

Eastrington Primary School



## PHYSICAL EDUCATION POLICY

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# Physical Education (PE) Policy

## 1 AIMS AND OBJECTIVES

Our school believes that PE, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. PE develops the pupil'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, athletics and outdoor adventure activities. The curriculum is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

The aims of PE are:

- To ensure that all the requirements of Physical Education in the National Curriculum (2014) are covered and enacted.
- To ensure that pupil's Physical Education develops the acquisition of skills, knowledge, concepts and understanding.
- To encourage appropriate links with other areas of the curriculum.
- To develop the ability to appreciate the aesthetic qualities of gymnastics and dance, and be able to express and communicate ideas in movement form.
- To develop stamina and strength; maintain and increase physical mobility and flexibility; develop a range of skills by challenging each child physically and mentally with tasks appropriate to his/her age, ability and level of understanding.
- To develop the capacity to maintain interest and to persevere to achieve success, fostering self-esteem through the acquisition of physical competence and poise.
- To develop self-confidence through understanding the capabilities and limitations of oneself and others.
- To encourage a confident, disciplined, fair, competitive and enthusiastic approach to physical activities both in school and during extracurricular activities.
- To encourage pupils to work and play with others in a range of situations.
- To teach pupils to recognise and describe how their bodies feel during exercise, and to promote positive attitudes towards health, hygiene and fitness, both as pupils and adults.
- Set targets for themselves and compete against others, individually and as team members.
- Respond to a variety of challenges in a range of physical contexts and environments

- Take the initiative, lead activities and focus on improving aspects of their own performance.
- To encourage and celebrate the understanding and importance of the School Games values: Determination, Passion, Teamwork, Self-Belief, Honesty and Respect.

## 2 THE ORGANISATION OF PHYSICAL EDUCATION

The National Curriculum section for Physical Education sets out the knowledge, skills and understanding which the pupils are expected to have covered by the end of KS1 and KS2. The PE curriculum developed at our school covers all areas of activity outlined as statutory in the National Curriculum 2014. The Primary Steps in PE scheme of work is used to teach Gymnastics, Games and Dance in all classes to ensure that all pupils receive a balanced, progressive and fulfilling physical education.

Below indicates the breadth of study to be covered.

### The Foundation Stage

We encourage the physical development of our pupils in FS1 and FS2 pupils as an integral part of their work. In the Foundation Stage we relate the physical development of the pupils to the objectives set out in the Development Matters Criteria, which underpin the curriculum planning for pupils aged birth to five years. We encourage the pupils to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all pupils 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 One

During each year of the key stage, pupils should be taught Games, Dance and Gymnastics, using indoor and outdoor environments where appropriate.

### Key Stage Two

In Key Stage 2 we teach compulsory dance, games and gymnastics, plus two other activities: swimming and athletics. Yr 5 and Yr 6 pupils are also given the opportunity to experience an outdoor and adventure activity on a 3 day residential course at an outward bound centre.

## 3 TEACHING AND LEARNING

At Eastrington School, Teachers and Sports Coaches use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the pupil'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 pupils and we encourage the pupils to evaluate their own work as well as the work of others. Within lessons we give the pupils the opportunity both to collaborate and compete with each other, using wide range of resources.

In all classes there are pupils of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all pupils complete all tasks, e.g. the high jump;

- grouping pupils by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- In discussion with the parent, additional roles/activities should be given to pupil/s that have been medically advised not to take part in PE or by the request of their parent/s. These activities/roles can be in the form of coaching/supporting a small group as part of the lesson to develop interpersonal and leadership skills and/or completing academic tasks which are to be set by the class teacher.

#### 4 PE CURRICULUM PLANNING

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term) and is linked to our Primary Steps in PE Scheme of Work and the National Curriculum. The long-term plan maps out the areas of Physical Education which are to be covered over a 2 year rolling plan which caters for split classes and prevents the repetition of units when a year group remains in the same class.

Class Teachers follow and adapt a weekly plan for each PE lesson. The lessons follow a teaching sequence of: Instant Engagement, Warm Up, Main Teaching and Activity, Cool Down, Reflect and Review. Primary Steps in PE has developed a varied and innovative scheme of work which provides children with the opportunity to acquire new skills and develop existing skills that can be applied across a wide range of activities and sports. The scheme of work aims to provide children with a solid base of skills and experiences which they can build on in order to give them a better chance of pursuing a healthy life through sport.

We plan the PE activities so that they build upon the prior learning of the pupils. While there are opportunities for pupils 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 pupils are increasingly challenged as they move up through the school.

In their planning, staff provide two hours high quality Physical Education per week. Each class is allocated hall time for indoor activities and outdoor areas are available for PE lessons to take place.

#### 5 ASSESSMENT AND RECORDING

Class teachers assess pupils work in PE by making judgements through observations which are used to build a picture of what each pupil can do. Support staff, under the direction of the class teacher may be involved in this process. At the end of a unit of work, teachers make a judgement against the statutory requirement of the expectations set out in the National Curriculum (2014) levels via the whole school FOCUS assessment tool. These assessments enable staff to plan their next steps in their teaching and collate/evaluate data based on age, SEND, year group, gender and ability. Assessment of pupils takes place at the end of each unit/half term. The teacher passes this information on to the next teacher at the end of each year. At the end of Year 6, transition forms are completed to outline strengths and weaknesses of each child's progress in PE; these are then forwarded to the secondary school.

## 6 SPORTS PREMIUM

The PE coordinator and the Headteacher allocate the premium funding in line with the School Improvement Plan. A record of all funding spending is kept with the School Business Manager, and the relevant information is displayed on the school website. When deciding how the funding should be allocated, consideration will be given to all children, including EYFS, KS1 and KS2 year groups, children with special education needs, children with a physical disability, gifted and talented children, children receiving pupil premium and inactive children. We will maximise opportunities to use outside agencies/coaching to enhance our PE curriculum. We will provide extracurricular activities involving sport and physical activity as much as possible. Any club held on school premises will have to provide a current DBS and two forms of identification which will be photocopied and records of the documentation will be held in the school office. All clubs and coaches must be part of the ERMOS or ERCAS lists or be a member of Staff employed by the school – current lists are held in school office and members will have satisfied various safeguarding criteria.

The staff at Eastington will work in partnership with the SSP within the Howden Cluster Schools and Cottingham High School. The children will attend competitions that are organised for the cluster and take part in inter-school events and competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. Practise for such events takes place during lunchtimes or after school sessions and are led by invited visitors and members of staff. For any away competitions, the leader of the trip must complete a sporting risk assessment and ensure all relevant travel requirements are adhered to.

## 7 CONTRIBUTION OF PE TO TEACHING IN OTHER SUBJECT AREAS

### English and Maths

We provide opportunities for active learning throughout the teaching of English and Maths. We also encourage pupils to be reflective of their own and others performance in PE.

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

PE contributes to the teaching of personal, social and health education and citizenship. Pupils learn about the benefits of exercise and healthy eating, and how to make informed choices.

### Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other pupils' levels of ability, and encourages them to co-operate across a range of activities and experiences. Pupils learn to respect and work with each other, and develop a better understanding of themselves and of others.

### Mental Health and Wellbeing

In society, there is a growing concern surrounding social, emotional and mental well-being, particularly amongst children and young people. Mental health problems can affect anyone, the most common forms being anxiety, depression, phobic anxiety disorders and obsessive-compulsive disorders. We need to be aware of those children and young people who are vulnerable to suffering with these problems and ensure we create the right conditions and support systems to counteract this ever-growing and worrying situation. There are no quick fixes, but we

know in a school setting, the importance of providing a rich, broad, deep and exciting curriculum must not be underestimated.

## 8 TEACHING PE TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

At Eastrington School we teach PE to all pupils, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Teachers provide learning opportunities that are matched to the needs of pupils with learning difficulties, and work in PE considers the targets set for individual pupils in their Termly Support Plans.

## 9 RESOURCES AND ACCOMODATION

The pupils use the school field for games and athletic activities, the school hall for dance and gymnastics, and the local swimming pool for swimming lessons. There is a wide range of resources to support the teaching of PE within the school. We keep most of our small equipment in the PE store, and this is accessible to pupils only under adult supervision. Our equipment for gymnastics is stored in the school hall. We also receive support and further opportunities to enhance physical education from our School Sports Partnership. The subject leader attends termly meetings along with other PE subject leaders within the Howden Cluster of schools.

The Physical Education subject leader reviews resources and their storage annually. Staff are consulted and asked to submit lists of any resource required and to identify any resources that are damaged. It is the responsibility of all staff to ensure that equipment is returned to the P.E. stores and replaced tidily. Resource purchasing is in accordance with normal school procedures and is based upon the School Sport Premium allocation.

## 10 EQUAL OPPORTUNITIES

All pupils have the opportunity to reach their full potential, regardless of ethnicity, religion, disability or gender. No child is discriminated against; all are valued for the contributions they can offer. PE is an entitlement for all children in school. Special provision is made for children with severe or physical SEN or those who are 'gifted and talented'. For those children who are considered 'gifted and talented' links are made with local clubs.

## 11 HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject. We encourage the pupils to consider their own safety and the safety of others at all times. We expect the pupils to change for PE into the agreed clothing for each activity area. Asthma inhalers should be taken onto the field by teachers so pupils can have immediate access when required. At all times staff should make pupils aware of correct safety procedures and explain why it is important to abide by these procedures. Pupils must be under close supervision at all times and they should work with as little noise as possible. All gymnastic apparatus is checked annually by Continental Sports but all equipment must be checked by the teacher prior to use. Pupils must be taught how to lift, carry and assemble apparatus correctly. Tasks on apparatus should be open-ended and teachers must be aware of the dangers of prescribing set movements. Jewellery must not be worn, if pupils are unable to remove stud earrings they must be covered with tape or plasters. No indoor footwear is to be worn on the gymnastic apparatus.

## 12 CLOTHING

Pupils, from the earliest ages, should change into suitable physical education clothing in order for them to participate safely and securely. Below outlines our school PE kits which should remain in school throughout the week.

Gymnastics- Black Shorts and White T-Shirt

Games- Black Shorts, White T-Shirt and Pumps/Trainers

During the winter months pupils may wear a black/navy tracksuit and trainers as pupils who are insufficiently warm and experiencing discomfort will not be appropriately focused on the task and may lack concentration.

Alternative PE kit may be worn when a pupil's religion/beliefs permits them to do so.

Extra Curricular Activities- Pupils are expected to wear their school games kit along with their school jumper and trainers. When playing football, pupils will be provided with a school football kit (a shirt, shorts and socks) but parents are required to provide their child with shin pads.

## 13 MONITORING AND PROFESSIONAL DEVELOPMENT

The monitoring of the standards of pupils 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 Physical Education subject leader will attend courses pertinent to the subject and developments within it. Specific training will be provided by the School Sports Partnership). The relevant information will be cascaded to all staff.

## 14 EXTRA CURRICULAR ACTIVITIES ON SITE AND OFF SITE

The school provides a range of PE-related after school activities throughout the year. These encourage pupils to further develop their skills in a range of the activity areas. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the pupils to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our pupils. Any sports clubs which are used in school must be registered and accredited by the East Riding Local Authority. The list of accredited clubs will be updated yearly and copies will be held by the Headteacher, Subject Leader and School Administration Officer. Before any pupil can take part in an extra-curricular activity, arrangements involving timings, clothing to be worn, transport arrangements and medical needs of the pupil should be shared between the parent/ guardian and the member of staff supervising the pupils at the event. A email outlining the arrangements of the event should be shared with the parent/guardian and returned emailed with permission from the pupil's parent/guardian should be received. When a email of permission has not been received, verbal permission is accepted via a conversation between the member of staff organising the event and parent/guardian. When taking children off the school site, the lead member of staff must ensure that they have/do the following;

- carried out the necessary risk assessment and had them signed by the Educational Visits Leader.
- gained permission from all pupils' parents/guardians
- be aware of any medical needs of all pupils under their supervision

- carry a first aid kit and any individual pupils' medical equipment i.e. inhalers, epi pens etc
- carry a contact list of all parents of pupils in the group
- ensure that they have business insurance to transport children
- ensure that all pupils are dismissed according to agreed arrangements. If transporting children home, ensure that a parent/guardian is seen when the pupil is dropped off at home

## 15 EVALUATION AND MONITORING

The Physical Education Subject Leader, in consultation with the staff, will review this policy every two years and as/when elements of Physical Education are identified or prioritised within the School Development Plan. She will also monitor the teaching of Physical Education throughout the school. The subject leader will support the staff in implementing the school's policy for Physical Education.