



Broomhaugh Church of England
First School

**PHYSICAL EDUCATION
POLICY**

Inspired by Jesus, we make a difference in God's world by being 'the best that we can be'.

Suzanne Hart
PE Lead

This policy is informed by the National Curriculum for Physical Education (DfE), the Department for Education guidance on Physical Activity, the national curriculum programmes of study for Key Stages 1–2, and current Health and Safety guidance (AfPE - Safe Practice in Physical Education). It also takes account of the school's safeguarding and SEND policies. It will be reviewed every two years by the PE Lead and Headteacher and next review date is September 2028. Changes will be approved by the Governing Body.

Intent

In P.E. our provision is designed to ensure our children develop and believe that Physical Education (PE), experienced in a safe and supportive environment, is essential to developing physical and emotional wellbeing. We ensure children attain optimum physical and emotional development and good health. We deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We teach children skills to keep them safe such as being able to swim. We also teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Broomhaugh, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Through well-planned, high quality PE and sports teaching, both in the curriculum and as part of extracurricular provision, we seek to ensure that all children show resilience and have self-esteem to succeed, motivate others and embed values such as fairness and respect, are able to evaluate, reflect and demonstrate decision making and that they are able to apply and adapt skills to excel and achieve their personal best.

Implementation

When designing our curriculum we have sought to focus on 3 main areas:

Knowledge: What do we want our children to learn and remember? We do not want to overwhelm our children with too much information therefore sequencing the knowledge to be learned is key.

Concepts: What skills will the children learn?

Skills: How will we teach our children to become good sportspeople? What skills do they need to learn?

- Physical activity is an integral part of EYFS. Children are given a variety of pulling, pushing, climbing and jumping activities to aid fine and gross motor skill development, build stronger muscles and bones and develop a positive attitude towards movement, fitness and keeping healthy.
- PE in KS1/2 provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure (Forest School and Commando Joe's);
- The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met;
- All pupils will receive a minimum entitlement of 2 PE curriculum lessons per week (total minimum taught time: 90–120 minutes per week), plus daily active minutes and extracurricular opportunities.
- Pupils in Years 3 and 4 will receive a block of 10 weekly sessions during Autumn Term; the school will record which pupils meet the KS2 swimming expectation of 25m and those who require further provision.
- Children are invited to attend competitive sporting events within the local area and across our federation. This is an inclusive approach which endeavours to encourage not only physical development but also mental wellbeing. These events also develop teamwork and leadership skills and are very much enjoyed by the children, promoting both participation and competition through P.E and sport;
- We ensure all children experience competition at some level individually or in a team whether it be within lessons, during lunch time or after school against other local schools.
- Children participate in workshops/whole school events covering a variety of sports throughout the year. For example: dance, skipping, cycling. This provides the children with an opportunity to develop, improve their fitness and to try something new.

- Children compare their performances with previous ones and strive to improve their personal best. Competing with others fosters a sense of team spirit and cooperation amongst our children.
- The emphasis of our PE curriculum is inclusion for all children regardless of sporting ability. We provide suitable learning opportunities for all children, including those with SEND, and tasks are adapted where necessary. All children are given the chance to stretch and challenge themselves through making supported and independent learning choices in relation to tiered outcomes and challenges, which fosters engagement, motivation and ambition.
- Develop their Christian values through sports and be positively encouraged to share, respect, support, trust and work together.

Impact

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives, utilising the skills and knowledge acquired through PE. They should also have the communication, teamwork and leadership skills in which they can transfer to other situations.

The Curriculum

Curriculum Aims are:

- To develop skillful 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.

Planning

Curriculum Planning and Organisation:

- Each class is timetabled so that they can access the hall at least once a week or more.
- The playground areas and large field are used to facilitate activities such as outdoor activities and games.
- Teaching staff deliver high quality PE activities/lessons for 2 hours per week.
- Swimming lessons are provided by qualified teachers from the Wentworth Leisure Centre.
- Coaches from local sport clubs (e.g. football/cricket) regularly provide additional opportunities for extending the PE curriculum and developing teaching staff.
- After school sessions can include Zumba, dance, basketball and football clubs run weekly, covering children from EYFS to Year 4.
- Through the School Games and the Hexham Sports Partnership schools link, the children are all given regular opportunities to participate in school competitive and non-competitive sporting activities. School staff accompany the teams to these events .

Teaching

Through the Government Funding for Sport the school will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide improved coaching, mentoring and advice to pupils across the whole PE and sport spectrum.

Spending will be reviewed annually and shared with the Governing Body through a written report and during a meeting with the Subject Leader.

- Lessons will be planned to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage learners, incorporating the principles of metacognition;
- Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Teachers are supported in their planning and delivery of PE sessions through the use of Val Sabin and Laura Prince Dance Schemes of Work and NCF 'Chance to Shine' Cricket planning.

Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning.

The Early Learning Goals are:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

Cross- Curricular Links

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.

PSHE

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

Christian Values

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

Assessment and Record Keeping

Formative assessment is ongoing in lessons. At the end of each unit teachers will record pupils' attainment against agreed progression statements (working towards/working at/greater depth) and record next steps. Summative data will be reported to leaders every term and used to identify CPD needs and targeted intervention. Pupil reports to parents will include an annual summary of attainment and effort in PE and progress towards the KS2 swimming standard.

Teachers' plans and children's attainment are monitored by the Headteacher /PE Subject Leader. Lessons are also monitored to ensure standards of teaching and learning are good and better across the school.

Detailed feedback is provided by specialist coaches, stating children's skill development and attainment for each unit.

Resources

The majority of PE equipment is stored in the PE cupboard/sheds, with the exception of smaller equipment, which is kept in the hall. All equipment is catalogued and a list is available from the PE coordinator.

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:

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

All other resources are located in the staff room or with PE coordinator.

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.

Changing Provision

Dignity, decency and privacy, where needed, will be maintained. The following will be taken into consideration when deciding the necessity of constant direct, intermittent direct or distant supervision:

- Age of the pupils;
- Joint gender;
- Behavioural issues;
- Potential bullying;
- Location of staff;
- Safety aspects of the changing space.

The school's Child Protection Policy governs adult-pupil interactions. Mobile phones and recording devices are not permitted in changing areas. Any safeguarding concerns will be logged immediately on CPOMS and reported to the DSL.

Risk Assessment/Managing Risk

The importance of safety in PE is stressed immediately as pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground.

Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground. Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

During the thorough risk assessment of the school which is carried out on a termly basis (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the head teacher. Also teachers are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

All coaches will be employed or contracted through school systems and hold an enhanced DBS check before working unsupervised with pupils. Coaches will receive an induction covering safeguarding, behaviour expectations, emergency procedures and the school's curriculum plans. Coaches' planning will be quality assured by the PE Lead.

Expectations for PE kit, hair and jewellery will be published on the school website. Pupils should not wear jewellery during lessons; if ears are newly pierced parents should provide tape to cover studs. Teachers must ensure a qualified first-aider is available for activities with higher risk; first aid kits are checked termly.

From the youngest age, pupils will be encouraged to look around them and identify what they perceive could harm them. Continuously, the teacher needs to identify general considerations and question with the pupils, whether a situation is safe and what considerations have been addressed. The pupils will have learning experiences, appropriate to their age, that enable them to plan and manage their own activities safely. These will, of course, be managed remotely by the teacher who maintains duty of care.

Equal Opportunities and Race Equality Policy

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding in PE. All children have access to Physical Education and lessons are appropriately adapted to enable all learners.

Lesson planning, delivery and assessment tries to ensure that pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and adapted and enabled tasks which enable all pupils to make progress. Where appropriate, individual risk assessments and individual access plans will be created for pupils with SEND. Lesson objectives will be scaffolded and tiered outcomes published for each unit. Staff training will include adapting PE for pupils with physical disabilities, sensory needs and communication support needs. The PE lead will maintain a register of reasonable adjustments and specialist equipment.

Further details can be found in our, 'Adapting and Enabling the PE Curriculum' document on the school website.