



# Chaucer Community Primary School

## Physical Education Policy

*Subject Lead: Leanne Soper*

*Link Governor: Gary Owen*

*Policy: 2022-2023*



## Importance of Physical Education

At Chaucer Primary School, we aim to instil a passion for physical education and sports. Physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Physical education is a statutory requirement of the National Curriculum, it is the only subject whose primary focus is on the body and, in this respect, it uniquely addresses the physical development aim of the curriculum and it also makes a significant contribution to the spiritual, moral, social and cultural development of children. Through the schools high quality physical education programme all pupils will be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Physical Education will develop pupil's physical competence and confidence through a combination of entitlement and choice of activity. Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

## Aims

Physical education 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.

At Chaucer Primary School, we aim to:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.



## **Sports Premium**

PE and School Sports Premium funding is used in a number of areas relating to PE and sport. A breakdown of the funding can be viewed on the school website.

Our PE and Sport Link Governor is Gary Owen.

## **Curriculum**

PE is a foundation subject in the National Curriculum. Our school uses the Lancashire Scheme of Work as the basis for its curriculum planning in PE. We adapt the plans to meet the needs of the children in our classes.

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 this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the Lancashire Scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers adapt the short term plans for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught.

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.

## **Pupils' responsibility**

In lessons, pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practise and repeat movements in order to improve efficiency and the quality of their performances.

## **Foundation Stage**

We encourage the physical development of our children in nursery and reception as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.



## Key Stage 1

We follow the National Curriculum Objectives in Key Stage 1. We build on the skills learned in Foundation Stage. Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, both individually and with others.

## Key Stage 2

We follow the National Curriculum Objectives in Key Stage 2. We build on the skills learned in Key Stage 1. Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and linking them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

## Swimming and water safety

Our school provides swimming instruction in Key Stage 2. The key skills taught are:

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] and perform safe self-rescue in different water-based situations.

## Teaching and Learning

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

## Cross Curriculum Links

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

### English

PE contributes to the development of 'Speaking and Listening' skills by encouraging children to:

- follow instructions
- understand and respond to instructions
- understand the task and terminology used to express it



- act on advice given
- learn from others
- ideas exchanged, team tactics, peer evaluation

#### **Personal, social, health and citizenship education (PSHE)**

- Children are taught the benefits of exercise, healthy eating, and how to make informed choices about their lifestyle.
- In PE children are encouraged to work cooperatively across a range of activities and experiences. They learn to respect the views and abilities of others.

#### **Maths**

- Children learn to apply numeracy skills when counting, measuring and timing.
- They are also encouraged to use mathematical terminology for shapes, space and position.

Links to other curriculum subjects are made where meaningful.

### **Assessment, Recording and Reporting**

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, the children complete a 'Core Task'. Teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. The assessment data will be completed on the PE Passport App. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

### **Wet Weather Contingencies**

If, due to wet weather or dangerous conditions, lessons are unable to be taught outdoors, lessons will be taught indoors. The decision to teach lessons indoors will remain with the teacher responsible for that lesson. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

### **Extra-Curricular Activities**

We pride ourselves on our excellent reputation and record in PE and sport. We believe that extra-curricular activities are an important part of a child's primary education, as they enable children to develop particular skills and further their interest in one or more activities. They help to produce a competitive element to team games and promote cooperation and fair play. Activities offered are inclusive and are offered to children of all abilities. Some activities are aimed at specific year groups and clubs vary throughout the year and may be run by staff or outside agencies.

### **Resources**

All other equipment is stored in the P.E. cupboard. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:



- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (Staff to supervise)
- Be told of any safety procedures relating to the carrying or handling of resources

Any damage, breakage or loss of resources should be reported to the PE Subject Leader as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

## Special Educational Needs

At our school, we teach PE to all children whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – environment organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## Monitoring

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the headteacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

## Staff Development

The needs of the staff will be identified through the monitoring and evaluation of the subject, which is undertaken by the PE Subject Leader and is done in conjunction with the whole school development plan. The PE Subject Leader will ensure that all teaching staff, ASLs and coaches are aware of the development opportunities available from the Education Development Service, School Sports Partnerships and other partners. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school, where necessary, to further enhance the quality of PE.



## Health and Safety

'The primary responsibility of staff is the supervision and safety of children and young people.' (Safe Practice in Physical Education and School Sport, afPE, 2012 edition.)

Safety should be paramount when planning PE activities.

The following guidelines should be referred to by all teachers when planning their PE curriculum.

Safety Practice in Swimming (LEA)

Safe Practice in Physical Education (The Association of Physical Education (afPE) 2012 edition)

Safety in Outdoor Education (LEA)

(These documents are held by the PE Co-ordinator.)

Risk assessments are held on the school computer system. Health and safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.

'There are situations where access to a mobile phone will make a positive contribution to the safety and welfare of the children and young people, particularly when an emergency occurs.' (Safe Practice in Physical Education and School Sport, afPE, 2012 edition.)

When teachers are taking lessons on the MUGA, which is away from the school building, they should carry a mobile. In the event of a serious incident, it is vital for the teacher in charge of the lesson to contact the emergency services immediately. Any delays in making this call could escalate the effect of the injury sustained. All teachers should take out the First Aid Kit. They should also file any incidents in the First Aid log. The teacher must ensure that their First Aid training is kept up to date. Inhalers for children suffering from asthma must be readily accessible.

Regular checks should be made on all equipment. The coordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the coordinator when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately. All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement.

Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.

Children should be made aware of safe practice when undertaking any PE activity ( e.g. not running or jumping in front of others and stopping when asked)

Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.

## PE Clothing

We ask that all pupils change for PE and wear the PE kit provided by school that includes:

*Yellow t-shirt*

*School jumpers or a black jumper*

*Black shorts or black joggers*

*Trainers or black PE pumps*

*School shoes are not permitted to be worn*

*Indoor Dress Code – Yellow t-shirt, black shorts trainers or black PE pumps.*

We will always endeavour to ring home, or provide spare kit, for pupils who cannot access their own designated school PE kit, to ensure that children do not miss PE lessons

For safety reasons, it is imperative that the indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear tracksuit trousers, tights or socked feet on apparatus as this can be dangerous.

Long hair must be tied back at all times. All jewellery should be removed before the lesson.



## **PE Clothing Staff**

Correct attire for a particular PE activity is an important feature of safe practice that applies in equal measure to both staff and students. Staff should always endeavour to change into appropriate clothing for teaching physical education. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

## **Review**

This policy will be reviewed within three years and updated as and when necessary.

Leanne Soper

PE Subject Leader

Date: March 2023