



Physical Education Policy

Key Document Details

School Name: Zouch Academy

Version no: 1

Author: Simon Cowley

Owner: Nina Johnson

Approved by: Governing Body

Ratified date: March 2020

Interim review date: September 2024

Next review date: September 2025

PE Intent

PE at Zouch aims to develop a fun, high quality physical education curriculum that is progressive from nursery all the way through to Upper Key Stage 2 that inspires all pupils to succeed. Our PE curriculum is taught by highly trained specialist teachers, as it is essential to us that pupils fulfil their sporting potential, but also do so in line with our values to show sportsmanship at all times. We aim to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children for both now and for their future. At Zouch, physical education is a crucial part of the curriculum as it promotes a positive mind-set, it also promotes perseverance, self-discipline, resilience and determination to believe that anything can be achieved. PE at Zouch also gives our disadvantaged and SEN children opportunities, and experiences that they may never receive both inside and outside the school environment. We are determined to promote sport, wellbeing and fitness across both boys and girls to ensure that all children leave our school as lifelong athletes who are ready to undertake not just sporting competitions and situations, but also everyday physically-demanding activities.

Objectives

- To provide a curriculum that satisfies the requirements of the National Curriculum.
- To provide up to two hours of high quality physical activity per week for all pupils.
- To provide an environment in which pupils enjoy and are committed to PE and sport.
- To provide opportunities, within the school and between schools, for pupils to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team.
- To develop competence in the fundamental movement skills and control in gross and fine motor skills.
- To develop stamina, suppleness, strength and agility and the determination and resilience to keep going.
- To provide meaningful links to other areas of the curriculum and to national and international agendas.
- To establish good habits: an awareness of safety and hygiene and being responsible for PE equipment.
- To ensure pupils understand that physical activity is an important part of a healthy lifestyle, including social and emotional well-being; both in and out of school and now and in the future.
- To provide all pupils, irrespective of ability, opportunities to experience and succeed in positive, enjoyable and stimulating PE and sport.

Curriculum

Overviews for each year group can be found on the school website or paper copies on request. These overviews identify the outcomes for each year group and the progression with these.

Time Allocation Government stipulates all children should have a “Five hour offer” of PE and Sport. This is: 2 hours of PE lessons per week in curriculum time, an additional 1 hour through clubs and extra-curricular activities on the school site and a further 2 hours through a mixture of school and community/club organised sport. All children access 2 hours of PE

in school which is planned and taught by Chelsea FC Foundation (CFCF). The planning from CFCF is accessible by all staff and staff are encouraged to familiarise themselves with these before their classes sessions. Key Stage 1 teachers also lead Wake and Shake sessions with their classes.

The Foundation Stage

The physical development of children in the Foundation Stage is an integral part of their school work and is related to the objectives set out in the Early Learning Goals. The children are encouraged become Competent Movers, developing their Fundamental Movement Skills in the way they move, balance and handle equipment, both indoors and outdoors.

Extra-Curricular

Pupils have opportunities to develop their skills in a range of activity areas. They benefit from PE and Sport opportunities provided by the Chelsea FC Foundation; these include lunchtime games and after school club. They are also given the opportunities to take part in activities ran by school staff after school. These clubs include net and wall gams, invasion games, multi-skills and teaching the children about healthy lifestyles.

When appropriate, parents and children are sign-posted to local sports clubs and leisure centres. Participation and success is celebrated in assemblies.

Teaching, Learning and Planning. Basic Lesson Plan

1. Warm up - 3 to 5 minutes' gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.

Differentiation

Planning for differentiation is based on the STEP principal (making changes to the space, the task or time, equipment and people). Flexibility in outcome is also allowed for - encouraging the pupils to compare their own improvements and setting their own targets. As well, the children are taught to consider what they themselves might need to do to simplify or challenge and so initiate their own differentiation.

In addition, the Physical Education overviews for each year identify the outcomes for each year, therefore enabling appropriate planning and the short term plans differentiate the Learning Objectives for each year.

Equality, Diversity and Accessibility

All pupils will access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of people, including those who have diverse special educational needs, who are disabled, who have English as an additional language and who are gifted and talented. This will be carried out by effective lesson planning, delivery and assessment and using support staff and appropriate resources.

Assessment and Recording

Teachers have a responsibility to assess and record progress during PE. Teachers should be discussing with their Teaching Assistant and the CFCF coach to gain an accurate understanding of their class and individuals progress against the age related outcomes. Every teacher makes an annual assessment of each child – at, above or below - and this is used to inform parents and the child's next teacher. The teacher may also make specific reference regarding attainment or progression in their general comments to parents.

Monitoring and Evaluation

Subject monitoring including the monitoring of general PE and Sport activity and the use and impact of the Sports Premium will be carried out by the PE Subject Leader with support from the Head Teacher, using the following strategies:

- Observation of teaching and learning
- Tracking and assessing pupil progress and achievement taking into account specific groups, including special educational needs and pupil premium children
- Obtaining views of pupils, staff and parents
- Analysis of fitness testing results
- Analysis of records of club attendance

Health and Safety

Zouch Academy currently manages all risks in accordance to the schools Health, Safety and Welfare Policy. The site will be checked daily by the schools site manager and actions taken where necessary. Equipment will be checked regularly by the PE Leader but all staff have the responsibility over this.

It is the responsibility of each teacher to ensure that all curriculum activities are safe. If a teacher does have any concerns about pupil safety, they should draw them to the attention of the head teacher before the activity takes place

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the adult must stay with the child and send a responsible child (or two depending on age) to get a first aider and contact the school office.

Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. When sessions are outside or may cause shortness of breath (e.g. long distance running) the teacher or teaching assistant should have their inhalers at hand if necessary.

Risk Assessments

The importance of safety in PE is made clear to all pupils, lesson planning allows for health and safety consideration and every teacher is expected to carry out an informal risk assessment of every PE lesson to minimise risk. Risk assessments exist for the school environment and attending swimming and a risk assessment is completed by the PE Subject Leader for pupils attending an off- site sporting event.

PE Equipment

Equipment for PE lessons is kept in the relevant halls PE cupboard. Staff are responsible for setting up and down the session, children may help where suitable but should not be given access to the PE cupboards. Staff and pupils are encouraged to look after resources by using the equipment correctly and ensuring that the resources are returned and stored in the right place and tidily. Also, the pupils are taught to carry and handle resources safely. An annual audit of PE resources is undertaken by the PE Subject Leader, checking availability, condition and appropriateness. Once an audit has been completed, a list will be placed in each cupboard identifying what equipment is there and how many of each is available.

Any damage to PE equipment is reported to the PE Leader as soon as possible and if the damage could cause injury the equipment is isolated from use. If any new equipment is required, a request should be put in to the PE Leader who will assess the need and priority for the item before putting a request to finance.

PE Clothing

The children have a PE uniform as detailed in the school prospectus. If a pupil repeatedly forgets his or her PE kit, a letter is sent home by the class teacher. The school has sets of spare PE clothes to enable those who do forget their kit, access to the lessons.

PE (whole school)

Boys	Girls
Bottle green school top (current) or new	Bottle green school top (current) or new
Bottle green round neck T shirt	Bottle green round neck T shirt
Black PE shorts/tracksuit bottoms	Black PE shorts/tracksuit bottoms
Plimsolls or trainers for outdoor activities	Plimsolls or trainers for outdoor activities

Hair

All long hair is tied back for PE lessons. There are spare bands in school to enable access to the lessons for those who forget.

Jewellery and personal effects

Jewellery should be removed before children participate in a PE lesson. Where jewellery is worn for religious reasons the teacher should take action to make the situation safe. This may mean adapting an activity or taping over them.

Clear expectations have been established with all children and parents about the removal of jewellery and management of the removal. For example, parents are encouraged to ensure their children come to school without earrings when taking part in any PE activity.

Staff

Staff are to model the expectations to children by wearing appropriate sports clothing during PE session and where necessary hair should be tied back. Staff should actively join in and encourage children in a supportive manner to engage all children with the PE session.

Non-Participation

In the event of a child not able to participate in a PE lesson, a record is kept by the teacher and the note from the parent, if there is one, explaining the situation. If this is a regular occurrence, the teacher will set up a meeting with the parent to negotiate a way forward. The teacher will also find an alternative role for the pupil such as team manager, score counter, equipment manager, recording supervisor or lesson report writer.

Inclement weather

Where weather renders an outdoor lesson non-viable, every effort is made to move the lesson into the hall. The lesson maybe adapted or suitable indoor games played instead.

Staff Training

The PE subject leader will have access to specific training to support and develop their role. All staff will be encouraged to attend courses and review resources alongside the PE subject leader. The PE subject leader will be available to support staff throughout the year and targeted sessions will be arranged. Training and support will be targeted to new staff and in areas where existing staff feel unconfident or require refresher training.

Dissemination and Review

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school.

