

# Physical Education Policy

## Purpose

Physical Education contributes to the overall education of children by promoting active and healthy lifestyles. We aim to provide a high quality Physical Education curriculum to inspire all children to participate to the best of their ability. Children engage in opportunities to support the development of their physical literacy and to instil a lifelong learning of physical activity.

## Aims

Our aims in teaching PE are that all children will:

- Be physically active and find enjoyment in physical activity.
- Develop physical skills, habits and interest that will promote a healthy lifestyle.
- Develop their thinking, social and emotional skills through PE.
- Find a lasting sense of purpose, achievement and fulfilment in physical activity.
- Develop positive attitudes through the development of fair play, perseverance, sporting behaviour and the ability to cope with success and failure.
- Learn the importance of exercise in maintaining a healthy life.
- Be given opportunities to participate in a broad range of activities that are given equal value.
- Understand the need for safe practice in physical activities and know how to achieve this.
- Develop the ability to evaluate their own and others' performance in order to be the best they can be.
- Gain a sense of achievement and develop positive attitudes towards themselves and others.

## Key Objectives

In PE lessons children will:

- Develop their physical, cognitive, social and emotional skills
- Apply their skills appropriately to a variety of activities
- Think about how they and others have performed and learn how to improve
- Understand the relationship between exercise and health and develop a positive attitude to exercise
- Work with others appropriately
- Develop an understanding of safe practice

## **Curriculum Time**

### **EYFS**

EYFS pupils will have access to outdoor play each day and a weekly dance or gym session to support their physical development. In Reception the children will have the opportunity to develop their fundamental skills further through:

Autumn Term – continuous provision plus 1 dance lesson

Spring Term – continuous provision plus 1 dance lesson and 1 games lesson

Summer Term – continuous provision plus 1 dance lesson, 1 games lesson and 1 gymnastics lesson

### **Key Stage 1**

Pupils will have a minimum of 2 hours of PE each week to develop their fundamental movement skills through gymnastics, dance and games.

### **Key Stage 2**

Pupils will have a minimum of 2 hours each week to develop a broader range of skills through gymnastics, dance, games, OAA (Outdoor and Adventurous Activities) and athletics activities. Pupils in year 4 will be taught swimming in a weekly lesson led by Manchester Leisure Sports Development.

## **School Dress Policy**

- All children from Year 1 to Year 6 are expected to change for PE. Due to COVID-19 this has been adapted and children wear PE kits to school on P.E days at the present time, this will be reviewed regularly in line with Risk Assessment.
- School PE kit is black shorts and a white t-shirt. For outdoor PE, pumps/trainers must be worn and a tracksuit when appropriate.
- In the interests of safety children must remove all jewellery and hair should be tied back.

**Staff** – should wear correct footwear – pumps/trainers with no dangling jewellery/ties/lanyards. If possible, appropriate sporting kit is desirable.

## **Strategies to support children who do not bring kit**

PE is an essential part of the curriculum and to ensure that all children can participate in all areas, supplies of spare kit are provided. If a child forgets their kit, names are noted by the class teacher and a standard letter is sent to parents requesting that their child brings their kit. If the situation continues, teachers should notify the PE subject leaders and parents will be contacted. Detentions may be given if appropriate. Children with special circumstances may have a kit provided by school.

## **Health and Safety**

Contractors inspect all PE equipment annually and the school carries out all recommendations. Risk assessments will be carried out in each space where PE is taught by the PE Subject Leaders. Teachers, coaches and Lunchtime Organisers are requested to report any faults found on equipment or spaces used by the children involved in PE and extra-curricular activities to the PE Subject Leaders, SLT / School Business Manager.

Teachers are expected to complete visual checks of the hall, dance studio and outside area before the start of the lesson and any risks removed. If in the interim there are any concerns these should be reported to the PE subject leaders.

From Reception to Year 6, all children should be taught the correct safety procedures according to their age, ability and physical development. They should be taught to return the equipment to its appropriate position. Children will also be encouraged to risk assess their own working areas in order to prepare them for physical activities outside school and in later life.

While working under the current COVID protocols indoor lessons must have windows and doors open to provide ventilation. Social distancing is maintained in all PE lessons with equipment being cleaned or left for 72 hours to avoid contamination. Further information is in the School Covid Risk Assessment which is reviewed regularly in line with L.A requirements.

Detailed, subject specific guidelines can be found in the 'Safe Practice in Physical Education and School Sport' document.

## **Strategies for the Use of Resources**

All practical equipment is the responsibility of the whole staff team. Any concerns about resources should be reported to the PE Subject Leaders / SLT/ SBM as appropriate.

- The hall and the dance studio are equipped with a sound/IT system.
- PE equipment is stored in the hall cupboard and the outside cabin. The key for the outside cabin is kept in the office.

## **Inclusion in Physical Education**

Wherever practical, provision will be made for children with special educational needs where it affects their performance in PE. Advice for inclusion may be sought from the PE Subject Leaders and the SENCo.

Children who demonstrate advanced skills during PE lessons may be signposted to extra-curricular activities and local clubs.

## **Equal Opportunities**

All pupils at Crosslee will be given equal opportunities to access the PE curriculum regardless of race, sex, religion, ethnic group, culture or ability. A well-balanced and planned PE programme should meet the physical and social needs of all pupils thus allowing all children across the ability spectrum to succeed.

By setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning, teachers will create a positive and achievement orientated learning environment.

## **Recording Pupil Progress**

With the introduction of the new national curriculum and assessing without levels, the school has developed a new system for recording pupil progress. This is currently being trialled by staff. Each child is assessed against the set criteria and progress is recorded. The set criteria is used to record a 'best fit' for each child which is then recorded on the school monitoring system.

A child is said to have met the criteria when the evidence has been recorded 3 times. Evidence may be observation, written recording or video/photographic evidence. I pads can be used to gather evidence and can be stored on SeeSaw. Teachers will use the planning sheets to evaluate lessons and set any specific targets for the next sessions. Children can also set their own targets.

## **Cross-curricular links**

PE supports and develops learning in all areas of the curriculum. Teachers make links wherever possible for example:

Maths – measuring, timing in athletics, directions, angles symmetry in gymnastics

English – speaking and listening, written recordings, dance links with genres of writing

Art – use of pictures as physical stimulus

Geography – use of maps, directions and coordinates in OAA

History – through dance activities

Computing – recording and charting progress

Music – understanding through composition skills

PSHE – Sharing feelings and emotions through movement

Science – Exercise effects on the body, expression of Science themes through movement, e.g. forces and Solids, Liquids and Gases.

## **Staff**

- All NQTs are encouraged to attend inset provided by MPETT
- Teachers are encouraged to discuss any concerns or questions with regard to planning and lesson organisation with the PE Subject Leaders.
- PE subject leaders encourage staff to observe excellent PE lessons by other staff.
- Professional Development – The sport premium funding is being used to share good practice through staff coaching sessions. Curriculum support to up skill class teachers is allocated on a needs led basis and spread through the key stages. All staff attend professional development opportunities in order to extend their skills.

## **Enrichment**

Crosslee offers opportunities for all children to engage in structured physical activities supervised by sports coaches at lunchtime. We also provide sporting activities after school delivered by qualified sports coaches and staff. Children have opportunities to complete team games in inter-schools competitions where possible.

## **PE**

### **Intent**

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### **Implementation**

#### **EYFS**

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Nursery and Reception classes will have access to Outdoor PE sessions and gymnastic sessions through the staff CPD programme.

### **Key Stage 1**

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- A cycle of lessons for each subject, which carefully plans for progression and depth
- Opportunities to work with experts in the field and learn from their work ethic and demonstrations of good practice

### **Impact**

Our PE curriculum supports the foundations of a physically active lifestyle. PE is taught to promote wellbeing and fitness through access to a wide range of activities. Our PE curriculum covers a wide range of sports developing skills in every sport covered. By underpinning the values and discipline which PE promotes children can succeed and develop a lifelong responsibility for their own health, mental wellbeing and fitness. Children are assessed at the end of each academic year with their assessment being recorded on O Tracker. Children who are of a concern are reported to the Subject Lead with interventions in place to support the children. All teachers use PE Passport to support planning and delivery of PE lessons whilst also seeking professional support when appropriate. We consider our PE lessons to be of a high quality which the children are fully engaged in. Our dance sessions have a focus of a particular topic area and this is incorporated into our dance sessions.