indicated.
* Create an annual action plan to identify any areas for development, key objectives for the year and areas of strength to be continued.
* Complete the PE and Sports Premium action plan and ensure that it is shared on the school website by 31st July as per the requirements.

• This policy will be reviewed at least every three years or sooner if necessary.