

SUTTON CE VC PRIMARY SCHOOL



Physical Education (P.E) Policy

June 2021

Intent Statement

At Sutton our core value is Respect. Through PE we aim to embrace that value through developing interests in sports as well as aiming to foster children's interest in physical wellbeing and lifestyle choices.

Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore families, teachers and children should be aware of its importance.

Through providing positive experiences, a lifelong interest in physical activity is encouraged.

We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular.

Curriculum Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Curriculum Planning and Organisation

- Long term plans map out the PE curriculum for the year
- Teachers plan using the Cambridgeshire scheme of work
<https://drive.google.com/drive/folders/15yb9823VeF-EdovvY9EJEZJ3mgIxd9Tg> for one lesson of PE a week. The second lesson is planned by a P.E specialist teacher using the Premier Sport Scheme
<https://drive.google.com/drive/folders/1RsthyGzbuXrsU1hZyS6deNoSEEA94J3Y>
- Each class is timetabled so that they can access the hall and the outside space at least twice a week regularly.
- The playground areas and field are used to facilitate activities such as outdoor activities and games.
- Teaching staff deliver high quality PE activities/lessons for 1.5-2 hours per week.
- Swimming lessons are provided by qualified teachers from a local swimming pool in Key Stage 2.
- A P.E specialist regularly provides additional opportunities for extending the PE curriculum both at break time and by providing after school and morning physical education opportunities.
- The school has strong links with the Witchford partnership. We provide opportunities for young coaches to work with our students both at the college and here at school.

Early Years Foundation Stage-

Physical Development in the early years is recognised as being one of the three prime areas of learning and development.

Prime areas of learning run through and support learning in all other areas of development and are fundamental throughout the EYFS.

There are 2 aspects of Physical Development within the Early Years framework Moving and Handling and Health and Self Care.

By the end of the Foundation stage it is expected that children attain the Early Learning goal for each of these aspects.

Moving and Handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self Care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

In the foundation stage curriculum children are taught the skills and knowledge to enable them to achieve the Early Learning Goals through a range of adult led, guided and independent activities and opportunities supported by an engaging and challenging learning environment.

In addition children also have at least 1 PE lesson a week which in the autumn term includes a 'balance bike' session and a weekly 'forest school' session.

Key Stage 1 & 2

- The school follows the PE Schemes of Work as set out by The Cambridgeshire PE Service – These have been adapted to meet the needs of each individual class and are supplemented with ideas and activities from other sources. The schemes are in accordance with the current National Curriculum guidelines.
- Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.
- Currently swimming lessons take place weekly within KS2 over a unit block. Transport time to the local pool is included as part of the PE time allocation.

Contribution of PE to teaching in other curriculum areas

English - Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths - Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT - Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique. This is being developed across the school.

PSHE - PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality along with SRE.

Christian Values

Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.

Healthy Eating

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups. This is promoted through our Healthy Eating Policy and leaflet

SMSC

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

Inclusion

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

Assessment & Recording

- Summative assessment is carried out by teachers and PE specialists in the course of the normal class activity in order to inform planning for the next session.
- Paddling, snorkelling and diving are being introduced where suitable within the lesson.
- A photographic record is sometimes used to document some of their work and displayed.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Levels of attainment can be recorded on skills grids for KS1 and KS2 pupils and a summative level is given at the end of each term
- Physical Education / physical development is included as part of the end of year reports to parents.
- Each term a summative judgement is given for one area of the PE taught that term, highlighted on the long term overview

Health & Safety

- All staff have due regard for the current PE risk assessment expectations when preparing and delivering PE lessons.
- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.

- Any items constituting a danger are taken out of use immediately.
- All large items of equipment, both inside and outside, are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in active lessons and long hair should be tied back. If earrings cannot be taken out, children are encouraged to take part in low risk physical activities.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground and their footwear is deemed appropriate.
- Communication with parents regarding health and safety is as follows:

Please be reminded that the children should wear the following P.E kit:

- Shorts (plain blue)
- T-shirt (blue or white)
- Trainers (preferable) or plimsolls
- A blue or black jumper and tracksuit bottoms on colder days.
- Jewellery may not be worn in school. The only exceptions are watches, stud earrings, cultural or religious adornments, which should be removed. If they can not be removed, as the child is not able to take part safely in P.E, activities must be modified. The school does not accept responsibility for removing or storing earrings. Long hair must be tied back.

School Sports Premium

- The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

Monitoring & Review

- The subject leader will oversee the continuity and progression within annual and medium term plans.
- They will also monitor the quality of teaching and learning through observations.
- The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.