

Norton CEVC Primary School

PE Policy

Learn Believe Achieve
Hand in hand with God and each other



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Statement of intent

Norton CEVC Primary School aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At the school, we offer pupils the opportunity to compete in sports and other activities, in order to help build character and reinforce values such as fairness and respect.

PE lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy and active lifestyle
- Encourage physical activity and exercise
- Develop competence to excel in a broad range of physical activities
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson
- Develop pupils' academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Promote teamwork and cooperation amongst pupils

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE (2013) 'Physical education programmes of study – Key Stages 1 and 2'
- DfE (2013) 'National curriculum in England: PE programmes of study'
- DfE (2021) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Health and Safety Policy
- First Aid Policy
- Pupil Code of Conduct
- Staff Code of Conduct
- Suspension and Exclusion Policy
- Behaviour Policy

2. Roles and responsibilities

The headteacher is responsible for:

- Appointing an appropriate PE coordinator.
- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken.
- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the PE coordinator regarding the spending and impact of the PE and sport premium funding.
- Undertaking the necessary risk assessments.
- Ensuring that the use of the PE and sport premium is effectively communicated to the governing body.

The PE coordinator is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.

- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of PE at the school and ensuring that high standards are consistently maintained.
- Ensuring that the details of any PE-related accidents are recorded in writing, including the action taken and the health and safety procedures followed.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- Liaising with the SLT and other relevant staff members regarding the use of the PE and sport premium.
- Providing the headteacher with an annual summary report regarding the teaching of PE at the school

Teachers and Sport Coaches are responsible for:

- Acting in accordance with the school's Health and Safety Policy.
- Reporting accidents and other incidents in writing.
- Participating in any necessary training or CPD.
- Keeping up-to-date with changes within the subject area.
- Acting in accordance with the Staff Code of Conduct.
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Ensuring that privacy is given to pupils whilst they change for PE lessons.
- Providing an appropriate level of assistance, where necessary, to pupils changing for PE lessons.

Parents are responsible for:

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for PE classes.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.

Pupils are responsible for:

Acting in accordance with the Pupil Code of Conduct at all times.

- Bringing their PE kit to school on the appropriate days.
- Adhering to the Behaviour Policy at all times.

3. EYFS

Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons.

Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastic apparatus, floor mats and sporting equipment, such as bats and balls.

Pupils' physical development will relate to the physical development objectives of the early learning goals (ELGs), which are set out in the DfE's 'Statutory framework for the early years foundation stage', including:

- Demonstrating strength, balance and coordination when playing.
- Negotiating space and obstacles safely, with consideration for themselves and others.
- Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Participating in physical activities which enhance fine motor skills.

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

EYFS classes will have two PE lessons per week.

An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

4. Curriculum

During KS1, pupils will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

During KS2, pupils will be taught to:

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

- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

In relation to swimming, pupils will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

5. Teaching and learning

All lessons will be planned and taught in line with the scheme of work. We use the Scheme Get Set for PE. Each lesson plan has progressive activities that are designed to inspire and engage pupils, allowing them to explore and develop skills and embed knowledge. The lessons are accompanied by supporting resources including resource cards, skills videos and music. Teaching points appear throughout to help teachers with their subject knowledge and differentiation tasks provide activities with simple changes to appropriately challenge all of your pupils.

Get Set for PE includes long-term, medium-term and short-term plans for delivery of the PE curriculum

The PE coordinator is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers are responsible for reviewing and using short-term plans and building on the medium-term plans, taking into account pupils' needs and identifying the methods through which topics could be taught.

Where appropriate, a sports coach will lead the lesson or teach alongside the teacher.

Pupils will be encouraged to evaluate their own performance, as well as the performance of others. Pupils will be given the opportunity to both collaborate and compete with each other during lessons.

The PE coordinator will act as the first point of contact for staff members planning PE lessons or sporting events.

A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times.

Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

6. Assessment and reporting

Pupils will be assessed through observations made during lessons.

Evidence is also provided by staff and pupils using See-Saw, a digital app where PE can be filmed and pupils can share learning.

Teachers will record the progress of pupils against the learning objectives for the lesson.

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

7. Extra-curricular activities

The school provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.

Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.

There are a variety of PE-related extra-curricular activities available for pupils to participate in outside of school hours, including the following:

- Running
- Football
- Racquet Sports
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External sports coaches will lead activities and clubs, where appropriate.

At the beginning of each term, parents will be made aware of the extra-curricular activities on offer at the school via the school newsletter and website.

The school participates in regular sporting events against other schools –pupils and parents will be made aware of these fixtures with due notice. Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during assemblies.

All teaching staff will actively encourage pupils to be physically active outside of school.

8. PE kit and changing rooms

The schools will choose a PE kit which is practical, comfortable, appropriate to the activity involved and affordable.

During PE lessons, pupils are expected to wear the following:

- Blue or black shorts or jogging bottoms
- T-shirt
- Black pumps or trainers

During cold weather, pupils will be allowed to wear their school jumpers, or tracksuit top as appropriate.

During swimming lessons, pupils are expected to wear the following:

- Appropriate swimwear
- Swimming cap for pupils with long hair

Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and joggers.

All potentially dangerous jewellery, such as earrings, will be removed before PE lessons. Jewellery which cannot be removed will be taped over. In relation to swimming lessons, if a child's jewellery cannot be removed, they will not be able to participate in the lesson.

All long hair is tied back for PE lessons.

Activities such as gymnastics and dance will be undertaken in bare feet.

The school will make adequate and sensitive arrangements for changing which take into account the needs of pupils.

Where a pupil who requires additional support needs assistance changing, the school will adhere to the Intimate Care Policy. All staff will be aware of any intimate care issues for individual pupils.

9. Behaviour

Pupils will act in accordance with the school's Pupil Code of Conduct and Behaviour Policy at all times.

Pupils will be made aware of the expected behaviour for handling PE equipment and resources.

Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous.

During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures outlined in the Behaviour Policy.

In the event of severe behaviour, such as purposely hurting another pupil, the offending pupil will be sent to the headteacher, and may be subject to the school's Suspension and Exclusion Policy.

10. Health and safety

Staff and pupils will adhere to the Health and Safety Policy at all times.

Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times.

First aid boxes will always be accessible during PE lessons.

All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction. The PE coordinator is responsible for reporting any concerns to the school's health and safety officer.

In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned. All completed risk assessments will be given to the PE coordinator for authorisation; the headteacher will also be provided with a copy.

The PE coordinator will check the conditions and appropriateness of PE resources on a termly basis, restocking equipment as required.

Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the PE coordinator or office as soon as possible. All PE equipment and resources will be safely stored, within a secure storage area. Damage to PE equipment will be reported to the PE coordinator or office as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use.

Pupils will not have access to PE resources and sporting equipment unless appropriately supervised. Pupils will be taught how to handle PE equipment and resources safely. Pupils will help staff members to move and set up PE equipment.

11. Reporting accidents

All accidents will be recorded in writing.

Staff members are responsible for identifying the cause of the accident and taking any necessary action in order to minimise the risk of an accident reoccurring.

Treatment to injuries will only be administered by staff members who are first aid trained. Where required, further medical attention will be sought from the local doctors or hospital.

12. Equal opportunities

Teaching staff will work closely with the PE coordinator to ensure that planned activities for lessons are accessible to all pupils, including pupils with SEND.

All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language.

Teaching staff will liaise with the SENCO, where necessary, in order to meet the needs of pupils.

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15. SMSC

Physical education lessons promote the School Games values of: determination; honesty; passion; self-belief; teamwork and respect.

We use the School Games Mark to show commitment to Physical Education and to the development of competition across the school and into the community; we regularly participate in inter-school

and intra-school competition which promote community and encourage children to try something new, believing in themselves and others.

In PE lessons, we encourage pupils to delve deeper in to their understanding of PE and the body and how it can be maximised to improve performance and deliver their own version of excellence. Within this, we build in reflective time to allow children to reflect on where they are now with their physical education and new goals they may have.

Throughout various games pupils make choices regarding rules, fair play, sportsmanship and choices including teams, tactics and positions; PE allows all pupils to develop the necessary skills to work collaboratively through team games or creating sequences in groups giving the pupils roles such as: leaders, coaches, umpires or referees, offers them the opportunity to develop communication, leadership and mediation skills.

16. Monitoring and review

This policy will be reviewed on a two year basis by the headteacher and PE coordinator, with any changes made to the policy being communicated to all teaching staff and the governing board.

The curriculum plan will be monitored and evaluated by the PE coordinator, including the planning, assessment and reporting arrangements in place.

The spending and impact of the PE and sport premium is monitored by the governing body

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