



# UNITED SCHOOLS BIG HUB KINGSTEIGNTON SCHOOL

## PE POLICY

We are Rights Respecting Schools. Under the UNCRC, all children should have access to and awareness of their rights.

Article 29: Education must develop every child's personality, talents and abilities to the full.

### Introduction

The importance of physical education to the curriculum is that it develops pupils' physical competence and confidence, as well as their ability to use these to perform in a range of physical activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative and competitive, facing up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles, this includes physical and mental health. Children learn how to plan, perform and evaluate actions, ideas and performances in order to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences, and how to make choices about getting involved in lifelong physical activity. As a part of the Learning Challenge Curriculum, children are also taught about the need for a balanced diet and how that links with exercise to create a healthy lifestyle.

## Expectations

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Our skills progression document clearly shows how pupils should progress in all areas of PE throughout both key stage one and two.

## The aims of physical education and how these contribute to the school's aims

The school aims to:

- Teach pupils to be more skilful in the ways they control their movements and develop co-ordination
- Develop habits leading to a healthy and active lifestyle and promote physical well being. This includes being physically active for a sustained period of time
- Help pupils understand how the body responds to activity
- Develop pupils' confidence in applying and adapting a range of skills in a variety of settings
- Foster an appreciation of the artistic and aesthetic aspects of physical activity
- Contribute to pupils' social and emotional development, by developing their self-confidence and self-esteem
- Develop personal qualities such as commitment, fairness, tolerance, and a concern for others
- Develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations; to cope with losing, and to retain a proper sense of perspective in competition
- Develop the school values in relation to perseverance, compassion, friendship, justice and courage where possible
- To increase participation in sports for life by offering a wide range of activities to develop interest. We aim to include all children, focusing on groups with low participation in external sports, such as pupil premium children and girls

## Strategy for implementation

### Entitlement and curriculum provision:

- All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum and Early Years Foundation Stage (EYFS) requirements and which takes account of individual interests and needs. We use the Development Matters document; this non- statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.
- Foundation Stage – Physical Development (from EYFS framework), Leap Into Life and Swimming.
- Components at Key stage 1 – PEDPASS and Swimming.
- Components at Key Stage 2 – PEDPASS and Swimming.
- Across the school, 2 hours of curriculum sessions are allocated to physical education every week. 1 x hour outdoor and 1 x hour indoor. This may vary slightly during the year, depending on what activity is being taught.
- All classes include an additional daily physical activity in the form of a wake up shake
- up. All classes will follow the skills progression document for specific sports and games to ensure progress is made.
- Sporting events and competitions are used to encourage key skills such as competitiveness, teamwork and sportsmanship, as well as getting more children involved in a variety of sports at a competitive level.

### Teaching and Learning

Outstanding lessons should contain the following elements:

- Purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson. However, lessons can and should be adapted from the learning objective so that learning is not limited;

- Progression: pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; as well as working to achieve successful outcomes through repetition, application and refinement of skills. Children should be given the opportunity to apply what they have learned in game situations within PE lessons, external clubs and through inter school events;
- Pace: high levels of activity, keeping a high intensity, with clear expectations for high work rates to be maintained are important, this should be differentiated to ensure all children are working at their level. The physiological benefits of exercise should be explained and understood and their association with health emphasised;
- Coherence: all teachers should reinforce previous understanding and establish links between curriculum experiences.
- Challenge: high expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks
- Differentiation: this is achieved through using tasks and equipment that enables pupils to be challenged appropriately ensuring at least good progress for all
- Pupils' responsibility: in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practice and repeat movements in order to improve efficiency and the quality of their performances. Children should look to improve decision making skills within game situations without teacher input to improve ability, confidence and understand performance whilst evaluating the game as it develops.

[Article 24](#) - Every child has the right to the best possible health.

[Article 28](#) - Every child has the right to an education.

[Article 29](#) - Education must develop every child's personality, talents and abilities to the full.

## Inclusion

- We provide an all-inclusive programme which can be accessed by all children through differentiation and planning.
- Lessons provide good quality experiences that are suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an appropriate range of activities. For pupils with limited gross motor skills, the integrity of activities is maintained and expectations take into account the individual needs of pupils.
- Children's self-confidence in their abilities within PE is crucial, and teachers must be sensitive to the range of demands that may be made. Every child's contribution is
- valued.

Article 23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

## Organisation

- The curriculum is planned to provide a balance of physical activities. Medium term plans are based on PEDPASS planning sheets (Leap into Life for Reception Classes) and guidance from 'Physical education resources for primary teachers' supplied by the School Sports Co-coordinator. Individual teachers supplement these units with 'A Devon Approach to Physical Education' and other activities and resources that meet the needs and interests of the pupils.
- The PE co-ordinator oversees the overall organization of the PE curriculum but teachers are responsible for specific areas of the curriculum.
- Lessons include dynamic warming-up exercises before the main tasks.
- Opportunities are taken, where appropriate, to make links between physical education and other subjects across the curriculum.

- Swimming takes place throughout the year. Each child will have 3 x 1 hour sessions per year. There are also opportunities for less confident swimmers to have extra water confidence sessions to help aid them further (limited spaces available which are reserved for the most in need)
- In the Foundation Stage, children are offered a range of physical activities both indoor and outdoor as part of daily continuous provision, based upon children's needs and the requirements of the Moving and Handling aspect of Physical Development.

### Learning resources

There is a variety of games equipment to enable pupils to work with balls, bats and rackets, which are best suited for their age and stage of development. Most of the PE equipment is kept in the cupboard in the school hall.

- Responsibility for inspecting equipment is outlined below. Safe Practice
- Safety should be paramount when planning physical education activities. All teachers must refer to the following guidelines:

Safe Practice in Swimming (1993) - Devon Education

Safe Practice in Physical Education (2000) – BAALPE

Safety in Outdoor Education (1996) - Devon Education

Outdoor Education, Visits and Off-Site Activities (May 1999) – Devon County Council

- Risk assessments, where necessary, should be included in medium term plans, and safety aspects should be discussed with the pupils prior to activities. Pupils are encouraged to develop their own abilities to assess risks.
- First aid equipment is available in the office, and all staff should know what action to take, including calling for assistance in the event of an accident.
- Regular checks should be made on all equipment. The PE co-ordinator makes frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader and Principal if any items show wear and tear. Any items constituting a danger should be taken out of use immediately and the subject leader must be informed of any faults.

- Pupils should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils should be made aware of safe practice when undertaking any activity.
- Good class management, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

### PE Kit

- Staff leading sporting activities must be dressed appropriately. The teacher should look to set a positive example for children to follow and wear appropriate clothing for physical activity.
- Pupils should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. Hair should be tied back and earrings taped. Both hair bands and surgical tape are available from the office or class teacher.
- All pupils should have a PE kit consisting of dark shorts, a white t-shirt, and either plimsolls or trainers (with socks), as appropriate. During winter months they may wish to wear tracksuit bottoms and a top for outdoor activities.
- PE kits should be named and kept in a bag on children's individual pegs during the week and taken home weekly and during holidays to be washed.
- Having bare feet for gymnastics produces better quality work. Checks are made by staff to ensure the floor is safe.
- Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Permission to wear goggles must be obtained if children need to wear them. Protective swimming socks should be worn on the poolside if a child has a verruca. Sensible swimming costumes must be worn; no bikinis for girls or shorts past the knee for boys as this restricts performance.
- Pupils who persistently forget PE Kit should be reminded of the importance of PE and, if necessary, a letter should be sent home to parents asking for their cooperation.
- Children should only miss PE lessons on health grounds, if this is requested by their parents or GP. This can be done by direct contact with the school or in a note to the class teacher.

## Leadership and management

Staff development and training opportunities to develop staff confidence and competence in teaching physical education:

- The PE co-ordinator will attend relevant courses;
- Whole-school training needs are identified as a result of the monitoring and evaluation programme;
- Where necessary, the PE co-ordinator leads (or arranges) school-based training, Achieve 4 All or PE leaders will provide this.

### Leadership and management roles

The PE co-ordinator is responsible for overall curriculum planning, the management of the subject, the provision of equipment and its accessibility. The Principal is responsible for the overall implementation of the physical education policy.

### How the subject is monitored and evaluated

The PE co-ordinator monitors standards achieved throughout the year by using allocated time to observe lessons and extra-curricular activities. Termly conferences with sample children from years 2, 4 and 6 help monitor and evaluate performance.

### Review

This policy will be reviewed annually.

Reviewed: January 2022   Review January 2023