

# Physical Education (P.E.) Policy

Yorkmead School



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## **1. Introduction**

This policy outlines the intent, implementation and impact of Physical Education at Yorkmead Primary School, and is in line with the National Curriculum for PE. The implementation of this policy is the responsibility of all staff.

## **2. Entitlement and Statutory Requirements**

Physical Education is a foundation subject to which all children have an entitlement. The National Curriculum requires the development of a broad, balanced and relevant programme providing all pupils with experiences which will encourage participation, enjoyment, physical development, social skills and an independent interest in health for life. The PE programme taught at Yorkmead ensures that all children receive that entitlement.

## **3. Intent**

Physical Education at Yorkmead serves several purposes:

- To encourage children to take part in and enjoy a variety of physical activities.
- To provide each child with the opportunity to take part in regular physical activity.
- To provide opportunity to improve Agility, Balance and Coordination.
- To encourage pupils to develop a positive attitude towards health and exercise which will permeate their lives outside school and into adulthood.

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- To help pupils understand the importance of safe practice and to act responsibly.
- To help children understand what happens to their bodies during physical activities.
- To develop children's leadership and coaching skills.
- To develop children's social, cognitive, physical, personal, creative and health and fitness skills and understanding.

#### **4. Implementation**

In teaching Physical Education at Yorkmead we aim for pupils to develop holistically through Create Development's multi-abilities: Social, Personal, Creative, Cognitive, Physical and Health and Fitness, as well as improving their Fundamental Movement Skills of Agility, Balance and Coordination which underpins the Core Real PE scheme, supported by Real Gym and Real Dance.

In lessons to:-

- Gain an understanding of how their bodies change during exercise.
- Be physically active in order to develop areas of Agility, Balance and Coordination.
- Plan and perform physical actions with control.
- Use appropriate language for different equipment and actions.
- Understand a variety of physical activities and their purpose.
- Be able to work and communicate in a team.
- Develop as leaders

To become independent learners by:-

- The development of problem solving, decision making and evaluation skills.
- Giving pupils time to evaluate, modify and consolidate and their own and others performances.
- Encouraging the children to improve their skills through practice.
- Develop their self-confidence when working individually or in groups.

To develop positive attitudes by:-

- Accepting rules and conventions, leading to an appreciation of the concept of fair play in competition and good sporting behaviour.
- Appreciating the strengths and weaknesses in both themselves and others.
- Supporting each other to make progress by coaching one another.

To be aware of safe practice and health by:-

- Showing an awareness of and applying safety rules.
- Listening to and responding to instructions.
- Correct use and movement of equipment and apparatus.
- Wearing appropriate clothing for different activities, adhering to the dress code as stated in section 8 of this document.
- Understanding the need to warm up and cool down before and after physical activity.
- Understanding health issues related to fitness and the need to maintain an active lifestyle.

#### **5. Implementation - Principles for the teaching of PE**

The Physical Education Programmes of Study in the National Curriculum outline the following skills to be covered in the teaching of PE throughout key stages 1 and 2:-

- use running, jumping, throwing and catching in isolation and in combination.

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- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance.
- 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.

At Yorkmead, these are taught through Real PE which is a holistic approach and a progressive whole school programme designed to focus on children's Fundamental Movement Skills of Agility, Balance and Coordination, as well as their social, cognitive, physical, personal, creative and health and fitness skills and understanding. The scheme is supplemented by Primary PE Planning PPP, where children can practice their skills, Tennis, Football, Dodgeball, Netball etc. and learn new skills, such as yoga, dance and Thai boxing.

Pupils should also 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.

At Yorkmead, children in years 3, 4 and 5 spend a term swimming once a week at Fox Hollies Leisure Centre.

## **6. Impact**

At Yorkmead, we use the Real PE Assessment Wheel for assessing the children's progression in PE as they move through the school. Class, group and individual data is added to the wheel each half term using Target, Working Towards or Secure. Additional comments are also included. Staff print off and share a termly report at Pupil Progress.

During lessons, ongoing assessment is carried out to determine which level skill the children should be working at and this is guided both by the child and the teacher. There is opportunity within real PE for each child to be stretched and challenged. Children are also encouraged to assess their own performance and the level at which they are working, deciding when they are ready to move on to the next challenge. Peer assessment and coaching is also used regularly for children to be able to encourage and support one another.

The real PE assessment wheel also feeds into an annual impact report which specifically focuses on:

- Pupil progress in multi-abilities.
- Pupil progress in fundamental movement skills.
- Pupil attitudes to PE.
- Staff confidence when teaching PE.

A child's achievements in PE will be reported to parents in the child's end of year report.

## **7. Location and time allocation for the teaching of PE.**

Time allocation – all classes will have at least two physical education lessons per week. When the weather is appropriate, PE sessions can be provided outside under the canopy, depending on the skills being taught, and when it is not appropriate, they are carried out in the hall.

We supplement the children's opportunity to take part in PE by providing daily after school learning clubs. We organise a range of sporting activities throughout the year including gymnastics and multi-sports clubs.

Children also have some opportunities to take part in inter-school competitions and membership of the Central Sports Partnership allows for all children in Year 1 and 2 to take part in a multi-skills festival, as well as attendance for teams from other year groups at a range of sports competitions.

## **8. Sports Coaching.**

The School's SMHL and Well-being Lead identifies children for additional support. This can be based on Physical needs, Sporting skills need, SEMH needs, Behaviour and Team building needs. These children then work either 1:1 or in small groups with the school's Sports Coach on targeted interventions, specific to their needs. Entry and Exit data is collected to track impact.

## **9. Competition**

Through real PE we focus on all pupils experiencing healthy competition and at the centre of this is personal best. In addition to this, pupils participate in activities that enable other forms of competition to be experienced. This is underpinned by our six multi-abilities of Social, Physical, Creative, Health and Fitness, Cognitive and Personal.

This means that all children have opportunities to compete.

Alongside this are inter-school competitions as mentioned above. These also progress into regional competitions.

## **10. Outdoor and Adventurous Activities**

In year 5, all children are given the opportunity to take part in a day of outdoor adventurous activities in order to develop their courage, perseverance and ability to work in a team. This usually takes place at Umberslade Adventure.

## **11. Safe Practice**

### **Mode of dress**

- All pupils should attend school dressed for P.E. on the relevant day/s for their class.
- **PE kits** - plain black bottoms (can be shorts or tracksuit bottoms) with a plain white top and trainers.
- **Swimming** – For year groups that go swimming, children must bring a swimming kit which includes a towel and either a swimming costume for the girls or swimming trunks (**which must be above the knee**) for the boys. Boys will not be allowed to swim if they are wearing boxer shorts or sports/football shorts. The children are allowed to bring their own swimming goggles and swimming caps. **Children must remove earrings and jewellery before coming to school on their swimming day.**
- **No jewellery.** Necklaces, watches, bracelets, etc must be removed. If a bracelet cannot be removed for religious reasons, it needs to be covered securely with a sweat band.

- **Headscarves** – If a headscarf is worn, it must be safely secured (tied, not pinned) and tight fitting to ensure safety of all the participants in the lesson. It must have no loose ends and have a removable strap which comes off on its own if it becomes caught in apparatus.
- Staff should wear appropriate footwear and kit for the teaching of Physical Education.

### **Safety Rules and Procedures**

Children should walk to the hall calmly and quietly and on entering, find a space to sit down and await their teacher's instructions.

Children should learn the need to prepare their bodies for physical activity and to recover from it, ie take part in warming up and cooling down exercises and learn about the changes these activities cause in their bodies.

Teachers should emphasise at all times the safe use of equipment, e.g., Hazards involved when using bats, mats, balls etc.

All children and student teachers need to be supervised at all times when taking a PE lesson.

Unnecessary talking should be kept at a minimum to avoid breaks in concentration which could lead to accidents.

Any accident should be reported to the First Aider on call and the accident book filled in.

The teacher must make a safe assembly check of all large apparatus before using it.

Suitable mats must be placed in landing areas, and under the wall bars. Children should be trained to carry these appropriately – 4 children to each mat.

Children should sit down away from their apparatus when they have finished setting it out or asked to stop and not touch it until asked to do so.

Children should be encouraged to report immediately any apparatus (mats included) they believe to be faulty.

Apparatus needs to be put back in the cupboard tidily or secured safely back in place and the hall left clear for the next user.

### **12. Equal Opportunities**

At Yorkmead, the teaching methods and activities are accessible to all pupils, regardless of their gender, racial background, or physical ability. Real PE gives examples of ways to make all the skills being practised inclusive for everyone.

Certain activities in PE are often seen in the wider world as either 'male' or 'female' dominated areas. At Yorkmead, children are encouraged to participate in **all** areas of physical activity regardless of its stereotypical nature.

### **13. Special Educational Needs**

Provision is made for children with special educational needs in PE. This will include children who are high achievers as well as those who are having difficulty. Differentiation is achieved through adapting activities and resources used to cater for varying abilities. This is all available through the real PE Jasmine platform.

Activities are adapted and made suitable for children with different physical abilities.

## **14. Resources**

### Indoor resources

A variety of large apparatus is kept around the hall. There are also full set of indoor PE equipment stored in the chest in the corner of the hall.

All equipment should be returned to its correct place at the end of the session, unless being used by the class immediately following into the hall as previously agreed with teaching staff involved.

### Outdoor Resources

A full set of outdoor resources are stored in the outside PE shed, to which keys are held by the PE Curriculum Leader. In addition, extra team equipment, cricket, tennis, badminton, large balls can be found in the outdoor metal store. Equipment for use at playtimes is stored in the playground chest. Equipment should be returned to the correct shelf in the cupboard and any losses or breakages reported to the PE Curriculum Leader.

### Responsibility for resources

The PE Curriculum Leader is responsible for the ordering and organisation of PE resources. This is done in consultation with staff so that their needs can be discussed and met where possible.

The PE equipment is checked regularly but in between, any losses or breakages should be reported to the PE Curriculum Leader.

### Budget Available

PE has a budget set annually. It is the responsibility of the PE Curriculum Leader to allocate and spend it. Extra money from the School Sports Premium is spent in consultation with the Head Teacher and used to improve standards in the teaching of PE and the opportunities available to pupils.

## **15. CPD**

All staff have been trained in the delivery of real PE and ongoing external and internal support will continue through our real legacy programme. Refresher training, including Dance and Gym took place January 2023.

In the future, new members of staff can attend external real PE training sessions or be trained/coached by an existing member of staff.

## **16. Review**

This policy document will be reviewed in the Summer Term 2025.

Ratified by Governors on Spring 2023

Reviewed by Andrew Neale-Crane (Assistant Head Teacher) 05.01.23