

Lovers' Lane Primary and Nursery School



Physical Education Policy

Date Reviewed: September 2022

Next review date: September 2023

Physical Education Policy

Introduction

Lovers' Lane Primary is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning. Within our diverse and inclusive community we aim to nurture individuals and develop pride and mutual respect for each other and our school through our core values - **Show Respect**, **Work together**, **Aspire** and **Nurture**.

This policy sets out Lovers' Lane Primary and Nursery School's aims and strategies for the successful delivery of Physical Education. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the Physical Education Leader (Suzanne Chiasson) in consultation with the Headteacher, SENDCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy.

Objectives and rationale

The National Curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

At Lovers' Lane Primary School, we deliver a broad and balanced Physical Education (PE) curriculum which encourages children to become healthy, happy and confident individuals, who enjoy sport. Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities.

In line with our SWAN values of Show respect, Work together, Aspire and Nurture, our high quality PE curriculum will develop physical literacy and will allow pupils to learn about themselves, the importance of a healthy active lifestyle, self-expression and concepts such fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision-making and analysis, and social skills such as teamwork and communication.

At Lovers' Lane, we believe all children should have access to a high-quality Physical Education (PE) curriculum and PE should be an integral part of the whole school curriculum. Our School values the positive impact physical activity can have on emotional well-being and recognises that high quality PE and physical activity can benefit all pupils, across the curriculum.

Hands: Physical, Competent, Development, Active, Growth, Competitive, physically literacy **Head:** Thinking, Creativity, Understanding, Analysing, Confidence, Decision Making, Independent Thinking

Heart: Social, Emotional, Health, Values, Attitudes, Involvement, Engagement, Active Lifestyle

Substantive and disciplinary knowledge in PE

Substantive knowledge in PE is based on deliberate practice and development of specific skills that can be used in a variety of disciplines, sports and games e.g.:

- Running, jumping, throwing and catching
- Tactics within a team game e.g. strategies for attacking and defending
- Being able to perform specific actions, balances and movements in line with year group expectations
- Being able to swim confidently and competently over 25 metres
- Being able to perform a safe self-rescue in water.

Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time.

Aims of the subject:

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

EYFS

In EYFS, children are given opportunities to develop their fine and gross motor skills though out each day. Physical Development is a prime area in the EYFS, and subsequently physical development is an integral part of their learning. We use the guidance set out for Early Years Foundation Stage as a basis for planning. We encourage the children to develop confidence and control of their movements, and develop the strength and skills necessary to handle tools and equipment effectively. 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.

KS1

Through the Leicestershire Scheme of Work, pupils in Key Stage One develop fundamental movement skills, becoming increasingly competent and confident, whilst accessing a broad range of opportunities to extend agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games developing simple tactics for attacking and defending
- perform dances using simple movement patterns

KS2

In Key Stage 2 pupils follow the Leicestershire Scheme of work. They continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance,
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming

During the spring and summer term, pupils in Year 3 & 4 go swimming for eighteen weeks. They have at least one hour in the pool each week.

Children catch a bus to Active for today in Newark. Children are either taught by swimming teachers employed by Nottinghamshire County Council School Swimming Service or a school member of staff who is a qualified swimming teacher. We follow the Health and safety policy of the Leisure Centre. School staff also attend lessons.

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 breast stroke
- Perform safe self-rescue in different water-based situations

Cross curricular

PE at Lovers' Lane school provides a rich learning environment, designed to support other curriculum areas.

- Skills, such as evaluation, planning, self-reflection, cooperation, negotiation, speaking and listening, are all developed through a good PE curriculum and can be utilised to support other subjects.
- Knowledge gained in PE often supports other subjects, such as PSHE, English, maths, science.
- As part of our school development plan, we are working hard to improve the leadership of the curriculum area and to broaden children's vocabulary.

Lovers' Lane Primary School has the ambition to help children attending our school reduce sedentary behavior and increase physical activity outside of timetabled curriculum PE. This will be achieved in a variety of way. For example;

- Active environments accessible during breaktimes
- Active break times and lunch times
- Once restrictions are lifted, playground leaders will be trained to coordinate lunchtime activities in partnership with lunchtime staff and the PE lead.
- Active lessons
- Daily Boost session - this can be the daily mile walk/jog, Just Dance, Joe Wicks, supermovers, cosmic kids etc.
- A range of after school sport & physical activities
- Variety of inter and intra school competitions
- Less active children targeted

Good lessons should contain the following elements

- **Warm Up – Pulse raising activity**
- **Exploratory / progressive skills development activity**
- **Using and applying those skills**
- **Plenary / Cool down**

Purpose: Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.

Progression: Pupils capabilities should be developed with increasing demand made on a physical and mental processes. Building on previous learning is essential and so to is working to achieve successful outcomes through repetition, application and refinement of skills.

Pace: High levels of activity, avoiding dead spots(pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and health benefits emphasised.

Coherence: All teachers should reinforce previous understanding and establish links between curricular experiences.

Challenge: High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks.

Differentiation: Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

Equal Opportunities and Inclusion

Teachers treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. We believe that children have their own individual gifts to contribute, which can be used to enrich the experience of others. At the School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. Children should have equal access to a range of physical education activities.

At Lovers' Lane school, we ensure all pupils are treated as individuals and PE is differentiated to meet every pupil's individual needs.

- Teachers adapt plans to meet the individual needs of their class members.
- Regular assessment and monitoring ensures the PE coach, teachers and the subject coordinator are aware of any children who either need extra support or who are gifted and talented in PE.
- Staff plan opportunities to further develop gifted children in lessons or through links with external clubs.
- Children who are unable to take part in PE lessons are provided with observational, coaching or umpiring opportunities.

Non-participation

- If children are not partaking in PE, they will be provided with sports-based activities, where possible. Eg. Umpiring, scoring, evaluating, coaching, timing etc
- Children not taking part in the P.E. lesson should bring a note to school from their parent or carer explaining the reason why participation is not possible. If they do not have a note the teacher should use their own discretion as to whether the pupil is fit enough to participate. The child's parent or carer should be spoken to at the earliest opportunity where a note has not been provided by a parent or carer.

Staffing

- We are lucky to have an in-school sports specialist coach. Our coach teaches all of the children games once per week.
- Class teachers or teaching assistants also teach dance or gymnastics once per week.
- The PE coordinator and the coach support staff where necessary.
- The school is part of a local School Partnership and work closely with other schools through this.
- Staff training needs are assessed through various forms of monitoring, training is either provided by our specialist coach or through external training.
- New members of staff and NQT's are introduced to the scheme and health and safety by the sports coach or coordinator. Further training is offered through peer monitoring or external training.

Evaluations (Assessment, Attainment and Progress)

Assessment and Progression

- At Lovers' Lane, we follow the Leicestershire Scheme of Work, which is a progressive scheme of work for Y1-Y6.
- Staff complete a core skills assessment sheet for their class and are encouraged to assess children regularly. These assessments are monitored termly by the coordinator and coach. The PE coach or coordinator will provide support where necessary.
- Our in-school PE coach works with all children in the school so has a good awareness of children's development in PE.
- PE progress is reported to parents with in end of year reports

Monitoring and Evaluation

- Our in-school PE coach works closely with teachers and supports training where possible.
- Each year, to monitor standards and support teaching development, the PE coordinator will observe some lessons, taught by the coach, teaching assistants or class teachers.
- These observations will inform future subject development and training needs.

- Staff and children will sometimes complete questionnaires, which will also be used to inform future subject development and support.
- The PE coach and PE co-ordinator support new staff and NQT's as necessary. Teachers are supported to implement the Leicestershire scheme of work and the health safety handbook. Our in-school PE coach works closely with teachers and supports training where possible.
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Extra-Curricular Opportunities

Extra-Curricular Opportunities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in additional activities. We offer a variety of sporting opportunities, including netball, football, dance and athletics. We encourage our children to take part in inter-school competitions and matches.

We are working to build our relationships with local clubs to encourage our children to access sport outside school.

Competitions and festivals

We encourage our children to take part in relevant inter-school competitions and matches.

Transport to sporting events

In cases of whole class activities and events, the school will organise coach travel when appropriate. If the event does not warrant the cost of coach hire (ie a small group event or after-school match), parents must take responsibility for organising their child's lift to and from any sporting events off-site. If they are unable to transport their own child then they must take responsibility for organising their child's transportation with another parent. The school will willingly pass on contact details of parents who have spare spaces; however, they do not take any responsibility for the children in that car and all lifts must be arranged privately between parents/carers.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the internal cupboards and external PE shed. The hall also contains a range of large apparatus, for example benches, which we expect the children to help to set up and put away this equipment. By so doing, the children learn to handle equipment safely. The children use the school field, MUGA and playgrounds for games and athletics activities, and the local swimming pool for swimming lessons.

Safety in PE

(Please also refer to the school's Health and safety policy)

All staff have due regard for the current Association for Physical Education (AfPE) PE guidance when preparing and delivering PE lessons:

- Teachers are supported to understand Health and safety in PE. It is the responsibility of the member of staff taking the PE lesson to risk assess lessons, to ensure apparatus or activities are safe and put any specific safety measures in place e.g. cones to mark a safe area.

- Pupils are taught how to improve their own abilities to assess risks. They are taught to carry, set up and use apparatus safely in gymnastics.
- 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. Teachers on the MUGA will ensure that they carry a mobile phone to ensure they can call for assistance. Staff may choose to send reliable children to ask for support, if appropriate.
- Regular checks are made on all equipment.
- 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 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).
- If adverse weather conditions mean PE can't be taught outside, the PE coaches lesson will take place in the hall (unless the indoor lesson has already begun). If another class has to miss their lesson due to this, they should take part in some physical exercise in the classroom or arrange a lesson during a spare morning slot.

Health and safety

- Head teacher is responsible for first aid. Sue Troop, Paula Nicholson and Iona Harding have completed paediatric first aid training. All staff have basic first aid qualifications.
- Sports coach will call office or class teacher if first aid or behaviour problems
- Fire safety- If the fire alarm goes off, staff follow normal fire Procedures and leave the building from the nearest exit. [see to H&S policy]
- Accident reporting [see accident reporting policy] Accidents are recorded in accident book. Children are given wristbands to wear and a text is sent home. Parents/ carers are called for more serious injuries.

Medical conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. The following is carried out support children with medical conditions:

- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary

PE Kit and changing

Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings. School PE kit is worn to enable pupils to participate safely and fully in all aspects of the lesson.

- Indoor PE- pupils wear blue shorts and a white t-shirt. Children should be in bare feet indoors.
- Outdoor PE- Pupils should wear tracksuits and trainers for outdoor PE. Plimsols are not recommended.
- During the next year, we will trial children coming to school in their PE kit. Parents/carers will be contacted if children are not in correct kit.
- Boys and girls in Y5/6 change separately in library and classroom when changing in school.
- Children without kit, where possible will be provided with spare school kit, to reduce the number of children not taking part.
- Long hair should be tied back.
- Children should wear trainers for outdoor PE. Children should be barefoot for indoor PE. If children do not have their kit and no alternative trainers or plimsols are available, children should wear their school shoes, provided they are considered safe and supportive by their teacher. Children without suitable footwear should not take part in PE.
- Pupils wear suitable footwear when travelling to and from the hall.
- Children should not wear jewellery for PE, it may cause significant injury to the child and others around them. Before PE, jewellery should be placed in a small tin or pot, provided by the child. Earrings should not be worn. If earrings cannot be removed, children should not take part in PE. If children are unable to remove their own earrings, parents will be asked to do so before school or may be called to come in if possible.

- Staff should wear clothes and shoes which are suitable for PE. Clothes should not be loose/ floaty. Staff are expected to change into trainers. If possible, they should wear sports clothing.

Offsite activities

Risk assessments are completed by the member of staff organising the activity or the hosts of the event. A member of staff with at least basic first aid training will be in attendance with children at off-site activities. In line with our off-sites visits policy, children will need consent from parents /carers to attend off site activities, staff will carry a first aid kit and any other equipment such as inhalers and medical details.

Sports Premium Funding

In March 2013 the government announced that they would introduce a dedicated primary PE and Sport Premium that would go directly to primary school head teachers so that they could decide how best to use it to provide sporting activities for pupils. The government has committed to funding the primary school Sports Premium up until 2020 – an investment worth £750 million.

Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their websites.

Details of how the Sport Premium Funding is spent at Lovers' Lane Primary and Nursery School are found on the school website.

Role of PE Co-ordinator

- Work in partnership with the PE coach to support the development of PE across the school.
- Review, monitor and evaluate current practice (including schemes and policies) and provide feedback to the Senior Leadership Team;
- Support, motivate and advise staff, and work alongside them in the development of their classroom practice, where appropriate;
- Disseminate information to the staff, and provide INSET to promote staff development and improve classroom practice;