



# P.E Policy

Ferndale Primary School School Policies – Summer 2023  
Review - 2026

## Ferndale Primary school P.E policy

### Policy statement.

Physical education at Ferndale develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives. The intent of our P.E. curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more, understand more and build on previously learnt skills. As a result of this they will:

- o Increase and develop their basic fundamental movement skills.
- o Increase their understanding of the importance of an effective warm up and cool down.
- o Increase their understanding of the importance of living an active and healthy life style.
- o Develop, use and apply their skills in a variety of different contexts.
- o Develop their understanding of 'Physical Literacy'
- o Develop an understanding of why and how to differentiate a skill/activity effectively.

### The PE curriculum covers a range of experiences which include:

PE lessons, active playtime and lunch time, lunch and after school clubs, residential visits, competitive sports through annual intra school tournaments, annual sports day and for some, representing the school in a variety of competitive sports including a boys' and girls' football team as well as other competitive games (as per school games calendar). As well as this, pupils participate in daily mile through use of the running track and the Skip2b fit program to maintain daily physical activities.

Our facilities include 2 halls, the studio, 2 playgrounds, a field, a mini pitch and a running track.

## Aims and objectives for P.E.

At Ferndale, in teaching Physical Education we aim to:

- Develop an ability to remember, adapt and apply knowledge, practical skills, principles and vocabulary and concepts in a variety of activities.
- Promote positive attitudes towards health, hygiene and fitness. To enable pupils to see PE as a major feature in our lives, related to employment, leisure and culture. Also as part of a wider body of knowledge and skills, e.g. interpersonal and problem-solving skills.
- Know how to stay safe during physical activity.
- Develop motor skills through a range of relevant movement based activities.
- Develop a range of fundamental movement skills as well as specialised movement skills.
- Develop a sense of fair play and sportsmanship, through team and group activities as well as developing awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.
- Develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.
- Foster an enjoyment and positive attitude to PE activities throughout school and in extended opportunities.
- To employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
- To provide a variety of physical and sporting activities that increase participation and are accessible to all children in a safe, caring and enjoyable environment, including an ability to plan a range of movement sequences, organise equipment and apparatus and begin to design and apply simple rules.
- To develop an ability to make judgements, to value and appreciate others and their performances and assess theirs and other performances.
- Provide relevant in-service training opportunities for all those leading physical activity sessions including inviting qualified professionals to contribute to the provision of extra curricula activities.
- Organise events and after school activities to promote the profile of sport and physical activity.
- Making links with physical and emotional well-being
- Providing extra-curricular opportunities for all children

## PE curriculum planning

Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. The LTP is to reflect a skill rich curriculum which allows for application of skills in a variety of contexts to help develop mastery. As required in Key Stage 1, we teach dance, games and gymnastics, plus outdoor activities and swimming. In Key Stage 2 we teach dance, games and gymnastics, athletics and outdoor and adventurous activities. We provide statutory swimming lessons at a local swimming baths and children who do not show proficiency by Year 6 will be provided with details for extra swimming session and/or intense 'splash courses'.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works in conjunction with teaching colleagues in each year group.

Our medium-term plan, give details of each unit of work for each term including lesson plans and assessment tools however teachers are required to adapt these plans in order to suit the individual needs of the learners in their class. These plans are accessible on the planning one drive as well as a folder containing hard copies of all planning and resources which is given to each year group.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school. A document has been created to show teachers how the skills are built upon each year as well as across key stages.

## Role of the P.E coordinator.

- Support and advise colleagues in the planning, delivery and assessment of P.E. (Age related document/skill progression map).
- Inform colleagues of changes that occur regarding teaching and policy e.g. statutory changes within Health and Safety
- Provide resources for use by staff that are accessible (year group folder)
- Keep up to date with current developments through attending courses and disseminate this information to staff through INSET and informal meetings.
- Be responsible for auditing resources available for use in all PE activities.
- Complete regular staff audits (teacher confidence questions) and act upon these.
- Complete regular Pupil Voice surveys and act upon these.
- Complete an equipment audit to check it matches against new LTP.
- Order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum.
- Plan, spend and assess impact of Sports Premium considering sustainability and measured impact upon our children
- Use, share and increase awareness in the teaching of P.E.
- Monitor the quality, development and delivery of P.E throughout the school.
- Ensure that pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents.
- Organise opportunities for children to compete in intra and inter school competitions.

### Assessment

Teachers assess children's work in PE by observing them working during lessons. At the end of a unit of work teachers assess the attainment of children by stating whether they are age related or not and provide this as a number/percentage for the class e.g. 27/30 are at ARE for gymnastics (teachers are to use the ARE documentation provided in their folders to help with this assessment). The subject co-ordinator samples work in lessons by observation and by talking to the children (pupil voice surveys) and compares the evidence against the expected outcomes for the units of work.

Assessment and Evaluation can be carried out in several ways: -

- By questioning the children about what they are doing and taking note of their responses to specific tasks.
- Through observation of pupil's effort and achievement through the session.
- Through use of demonstrations to aid your explanation and enable children to see what a skill or movement should look like and what can be achieved.
- Through children judging their own ability through use of AfL (Assessment for Learning) e.g. RAG rating (red, amber, green) and then comparing this with their confidence at the end of the lesson to show progress.
- Through the use of STEP (differentiation)
- Use of 'Progression of skills' document.
- Through use of the Four Corner model – to evaluate pupils understanding of their PE lesson through self-evaluation and development of physical literacy.

### Provision/ time allocation.

Ferndale always aims to meet the two-hour P.E requirement through the use of dedicated PE lessons as well as the daily mile (where possible). In the foundation stage, children access P.E in the outside space covering their physical development (moving and handling). Each key stage one class has a two-hour P.E slot whereas in key stage two, pupils have a two-hour P.E session each week, as well as statutory swimming which takes place annually giving pupils (for year 4 and year 5) 5 hours of swimming provision for each child year.

### Entitlement.

P.E is a statutory National Curriculum subject and as each child is entitled to a broad and balanced curriculum, they are expected to participate in weekly P.E lessons. Children are only excused from P.E with a note provided by parents/ guardians under special circumstances. Pupils who miss P.E will be expected to join in with the lesson by observing, filming skills within the lesson (through the iPad) and evaluating the lesson (through class discussion of the Four Corner model).

### Equal Opportunities.

The National Curriculum requires that all pupils regardless of ability, gender, ethnic background or social differences should be given the opportunity to develop a range of skills (outlined in the Progression of skills document).

## Inclusion

Ferndale is committed to inclusion. The PE Department reflects this commitment and will do its utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole school inclusion policy.

We recognise the need for all children to be able to achieve and build on their achievements in physical education. We aim to set suitable learning challenges and to overcome potential barriers to learning and assessment for individuals and groups of pupils (this includes pupils with SEN).

We teach PE to all children regardless of ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning and coordination difficulties and work in PE takes into account the targets set for individual children in their Education Health Care Plans (EHCP). Activities can be modified where necessary by adapting rules, altering equipment used and adapting the task to be performed to enable children with specific disabilities to be included in the lesson (Principles of STEP).

Tasks may be adapted to suit the way in which children with disabilities play e.g. seated if the activity cannot be adapted then the child can be given an alternative activity which can develop their own skills. Children identified as GDS in a particular area of PE are set additional challenges to further develop their skills.

## Changing

Children throughout school come into school dressed in their PE kit to ensure that maximum time is given for physical education. Children who attend swimming will bring their PE kit into school and will change for swimming in allocated boys and girls changing rooms at the swimming pool.

## Resources.

Working environments include:

- Field
- Mini pitch
- 2 Multi-purpose halls.
- The studio.
- Running track
- 2 Playgrounds.
- Climbing areas including jungle gym and tyres.
- Residential environments.

Staff endeavour to make full use of available facilities, both indoor and outdoor, to provide appropriate experiences for pupils within the activity being taught.

### Indoor and Outdoor Resources

Storage of equipment can be found in the studio for all lessons within the LTP. Gymnastics mats are stored vertically on a moveable trolley and away from fire exits in the bottom hall, top hall and studio. Additional equipment to support fundamental movement skills and coordination in EYFS can be found in the studio and top hall PE cupboard.

Any damaged or lost apparatus should be reported to the P.E. Co-ordinator as soon as possible. Pupils will be taught how to handle, lift and store small and larger items of equipment correctly. Lunchtime and break time resources are kept in classrooms to ensure that no PE equipment is used during this time.

### Facilities and Equipment

- Equipment is checked annually by a reputable company (Gymfix service ltd). Anything that is broken or considered dangerous to use should be labelled as such, removed and reported to the PE co-ordinator.
- Check that there are no protruding objects against which the children can fall and hurt themselves and that the floor is clean and not slippery and outside that there is no broken glass obvious prior to each lesson.
- The apparatus should then be checked by the teacher prior to the children using it.
- Allow for ample space between apparatus.
- Apparatus should be stored correctly to help prolong its life and avoid damage.

### Extra- curricular activities

At Ferndale, we offer a range of extra-curricular activities. These after school clubs and lunch clubs are provided for pupils of all ages and are changed half termly.

We enter teams into both the boys' and girls' local football leagues and cup competitions and provide training for this. As well as this, intra school tournaments take place from year 3 to year 6 and school games competitions against other schools are offered to pupils from years 4 to 6.

### Staff development

The P.E coordinator liaises with authority advisers and staff, outside agencies, coaches and other sports associated personnel to ensure they are kept up to date with necessary information and guidelines related to P.E. This is then passed on to relevant staff either through notes, memos, formal/ informal meetings or INSET sessions.

The coordinator also attends courses and training sessions for professional development and disseminates relevant information where necessary through whole staff training or weekly staff meetings.

Other staff in school are offered opportunities for training if it is appropriate to their role and personal development. This is either in the form of courses, informal meetings, demonstrations by the coordinator or other experts.

The coordinator also arranges for visiting coaches and experts to work alongside the staff to support the teaching and learning and to offer advice and help to extend good practice that already goes on.

The P.E. co-ordinator to complete regular teacher confidence surveys and act accordingly.

### The role of other adults

At Ferndale we encourage and welcome other adults and visitors to assist in the development of P.E. and health education and value their expertise and enthusiasm. On a regular basis, sports coaches run and support a range of extra-curricular activities.

Throughout the year, visiting sports coaches and other sports personnel help and provide advice as well as actual coaching for our children.

## Cross Curricular Links

Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

These may include...

- Promoting pupils' spiritual, moral, social and cultural development (SMSC)
- Promoting key skills (thinking, problem solving, communication, application of number, ICT, team work and improving own learning and performance).
- Promoting other aspects like work related learning, healthy lifestyles and education for sustainable development.
- Promoting/developing character education.
- Incorporate water safety into the EYFS curriculum by making links to things such as bath time.
- Promoting social skills through regular involvement in intra school tournaments.
- Developing physical literacy through use of the Four Corner model which is referred to in every lesson.

## Health & safety.

It is recognised that P.E has inherent risks which cannot always be removed, but appropriate safety precautions can help dispose of unnecessary dangers. Teachers and other people involved in leading and supporting P.E must check equipment and facilities; personal equipment being used by themselves and the children as well as trying to anticipate any foreseeable hazards. Children are advised to remove any jewellery (unless religious which must be safely covered if it can not be removed) and make sure hair is tied back and away from the face. Where jewellery is covered instead of removed, parents and children must be aware that the risk is increased and school can not be held responsible for this.

The effective management of safety has four main components:

1. Risk Assessment (please see whole school risk assessments) and planning before a lesson.
2. Organisation of routines during and between lessons to include:
  - a. The use of appropriate kit.
  - b. Checking PE areas are free from sharp objects and broken glass.
  - c. Location of safety equipment.
  - d. Reporting accidents.
3. Control to include:
  - a. Where to find safety information.
  - b. Regular safety checks.
4. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

The health and safety policy is updated in line with updates from AfPE and their safe practice book is always consulted as and when necessary. Each teacher is responsible for the safety in planning and executing of their classes Physical Education lessons. Where there are implications for lifting and handling then the appropriate policy should be followed. Offsite PE activities will be led by each teacher in charge and are liable to Fitness Centre/sports stadium Health and Safety rules and guidelines, as required. Accidents must be reported and the appropriate forms completed and handed to the Head Teacher. A teacher or qualified member of staff must be present during any PE lesson.



### *Risk Assessment and Planning Before a Lesson*

All staff are required to familiarise themselves with the Health and Safety policies of the school. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need for practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy and with reference to Physical Education guidelines.

Before a lesson starts staff should:

1. Have procured any necessary safety equipment and undertaken any specific safety measures.
2. Know how and when to use any particular facilities and equipment.
3. Have identified the quantity and condition of the equipment to be used by pupils.

In identifying risk staff should:

1. Identify hazards.
2. Identify cause and effect.
3. Examine working methods.
4. Investigate safety literature for advice.
5. Remove hazards where possible.

In case of emergency staff should:

1. Be familiar with evacuation procedures in case of fire or other emergency.
2. Know the location of, and when and how to use, fire fighting equipment.
3. Know the location and identity of members of staff trained in First Aid.

### *Control*

Teachers should be aware of:

1. Where to find information.
2. The LEA Safety File containing safety circulars from the LEA.
3. LEA Health and Safety Policy.
4. School Health and Safety policy and where to find it.
5. The procedures for reporting accidents, particularly those that constitute an emergency.
6. The school's behaviour and discipline policies.

### *Other*

1. PE Equipment is annually checked.
2. Periodic safety checks of PE equipment are carried out by members of staff E.G. gymnastics equipment is checked before a unit of work commences.
3. Several members of staff are First Aid qualified: See boards outside Medical Room and in Main Reception.

The following approach will ensure safe practice:

- Clear consistency in the implementation of policy and procedures.
  - All staff demonstrate understanding of pupils' individual needs including limitations and disability (e.g. inhalers brought to each lesson)
  - Planning of the lesson includes a well thought through warm up, lesson development and warm down. Consideration is also given to the setting up and putting away of any apparatus.
  - Levels of supervision are appropriate i.e. group size.
  - Well-developed observation skills. This is the ability to analyse and evaluate pupil responses to tasks.
- This is essential to safe teaching (e.g. levels of tiredness, frequency of head counts)
- Lessons are orderly and well organised. Poor discipline on the part of staff or reckless behaviour or lack of concentration on the part of the pupil(s) cannot be tolerated within the context of physical activity.

An adult, in all situations, must adequately support pupils with known physical and sensory impairment and learning difficulties. It is important that teachers and other staff are aware of any medical limitations a child may have or be affected by when undertaking physical exercise e.g. heart problems, epilepsy, asthma, etc. Teachers and parents are responsible for updating relevant records and sharing information.

#### Clothing and footwear.

All children and staff should be encouraged to wear appropriate clothing and footwear.

Dress in suitable clothing and in accordance with the Health and Safety Policy; wear pumps or bare feet for gymnastics.

Outside: warm clothing should be worn in winter weather.

Leggings or shorts and t-shirt should be worn indoors and shorts and t-shirts or track suit bottoms and jumper should be worn outside.

Trainers preferably should be worn outside but pumps are also permitted.

Watches, jewellery and glasses (unless necessary) should not be worn and long hair should be tied back. Ear-rings (studs only) where they have just been done may be covered with plasters by the child however parents must be aware that school can not be held responsible for any injury.

Religious jewellery is to be made as safe as possible by being covered up or tucked in (if it can not be removed)

For gymnastics t-shirts should be tucked in, children should not be allowed to wear socks.

Children should understand the safety risks involved in wearing inappropriate dress and jewellery and understand why different clothing is worn for physical activity.

Safety should be the top priority in any physical activity.

The teacher should always plan with safety in mind.

Staff should be appropriately attired for the activities to be undertaken.

#### Wet Weather Contingencies

At Ferndale, we will endeavour to maintain the two hours of PE per child each week. If, due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be taught indoors. Whenever possible the lesson content should be maintained or amended for the new environment.