

GREAT SANKEY PRIMARY SCHOOL

PHYSICAL EDUCATION POLICY



Version	Date	Action
1	April 2015	Adopted by Governors September 2016, reviewed in Sep 2017.
2	October 2017	
3	July 2020	Reviewed in preparation for implementation September 2020
4	September 2021	Reviewed in preparation for implementation September 2021



'Together We Learn and Grow'

Philosophy

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (DfE, 2014)

Physical Education (PE) contributes to the overall education of all children by promoting active and healthy lifestyles, physical skills, physical development and social development. It is an integral part of the curriculum and school practices, allowing all children to gain a sense of achievement, opportunity for healthy competition in a range of activities and sports and develop positive attitudes towards themselves and others.

PE at Great Sankey Primary School

At Great Sankey Primary School, we aim to enable every child to reach their full potential through engaging in purposeful and high-quality physical activities. Their weekly-allocated time is 2 hours a week and all children are encouraged to participate in some form of physical activity outside of school hours. The children engage in a programme of PE that develops confidence and team spirit, encourages fitness, improves social, physical and leadership skills, strength and stamina, teaches the rules of games and how to take part in fair and healthy competition. The PE programme at our school aims to encompass all aspects of the National Curriculum PE framework. In addition to high quality PE lessons we also strive to ensure all our children meet the government recommendation of 60 minutes of exercise in school and at home per day too.

Children are taught the key fundamental movement skills, primarily through the REAL PE scheme. These skills are progressive throughout the phases and are applied to a variety of activities including games, dance, athletics, outdoor adventure activities and gymnastics. The Val Sabin scheme and planning resources from Progressive Sport are used to support the teaching of gymnastics and we also follow the Creative Steps Dance scheme to support the planning and delivery of Dance. These lessons form the basis of our indoor PE lessons. Our other PE lesson is an outdoor lesson which focuses on multi-sports and team games skills. Again this is progressive throughout the phases starting with basic skills at KS1 progressing to competitive games by UKS2. In addition to this, all Year 3 and 4 children access swimming lessons at the local swimming pool throughout the year. They have to be able to swim 25m, perform a variety of strokes and be confident in basic safety skills by the time they finish primary school.

Competition is built into the curriculum in a progressive manner, allowing children to take part in healthy competition against themselves using personal best right through to competing against other individuals and teams. During all PE lessons, teachers will provide opportunities for children to self-assess their own physical and social skills and will allow time to reflect on others' performances. As well as developing physical skills, at Great Sankey Primary School, we are extremely passionate about developing our children's leadership skills. Upper Key Stage 2 will follow the REAL Leaders scheme, which will focus on developing the important social skills for children to communicate, lead and support others.

As a school, we encourage children to spend 60 minutes per day taking part in some kind of physical activity. To encourage this, school provides PE lessons, active cross-curricular lessons (Teach Active Maths and English, Cosmic Yoga and meditation sessions), active travel to and from school (launched through walk to school week) and active playgrounds (Play Leaders, PE apprentice running activities, Progressive Sport coach led activities and exercise equipment in the playground). We also have a dedicated daily mile track which all children use several times a week to complete their daily exercise. Finally, we follow the 'Born to Move' pre-programmed exercise to music sessions which are used as physical brain breaks, morning starters or an alternative for

outdoor PE if we have bad weather. Health and Well-being time is factored into the whole-school's daily timetable and this time is to complete all these daily physical and mindfulness activities.

In the Summer Term, we have extended our traditional sports days into a 'Healthy Body, Healthy Mind' fortnight which gives our children the opportunity to try new sports, take part in different sports festivals and competitions as well as learn about healthy eating and mindfulness. The two weeks culminates with our whole school 'Race for Life' event where every single child from nursery to Year 6 run 2km to raise money for Cancer Research.

Extra-Curricular Activities and Competitions

Outside of school hours, sporting activities are staffed by independently insured coaches (quality-assured by the PE Coordinators) and school staff. This provision is reviewed termly and aims to promote a wide range of sports, dependent on sporting seasons, competitions and tournaments, pupil interests and target children. We aim to provide a variety of opportunities for all children to participate in extra-curricular activities. This involves staff running a wide range of internal clubs including individual and team activities. Some of these are netball, football, basketball, rounders, cross country, gymnastics. Most of these clubs are available to Key Stage 1 and Key Stage 2. As well as this, there are extra-curricular clubs run by our external providers Progressive Sport, allowing us to provide an even wider variety including archery, multi-skills, change4life and dodgeball. Providing these diverse activities allows us to target less active children and encourage more active lifestyles for everyone. Children are given numerous opportunities to take part in competitions, tournaments and festivals throughout the year. We link very closely with Penketh High School, who hold 4 week leagues for a range of sports.

Our Aims

We aim to:

- Develop physical competence, stamina and strength;
- Develop an appreciation of the value of participation in sustained physical activity;
- Develop the concepts of fair play, team work and good sportsmanship;
- Develop competence to excel in a broad range of physical activities
- Gain satisfaction and pleasure from physical activity;
- Develop the skills necessary to be able to plan, perform and evaluate physical performance;
- Teach children an awareness of safe practice through physical education;
- Engage in competitive sports and activities;
- Lead healthy active lives.

PE and the National Curriculum

PE is a foundation subject within the National Curriculum. The National Curriculum sets out our programmes of study stating what children should learn and experience during Key Stage One and Two. In Nursery and Reception, the children will also participate in PE lessons following the requirements stated in the Early Years Foundation stage framework.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should 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 should 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 situations

Planning and Assessment

Planning

Teachers follow the PE Long Term plan over a 2-year cycle and use the carefully planned resources and schemes of work e.g. REAL PE, Creative Steps, Teach Active and bespoke planning created through the collaboration of teachers and Progressive Sport, to support the planning of PE lessons.

High-quality lessons should include:

- Differentiated learning outcomes for pupils to self-evaluate;
- The teaching of fundamental skills and techniques;
- Modelling of correct technique through teacher/pupil demonstration and media;
- Use of specific technical vocabulary linked with the milestones;
- Regular reviews of progress together with appropriate challenge and support to enable every child to make progress in the lesson;
- Opportunities for a range of different competitive activities e.g. try to improve your own personal best, compete against others at different times, compete against others at the same time;
- Planned assessment for learning throughout the lesson (self/peer/teacher) using specific criteria.

- Teaching the impact PE has on their bodies and the need to be physically active for life.
- Opportunities for praise for performance and also as a coach or mentor to others.

Assessment

Summative and formative assessment is used in PE. Teachers observe during lessons and use media, such as cameras and iPads, to record performances as well as evaluate performances through teacher/peer/self assessment. Progress and achievements are also closely monitored across the phases through monitoring of PE by the PE Coordinator to ensure consistency and high expectations. The findings from monitoring are shared with staff personally and more general feedback is provided whole-school to document achievements and progress within PE.

Pupil Voice is also used as an assessment tool, to find out children's knowledge and understanding in PE.

Continuous Professional Development (CPD)

All our staff have received CPD in Real PE and Creative Steps Dance as well as ongoing CPD and team teaching with Progressive Sport over the last three years. We ensure that twice a year we have PE CPD for staff during our twilight INSET sessions or staff meetings. This will either be hosted internally by our PE leads or externally by our partners at Live Wire, Creative Steps or Progressive Sport. We also ensure new staff are given CPD training by attending training courses or team teaching with PE leads within school.

Inclusion and Equal Opportunities

Children who are unable to participate in PE lessons due to illness or injury, should provide their teacher with a letter from their parent/carer explaining why. The child should still be included in the lesson. Where possible, these children should participate in coaching, officiating and evaluating performances. Lesson evaluations are available for children to complete in the Spare Kit boxes. These non-active roles should be planned for in advance by teachers, where possible.

In compliance with Great Sankey's Inclusion Policy, PE activities are personalised to the need of each pupil. For example, higher ability pupils and children with Special Educational Needs will be identified and their needs will be met through careful planning of learning styles and activities that allow these children to participate and progress. Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race or ability, in accordance with the school's Equal Opportunities Policy.

Sports Council and Play Leaders

Each year, a Sports Council member is elected from each class. These children have meetings with the PE coordinator regularly and are involved in arranging sporting activities for the whole school, finding out pupil interests across the school and supporting any physical education or sport related events. Play leaders are also chosen every year, from Year 6. These children take part in Play Leader training and are involved in planning, organising and delivering activities to keep children active during break and lunch times.

PE Kit at Great Sankey Primary School

Teachers:

- Suitable footwear
- Suitable clothing
- Red or black T-shirt with school logo

- Red Hoody

Pupils:

- Black Shorts
- Red/Blue/Green/Yellow Polo Shirt (Depending on house colour)
- Pumps
- Outdoor Kit: Tracksuit Bottoms and Jumper, Suitable Trainers (Trainers which provide adequate support for the feet and ankles)

Personal effects are not to be worn during PE lessons i.e. watches, rings, earrings, bracelets, necklaces etc. Teachers must not remove or replace earrings and pupils are responsible for their own personal effects. It is advised that children do not come into school wearing any kind of jewellery on their PE days. Long hair must be secured for PE lessons.

Pupils are expected to have their PE Kit in school at all times. If children do not have a PE Kit in school, they should wear the spare kit, which is found in Maple Tree classroom (KS1) or Oak Tree classroom (KS2). Staff should make a note of children who forget PE Kits and if a child forgets their PE Kit regularly (more than 3 times) this should be noted in their diary. If this continues it must be reported to the Head Teacher and a letter sent home.

Health and Safety

We use the same management techniques in the teaching of PE as we do for all other subjects; following the Health and Safety Policy. In addition, we refer all staff to the AfPE Safe Practice Handbook to ensure that all teachers pay special attention to safety issues and use of resources during PE lessons. This book is kept in the PE store cupboard and is accessible to all staff.

The following safety guidelines must be adhered to:

- Ensure tables, chairs etc. do not protrude into the working area;
- Children are not allowed to enter the PE Store Cupboard;
- Equipment should be checked before children use it, and any problem or fault should be reported to the PE Coordinator and Maintenance staff;
- Children should be taught how to lift and carry apparatus correctly;
- Ensure that a sufficient number of children carry each piece of equipment;
- Apparatus should be placed with sufficient space and landing areas;
- Risk assessments will be carried out by the staff at the start of all PE lessons;
- Additional adults working with children need to have a CRB check and be accompanied by a qualified teacher at all times;
- All jewellery removed and long hair secured;
- Appropriate kit should be worn for each lesson;
- Extra awareness for any individuals who need it e.g. Children who use wheelchairs, lack of coordination, vulnerable to physical contact, have a sensory impairment.

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