

Kingsfield Primary School

A member of the Active Learning Trust



Statement / Policy Summary	
This policy looks at the school's approach to Physical Education.	
Date ratified:	Autumn 2021
Date of review:	Autumn 2024

Equalities Impact Statement	
Has this policy fully considered the school's equality objectives and statement?	Yes
Is there any impact upon the school's equality objectives?	Yes
If 'yes', are these clearly described and their impact assessed?	Positive impact upon inclusion

1. Overview

At Kingsfield, we believe Physical Education (PE) plays a vital and unique contribution to a child's physical and emotional development as well as to their overall health and wellbeing. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school-life and allows children to gain a sense of achievement whilst also developing positive attitudes towards themselves and others.

2. Aims

We aim to provide each pupil access to a broad and balanced programme of activities which are accessible yet challenging. In order to do this, we aim to:

- Stimulate and maintain pupil interest and enjoyment in PE and physical activity.
- Promote health and fitness for current and future lifestyles.
- Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to the subject.
- Develop children's safe practice in PE.
- Develop children's understanding of healthy lifestyles and the impact of exercise on the body.
- Develop children's communication skills.

3. Expectations

3.1 Pupils

Pupils will participate and develop physical competency in a wide range of physical activities that provide appropriate challenge and acceptable risk. This will enable them to:

- Follow the school behaviour policy in being ready, respectful and safe.
- Try their hardest in every lesson.
- Be open to new activities and sports.
- Embrace a healthy lifestyle.

3.2 Parents

We expect that parents will:

- be supportive of the subject and encourage children's participation in PE and developing a healthier lifestyle.
- Support children in having the appropriate equipment / kit for PE lessons.

3.3 Teachers

We expect that teachers will:

- Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their lessons.
- Cover the curriculum plan fully.
- Support children's development of the core Olympic values (friendship, respect and excellence) and the Paralympic values (inspiration, courage, equality and determination).

3.4 Role and Expectations of the PE Leader

We expect that the PE Leader (in line with p.64 of the SPPE handbook) will:

- Producing a flexible scheme of work, with lesson ideas to support its implementation.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff, are aware of courses themselves.
- Ensure pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.
- Support the writing and sustainability of the Physical Education Development Plan.
- Support the recording of the Sports Premium funding to department of Education/ Sport England.
- Support and organise School Games' competitions.

4. Curriculum Coverage

The curriculum content in this subject has been organised to ensure that children in all key stages have access to the areas specified in the National Curriculum (Appendix A). The long-term plan was revised and adapted in September 2021, with the support of the Cambridgeshire PE advisory team and 'The Cambridgeshire Scheme of Work for Physical Education'. Please refer to Appendix B for the long term plan.

5. Monitoring and Assessment

Summative and formative assessments take place regularly in PE by staff and this information is recorded on the school's assessment system. Children are also encouraged to make self-assessments. Formal assessment levels are shared with parents / carers annually.

Kingsfield Primary School is committed to ensuring that all of our pupils have the opportunity to make their opinions actively known. Pupil voice is supported in PE by:

- Allocation of Sports Ministers who are voted for each year. They are responsible for actively discovering and conveying the opinions of their peers in an open forum with staff, as well as supporting with provision of, and reporting on, sporting activity.
- Training and running a Playground Leader programme annually for Year 6 students to support other children across the school.

6. Facilities

At Kingsfield Primary School, we have large grounds with two hard surface playgrounds and three trim trails. We also have two halls that are also used for PE and physical activities. All facilities and associated resources are condition checked in line with the Trust's protocol.

There is no legal requirement for changing rooms within a primary school setting. Therefore, when needing to get changed children in Reception, KS1 and lower KS2 will do so in their classroom. Those children in upper KS2 will change in separate areas with staff supervision.

7. Health and Safety

Our school follows the guidance provided by the Association for Physical Education. (afPE). This is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of health and safety.

Children should only refrain from physical activity on health grounds. Parents/carers can request this temporary withdrawal in writing. Absence from physical activity will be monitored. Non-participating pupils can take the role of an evaluator, scorer or coach to ensure engagement with the lesson.

8. Risk Assessment / Managing Risk

In PE, we place particular emphasis on health and safety. Staff should refer to 'Safe Practice in PE, School Sport and Physical Activity' (SPPE) book pg. 172, Section 11: Safe Exercise Practice for specific safety considerations for teaching the different aspects of the PE curriculum.

Risk assessments are regularly reviewed and updated in line with national guidance and the Active Learning Trust's health and safety system, Handsam.

We ask that staff plan their lessons taking into consideration any risks and associated management of them. In lessons, we ask staff to carry out risk assessments with the children to develop their understanding of safe practice in PE.

We encourage the children to consider their own safety and the safety of others at all times. In the event of no kit, children will be given a spare school PE Kit and it will be at the teacher's discretion to determine whether the child's school shoes are suitable for physical activity. If there is no kit available children will take part in the lesson as an observer rather than a participator. Parents will be informed after two consecutive occasions of no PE kit.

In order to support safe practice within PE, we ask that parents / carers support us in the following areas:

- All long hair should be tied back. ('SPPE' book pg.213)
- Suitable clothing should be worn for each lesson. Children should not engage in physical activity without correct kit. ('SPPE' book pg. 213)
- For indoor PE, children should walk to the hall with suitable footwear on.
- All children taking part in indoor PE should be barefoot or wearing suitable footwear. ('SPPE' book pg 215)
- All children with verrucae should wear pumps.
- Jewellery that may carry a risk to the pupil, including earrings and bracelets, should be removed and are the responsibility of the child to store safely. If the removal of jewellery is not appropriate out of respect for religious reasons then the jewellery should be covered/taped. ('SPPE' book pg. 212)
- **Earrings** ('SPPE' book pg. 212) As you will be aware, we follow the advice of the county and recommend best health and safety practice with regard to children wearing earrings in PE. Our policy is in line with their recommendations; however, we have made slight alterations for exceptional circumstances:
 - All earrings should be removed before a child takes part in PE; they should be removed by the child or by the parent / carer before school.
 - If children are old enough then they can remove their own earrings and store them safely in their bag. They will be responsible for taking care of them.
 - Under no circumstances will staff remove them for children.
 - Parents / carers cannot give permission for earrings to stay in for PE.

Exceptional Circumstances

- If the child is unable to remove their earrings due to infection, please notify the class teacher.

- If your child has just got their ears pierced, please notify the class teacher.
- Cultural reasons.

In these circumstances, we will allow children to participate following these guidelines:

- Children have ears taped by parents before school or
- Children bring in suitable tape and do it themselves (neither staff nor other children should be asked to do this)
- Earrings are flat. They must not be protruding or be hoops. Hoops are inadvisable under all circumstances at school.
- Parents have written to school to confirm the situation.
- Teachers will assess that the activities taking place in the lesson are safe and do not present an unnecessary risk to those children. Where safe participation cannot be assured then the child cannot take part in that element of the lesson.

9. PE Kit

We expect all children to wear the appropriate PE kit so that they can undertake physical activity in a safe manner. Our expectations are:

- House coloured t-shirt (long sleeve tops can be worn underneath during winter months)
- Black / navy shorts or in the winter black/navy leggings or tracksuit bottoms
- Trainers or black PE pumps
- Kingsfield School sweatshirts or fleece can be worn on top of the t-shirt

10. PE and Sports Premium Funding

PE and sport premium (formerly known as Olympic Legacy funding) is allocated to every school to support the development of the subject. For more information on how we spend our funding, please see the school website:

<https://kingsfieldprimary.org/standards/olympic-legacy>

11. Physical Activity Outside of the Curriculum

Our school is an active participant of the Witchford School Sports Partnership Programme which organises activities and competitions for our children to engage with.

We also engage with a range of local providers to offer children access to physical activity beyond the statutory requirement allocated within the timetable.

12. Competition

We believe that all children have a right to experience competition, whether within our own school, or against other schools. Competition provides children with broader life skills which will support their learning and academic achievement. Skills such as resilience, perseverance, teamwork, communication, problem solving and many more are achieved in a healthy competition environment.

Through offering children competitive experiences they develop the desire to improve their own personal best.

Children are allocated a 'house' colour upon entering our school. Pupils within each house collaborate to collect points; it is a low-threat approach to improving access to **competition**.

Appendix A – National Curriculum expectations

Early Years Foundation Stage (Development Matters 2021)

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

KS1

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.

KS2

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. 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

Appendix B – Curriculum coverage

Key:	Social	Physical	Thinking
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Time		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	1	Exploring the continuous provision. (Assessment)	Games Activity Fundamentals 1 (Camps. Scheme)	Gymnastics Fun Gym Shapes. (Camps. Scheme)	Dance On Parade. (Camps. Scheme)	Games Activity Fundamentals 2 (Camps. Scheme)	Athletic Activity Foundations and link to Sports Day
	2	Exploring the continuous provision. (Assessment)	Enhanced Provision Playground Games (SWP)	Enhanced Provision Hula Hoops and skipping games. (SWP)	Enhanced Provision Circus Activities (SWP)	Enhanced Provision Games Activities	Enhanced Provision Athletic Activities
Year 1	1	Games Activity Fundamentals 1 Multi-skills (Camps. Scheme)	Outdoor Games Playground games. (SWP)	Gymnastics Jumping Jacks (Camps. Scheme)	Gymnastics Travelling Linking Actions (Camps. Scheme)	Games Activity Attacking and Defending (Using Space)	Athletic Activity Fundamentals and link to Sports Day
	2	Gymnastics Rock and Roll (Camps Scheme)	Games Activity Throwing and Catching.	Dance Moving Words (Camps Scheme)	Games Activity Multi-skills Bat and Ball	Dance Weather (Camps Scheme)	Games Activity Fundamentals 2 Multi-skills (Camps Scheme)
Year 2	1	Games Activity Fundamentals 1 Multi-skills (Camps. Scheme)	Outdoor Play Activities Trails, trust and teamwork. (Camps. Scheme)	Gymnastics Point of Contact (Camps. Scheme)	Games Activity Invasion Games	Gymnastics Ball, tall, wall	Athletic Activity Fundamentals and link to Sports Day.
	2	Circus Skills (SWP)	Games Activity Attacking and Defending. (Sending and Receiving)	Dance Activity Magical Friendship (Camps. Scheme)	Water Safety Dry water safety Activities	Dance Great Fire of London (Camps. Scheme)	Games Activity Fundamentals 2 (Camps. Scheme)
Year 3		Games Activity Ball Handling (Camps. Scheme)	Sustained Activity Physical distance and circuit training skills	Gymnastics Patterns and Pathways (Camps. Scheme)	Games Activity Net and Wall Games	Gymnastics Handling Apparatus (Camps. Scheme)	Athletic Activity Fundamentals and link to Sports Day
		Dance Activity Machines (Camps. Scheme)	Games Activity Striking and Fielding (Camps. Scheme)	Dance Activity Solar System (Camps. Scheme)	OAA Communication and Consideration (Camps. Scheme)	Swimming	Swimming

