

Physical Education Policy

“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

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1. Policy aims

Outcomes

Discover- enjoy- compete- lead
Build a lifelong enjoyment of sport, wellbeing and healthy living.

These are the key skills that we feel can be supported through good quality teaching of PE. All lessons aim to promote these skills to allow children to see how PE is core to a healthy lifestyle, physically, emotionally and socially.

Our Curriculum aims/intends to :

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

All pupils ought to be physically active every day, be it through PE lessons, daily activities or extra-curricular activities. PE supports them to develop healthy lifestyles. All pupils should have the opportunity to compete in sport and other activities that build character and help to embed values such as teamwork, fairness and respect.

2. Legislation and guidance

EYFS Physical Development Objectives

Moving and handling

- Skills enabling children to show good control and coordination in large and small movements.
- Children are able to handle equipment and tools effectively, including pencils for writing.

Health and self-care

- Children knowing the importance of good health which includes physical exercise and a healthy diet.
- Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Gross Motor Skills

- 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.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Key stage 1

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

Key stage 2

Pupils continue to apply 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, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 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 and water safety: All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situation

3. Roles and responsibilities

Teaching and learning

- All lessons have a key learning intention which is shared on the IWB at the start of the lesson and revisited throughout.
- As part of the lesson staff can use a range of techniques to help keep the lesson moving such as demonstration, questioning and evaluation.
- Lessons include differentiation. This could be through the use of equipment or space to make a task easier/ harder. Having extension challenges set up or using children as coaches to support their peers.

3.1 The governing board

Our PE governor is Lloyd Gasnu he is in regular contact with the PE Coordinator and has attended the PE Conference alongside her for the last few years.

3.2 Headteacher *Role of the Head Teacher:*

- To lead, manage and monitor the implementation of the scheme of learning to ensure that PE remains a high profile subject in the school's development aims.
- With the PE coordinator, keep the governing body informed about the progress of the subject and the scheme of work.

4. Organisation and planning

PE Planning

- In KS1 and KS2 all classes have two hours of timetabled PE with the exception of year 1 who in the Autumn term have a longer transition period following a more EYFS free flow timetable with outdoor classroom time and therefore only do 1 hour of formal PE .
- The PE lead is a part time teacher Tues to Thurs
- PE is taught during PPA time. The class teacher teaches the 2nd lesson of PE each week.
- This is generally made up of one inside lesson and one outside lesson with the exception of Year 5 who has one session of swimming and an inside or outside lesson.
- We use Get set for PE. This is a whole school, progressive scheme that is key to developing fundamental movements needed for all areas of PE. This covers all areas of the National Curriculum at age appropriate levels.
- The school planning works on three levels. Long term (LTP), medium term (MTP) and short term (STP).
 - **Long term** is set by the PE leader. This maps where all the Get set for PE units fall and where other lessons can take place considering the weather, hall use or type of skill eg dance.
 - **Medium term** is found in the Get set for PE unit. This is detailed planning for a 'perfect' class and is adapted if needed for each individual class.
 - **Short term** is found on the school weekly planning sheet in curriculum planning documents updated by each year group. This outlines what is being taught/ which week/ lesson from the MTP.
- The school planning is followed to allow for progression across the school. The aim is by Year 6 children are supporting the planning by suggesting which games they want to focus on in some parts of the planning.
- If lessons are missed this needs to be noted on the weekly planning with the reason why eg Mass, Class trip. PE lessons should not be dropped all the time to be replaced with activities that are not promoting physical activities.
- The PE timetable is set at the beginning of the year and is shown on each individual class timetable. (Timetables folder on staff shared). We only have one hall so if a class is timetabled for gymnastics they swap with whoever is outside for that lesson. All staff can access to see when the playground/ hall is free or speak to the PE Lead to help arrange swaps. This information is put on the school calendar by a member of SLT.
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Early Years

- As part of the Early Years curriculum children are encouraged to develop their physical skills. There is Get set for PE for early years which is taught as part of the planning for the outside classroom.
- Children in Reception have 'formal' lessons in the spring or summer term depending on the needs of the cohort, working on fundamental skills.

Resources

- The PE teaching resources are kept in the following spaces:
 - **PE shed** (This houses most equipment. The cupboard is organised and labelled to allow staff to choose equipment needed. The Young leaders and sports captains can organise equipment and keep resources tidy.

- **Main hall-** Large Gym equipment is stored safely in the back cupboard and against the walls.
- **Playground shed-** These are not for PE lessons and the equipment in here shouldn't be mixed with the PE equipment.
- **Filing cabinet-** This is kept in the hall. This houses all the TOPs cards and other resource cards.
- **PE notice board-** This is in the hall .
- All teachers have access to PE Teaching ideas on staff shared .
- Any broken equipment needs to be reported in the caretaker's book so it can be checked to see if it can be repaired or needs to be replaced.
- Staff are responsible for making sure equipment is safe and ready to use in lessons. EG: blowing up balls etc before the lesson and returning equipt to the correct location. There is an electric pump in the main PE shed.

PE Kit

- Children come to school in their PE kit twice a week on their allocated days.
- Staff should also be dressed for PE teaching as a minimum this should be trainers. Staff have been allocated a PE polo top and sweatshirt to wear during PE lessons.

5. Inclusion

Non-Participation - Inclusion

- Children should have a letter, from a parent/ guardian, if they are not able to take part in PE and given a coaching role during the lesson if not injured.
- If children are missing kit a message can be written in their reading diary saying what is missing so the parent/ carer can resolve it. If the kit issue is not resolved the class teacher needs to talk directly to the parent/ carer- remind them it is part of the curriculum.
- Children who are not taking part can support the learning of other children by taking on coaching or refereeing roles in the lesson.(Task cards available on Get set for PE) When they join the lesson the following week they will have a better idea of the key learning from the previous week.

Physical activity out of PE lessons

As a school we are working to making sure all children are active for 30 minutes a day. This is achieved in the following ways:

- All year groups have access to Get set for PE active blasts and families.
- All classes from Year 2 and above take part in the Daily Mile twice a week. This is a walking/ running activity for 15minutes outside.
- Staff are encouraged to try to plan in movement times in lessons to help children concentrate and focus.

Wet PE lessons

- Classes should aim to not miss outside lessons when it is wet. There are ideas in the PE folder for activities that can be carried out in class. eg Chair yoga, these can also be found in Get Set for PE under active blasts/active families/awesome stuff

Extra curriculum

- All staff including our Senior Leadership Team are welcome and encouraged to run clubs during the year. These can be multi-sport or game specific and for set year groups.

- We used Sport Impact for multi-sports and football and this is monitored by the school for the quality of the provision.

Competition

- In line with the renewed focus on competition all lessons should have some element of competition to them. This could be a paired, team or class one. Often towards the end of the lesson.
- As a school we run a range of inter-house competitions (Level 1) during the year which sport captains help to arrange the teams .
- We take part in a number of Borough competitions (level 2). The teams for these will often be chosen from a class/ year group activity or a club. During Covid we took part in these competitions virtually, submitting scores through Sport Impact.
- It is important that when running competitions children learn about winning and losing and how to congratulate winners etc.

Break times

- Break time equipment is purchased from the PE budget with a set amount allocated to KS1 and KS2. The equipment is selected by the phase leaders.
- Equipment for break times is stored in a shed and coloured storage bins in year 5 and 6. This equipment is different to PE equipment and is colour coded for each year group.

Community links

- We have links to a number of local clubs such as Dukes Meadow Tennis, Middlesex Cricket Club and Oriel cycles..
- In school we have a link with Oriel cycles and Sport Impact coaching who use our site.
- In our main school assembly children often share news about local clubs they belong to such as gymnastics, swimming and football.

Health and Safety

- Please refer to the school's health and safety policy and risk assessment file.
- Use of any external personnel including sports coaches and volunteers will be in line with the schools policy on CRB / staffing checks.

Sports Premium/ PE Funding

- The school receives additional funding from the government which is ring fenced for the development of sport.
- This money is used to fund-
 - Travel to competitions
 - Funding membership to Sport Impact who provide coaching for staff, competitions, Youth Sport Trust membership and support for the subject leader.
 - Funding for clubs by external agencies to provide.
 - Developing our equipment where needed to help deliver high quality PE.
- PE also receives money from the school budget allocated each year.
- This money is used to help maintain equipment on a rolling programme.

- Add to playground equipment.
- All children in Year 5 receive swimming for a year. This is funded by the school.
- Where supermarkets run promotions to gain equipment the school will often take part in these. The equipment is often used to help maintain playground equipment and the vouchers earned shared between the three main playing spaces.

6. Monitoring arrangements

Monitoring and Evaluation

- The PE Subject leader will have lead responsibility for the monitoring of physical activity in the school alongside the SLT.
- A range of measures will be used to evaluate impact of the policy in line with the above mentioned objectives including QA days, Peer challenge days, participation data and pupil voice.
- We publish, on our website, our evaluation of the use of the Sport Premium money and the action plan for the following year

7. Links with other policies

This policy links to the following policies and procedures:

Health and Safety Policy

Protection and Safeguarding Policy

Supporting Pupils with Medical conditions Policy

PSHE Policy

Science Policy

See our EYFS policy for information on how our early years curriculum is delivered.