

# Perton Primary Academy

## Physical Education Policy

<b>Date Approved:</b>	<b>Print Name:</b>
<b>Date to be Reviewed: Sept 2024</b>	<b>Signed:</b>
<b>Statement of Intent</b>	
<p>It is our intention at Perton Primary Academy to ensure that PESSPA is experienced regularly, in a safe and supportive environment. We recognise that it plays a vital role in the physical development and well-being of our pupils as it not only addresses the physical aim of the curriculum but also contributes to the spiritual, moral, social and cultural development of our pupils. Through our high quality PESSPA programme our pupils will become physically literate and develop the knowledge, skills and motivation necessary to equip them for a healthy active lifestyle and a lifelong participation in physical activity and sport.</p> <p>This document also reflects the teaching and learning of physical education (PE) at Perton Primary Academy. It provides a framework within which all involved can operate and provides guidance on planning, teaching and assessment.</p> <p>Our policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.</p> <p>It is intended that the policy be used as a reference point for the whole school community, including teachers, support staff, student teachers, the Senior Management Team, Governors, parents and other interested parties. The implementation of the policy is the responsibility of all members of staff. The policy will be considered by the Governors as part of the school review cycle.</p>	
<b>Legal Framework</b>	
<p>This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:</p> <ul style="list-style-type: none"><li>• The Workplace (Health, Safety and Welfare) Regulations 1992</li><li>• The Management of Health and Safety at Work Regulations 1999</li><li>• Health and Safety at Work etc. Act 1974</li><li>• DfE (2013) 'Physical education programmes of study – key stages 1 and 2'</li><li>• DfE (2013) 'National curriculum in England: PE programmes of study'</li><li>• DfE (2021) 'Statutory framework for the early years foundation stage'</li></ul> <p>This policy operates in conjunction with the following school policies:</p> <ul style="list-style-type: none"><li>• Health and Safety Policy</li><li>• Adverse Weather Policy</li></ul>	

- First Aid Policy
- School Uniform Policy
- Pupil Code of Conduct
- Staff Code of Conduct
- Behaviour Policy

## Aims

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. We aim to encourage all pupils to develop the skills and confidence to reach their full potential as participants, performers and leaders so that they will develop a life-long interest in physical activity and sport. We strongly believe in supporting our pupils to improve their health and fitness and to find physical activities they enjoy doing both in and out of school. We will also provide opportunities for pupils to compete in sport and other activities to build character and help to embed values such as fairness and respect.

The school's aims for PESSPA are also for our pupil's to:

1. Build confidence and resilience and to try hard to make progress across all activities
2. Participate and develop physical competency in a wide range of physical activities that provide appropriate challenge and acceptable risk.
3. Enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, social and personal and leadership skills and be able to apply those skills across their wider learning and beyond school.
4. Develop their physical well-being through increased stamina, strength and suppleness and recognise the positive impact on their emotional and mental well-being from engaging in physical activity on a regular basis.

## Implementation – Curriculum

All students are entitled to a progressive and comprehensive Physical Education programme that embraces current Statutory Orders of the national curriculum which take into account individual interests and need.

We aim to ensure all pupils:

1. Develop competence to excel in a broad range of physical activities
2. Are physically active for sustained periods of time
3. Engage in competitive sports and activities
4. Lead healthy, active lives.

(Taken from the National Curriculum Aims – September 2014)

Our curriculum will provide activities to promote a broad base of movement knowledge and skills, placing pupils in cooperative, collaborative and competitive situations considering the needs and abilities of all our learners. Students will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

**In EYFS, teachers should:**

- Plan activities that offer appropriate physical challenges and provide sufficient space, both indoors and outdoors, to set up relevant activities.
- Introduce the language of movement to pupils alongside their actions

- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

We value the importance of physical development for our children in the Early Years and encourage regular participation and the practice of skills as an integral part of their learning programme. Children will be given the opportunity to develop a full range of physical skills throughout EYFS. Teachers use resources from Leap into Life, Lets Move, Active Play and the BG Fundamentals Programme to support them with activity ideas. These activities take place both indoors and outdoors and prepare the children well for the acquisition and further development of skills through the NC programmes.

Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons.

Pupils' physical development will relate to the physical development objectives of the early learning goals (ELGs), which are set out in the DfE's 'Statutory framework for the early years foundation stage', including:

- Demonstrating strength, balance and coordination when playing.
- Negotiating space and obstacles safely, with consideration for themselves and others.
- Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Participating in physical activities which enhance fine motor skills.

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

**During KS1, pupils will be taught to:**

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

**During KS2, pupils will be taught to:**

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

The aims of our out of schools learning (OSHL) programme are to extend and enrich the work being done during curriculum PESSPA and to provide some pupils the opportunities to develop the skills they need to access curriculum PESSPA. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

OSHL opportunities are developed in consultation with pupils, and the programme will;

- Offer a balance of competitive and non-competitive activities through intra and inter school events
- Provide specific movement / general activity clubs which develop health and fitness such as change for life and sport for all.
- Ensure that school regularly participates in school sport partnership (SSP) events that promote competitive opportunities and physical activities.

To ensure the quality and sustainability of the OSHL programme the school will:

- Ensure that the subject leader with support from all staff forges strong local community links (club coaches, visits to school, taster sessions and notifications on Dojo)
- Inform pupils and parents of the range of OSHL opportunities

Perton Primary Academy supports pupils to meet the health recommendations of being physically active for at least an hour a day (3 hours for under 5-year-olds).

A range of out of hours' activities is offered after school which may be delivered by the PE co-ordinator, class teachers, coaches or parents who have the necessary qualifications.

Registers must be taken for all out of hours' activity sessions,

Our lunchtime supervisors and sports leaders are regularly trained to assist with physical activity sessions at lunchtimes and pupils are actively encouraged to take part and consulted about what things they would like to see offered to them.

We believe that all children should have opportunities to engage in competitive sports and activities. Children will be given the opportunity to take part in a range of competitive events with other schools within South Staffordshire throughout their time in the school

### Participation and Time Allocation

At Perton Primary academy PESSPA is delivered throughout the whole day. All classes have two hours curriculum PE, an allocated lunchtime and breacktime where physical activities are offered and encouraged along with a programme of after school sports clubs.

All pupils are expected to participate in physical education lessons. Where pupils have an injury or illness that prevents full participation they should still wear their PE kit to school on their PE day. They will be allocated tasks, which are inclusive and involve them in the lesson as much as possible and which is safe for them to undertake (coaching, observation and analysis, timekeeping, scoring etc).

### Planning and assessment

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The curriculum map plan roughly maps out the PE activities covered in each term during the key stage. This however can be adapted based on the assessment information we gather and the availability of facilities and may therefore be adapted to meet the specific needs of the class at the time. The PE subject leader supports and oversees this in conjunction with relevant teaching staff.

All PESSPA lessons will be planned and structured to contribute to safe learning situations. In the planning stage, we think through the following process:

- “This is what I want the students to learn. This is how I plan for learning to take place, and ask is the learning experience safe?”
- Safe practice is embedded in the learning process and implemented in every lesson

For key stages 1 and 2 our medium -term plans are taken from the Devon PEDPASS Schemes of Work (Devon Physical Education: Daily Physical Activity and School Sport) and teachers use these medium-term plans to both inform their short-term planning and then map to the long-term overview highlighting national curriculum requirements and assessment information. An initial core task is carried out at the beginning of a unit to ensure strengths and development needs of the pupils are taken into consideration before planning for their specific needs. The class teacher and subject leader often discuss individuals and planning on an informal basis. Teachers also have access on the shared area to a range of other support resources including; Lesson plans, TOPs cards, AIR Resources, posters, teaching cards and video clips to support their subject specific knowledge.

Opportunities for checking progress should arise naturally in the course of the teaching unit and this information should be reflected upon and used to adapt planning moving forward. Teachers are not expected to keep detailed records of each child’s progress in relation to the learning outcomes. Records should be selective and brief. Watching children work, talking to them about their work and listening to them describe their work will generate useful assessment information. Monitoring the learning outcomes and expectations in each unit will help teachers assess progress and target activities appropriately.

The same core task from the medium-term planning documents is used at the end of the unit of work to help gather this progress information. We record and track pupil progress against national curriculum expectations (using PEDPASS) and use this to:

- Inform future planning by the current teacher or new class teacher
- Form part of the statutory annual reporting process
- Provide information to ensure continuity of progression throughout transfer between classes and key stages

Each lesson should include a warm up and cool down relevant to the main activity and learning environment / weather conditions and all students should be physically active for prolonged periods of time during each lesson.

Progressively pupils should learn about the components of fitness and how to perform warm-up and cool-down exercises, paying attention to principles of safe practice.

Pupils will be assessed as **emerging, expected or exceeding**. Annual assessments of each pupil will be used to inform parents of their child’s progress and attainment.

### Teaching and Learning

The organisation of PESSPA in the school promotes learning through physical activities and sport. Lessons are blocked in units of work that are age-appropriate and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and ability to perform them reflectively.

The structure of our medium- term plans (PEDPASS) will promote teaching and learning as it provides both continuity and progression. The scheme of work specifies progression of fundamental movement skills and sport-specific skills, knowledge and understanding.

The planning and delivery of each unit in the scheme will be adapted by individual teachers to provide appropriate challenge for all pupils, to extend those who are more able and provide appropriate levels of support for all students to make progress

Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities. Pupils will be encouraged to evaluate their own performance, as well as the performance of others. Pupils will be given the opportunity to both collaborate and compete with each other during lessons

A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times. PE resources will be booked in advance and authorised for use by the PE coordinator prior to use.

Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

### **Cross-curricular links**

Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

### **English**

- Pupils are encouraged to describe what they have done and to discuss how they might improve.

### **Mathematics**

- Pupils further develop their counting skills by keeping score during team games.
- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

### **PSHE**

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

### **Spiritual, moral, social and cultural development**

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.

Pupils are encouraged to respect other pupils' levels of ability

## **Staffing and resources**

### **Resources**

There are a range of resources to support the teaching of PE across the school. Most of our equipment is stored in the PE container on the school playground which is accessible to children only under adult supervision.

A range of gymnastics apparatus is stored in the school hall and children are taught how to handle equipment safely.

The children also use the school field and playground for games and athletics activities

### **Staffing**

Both PE lessons are taught by the class teacher following the National Curriculum through the schools long and medium- term planning units

## Equal Opportunities and Special Educational Needs

All children will have access to the full range of physical activities irrespective of gender, disability, ability, social background, language or ethnicity. All pupils, whatever their individual needs, have access to the whole curriculum. Staff are aware of the regulations set out in the SEN and Disabilities Act 2001 and the Disability Discrimination Act 2005, and must take all reasonable steps to ensure that no member of the school community is treated less favourably because of disability.

Pupils with special educational needs are taught by the class teacher, supported whenever possible by another adult. All pupils should benefit from physical education and every effort is made to ensure that activities are equally interesting and challenging for both boys and girls. Children including Gifted and Talented are given extension activities as appropriate to develop deeper knowledge and understanding and acquire skills to produce unlimited outcomes. Ways in which pupils are offered additional support or extension are highlighted within our planning documents.

Teachers' planning and practice should follow school policy and guidelines for:

- Equal Opportunities and Race Equality
- Special Educational Needs and Inclusion
- Able Pupils

## Safe Practice

The general teaching requirement for health and safety applies to this subject. We encourage pupils to consider their own safety and the safety of others at all times. All staff have access to a copy of the afPE publication, which states safety guidelines 'Safe Practice in physical education' (2020) and we follow the safe teaching principles outlined in this book guidance.

Our main aim in providing safe sessions is to anticipate incidents arising through PREVENTION and INFORMING students about the hazards and risks that may be present in the activity and helping them recognise what might cause harm. Then EDUCATING students about being safe enables them to learn about what is safe and what is unsafe (PIE model – afPE, 2016).

**Teachers should always' teach safely' and' teach safety'**

All accidents, no matter how slight should be reported in the school's accident book, which is kept in the medical room.

All adults working at the school have a responsibility to report any defects in equipment which require attention.

The safe use of equipment will be encouraged at all times and pupils will be trained to move and store equipment in a safe manner.

### **Risk Assessment**

Good teaching and therefore safe teaching in PESSPA are achieved where a balance between appropriate challenge and acceptable risk is maintained and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as '**forethought**' is an essential part of effective teaching, managing and learning.

It is the responsibility of all adults leading activities to carry out a dynamic risk assessment prior to every PESSPA lesson.

Staff must ensure that they are satisfied that risk assessment procedures have been undertaken and that appropriate measures have been put in place where necessary. Please note that gymnastics equipment must be checked by teachers before any pupil is allowed to use it.

### **Qualifications & DBS**

All volunteers and paid coaches employed/deployed by the school must have appropriate qualifications, experience and proof of an enhanced disclosure by the Criminal Records Bureau. The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well-being of the pupils.

### **Staff Responsibilities and Safeguarding**

At all times and in all circumstances, teachers and other staff are responsible for safeguarding the welfare of all pupils. When planning physical education activities, teachers must ensure that safeguarding procedures are followed.

### **PE KIT and Clothing**

We expect pupils to arrive changed for physical education into the agreed practical, comfortable, appropriate and affordable kit.

For outdoor activities and in cold weather pupils are encouraged to have a tracksuit or warm clothing

Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and joggers.

### **Footwear**

Pupils must wear footwear which is appropriate to the activity when outdoors. This will usually be pumps or trainers. For Dance and Gymnastics which takes place indoors, children are expected to work in bare feet as this allows them to obtain more grip and feeling for their actions. Pupils who have a verruca should also work in bare feet as they can only be passed onto other people through damp environments.

### **Jewellery**

No jewellery is worn for physical activity. Any new piercing should be carried out at the beginning of the summer holidays so that jewellery may be removed. This information is communicated to parents through our newsletter. If a pupil cannot remove their studs for any reason they may not be able to take part in the physical elements of the lesson due to the associated risks however alternative involvement in the lesson will be provided.

To maximise safe and meaningful participation the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious or cultural requirements

### **Hair**

Where pupils have long hair, this should be tied back so that it does not get caught or restrict vision.

### **Hot weather**

In hot weather, protection from the sun is advisable, therefore children can wear caps and should be allowed to take their water bottles out to PESSPA lessons to prevent dehydration. Parents will also be advised to provide sun-cream for their children to apply

### **Changing**

Children will be supervised when changing into appropriate clothing for after-school clubs

Where a pupil who requires additional support needs assistance changing, the school will adhere to the Intimate Care Policy. All staff will be aware of any intimate care issues for

## **Behaviour**

Pupils will act in accordance with the school's Pupil Code of Conduct and Behaviour Policy at all times.

Pupils will be made aware of the expected behaviour for handling PE equipment and resources. Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous.

During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures outlined in the Behaviour Policy.

## **Roles and Responsibilities**

The headteacher is responsible for:

- Appointing an appropriate PE coordinator.
- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken.
- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the PE coordinator regarding the spending and impact of the PE and sport premium funding.
- Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.

The PE coordinator is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Monitoring classroom practice and planning and audit the needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved

The following strategies are used to evaluate the standard in PESSPA

- Observation of teaching and learning (including all support staff) to assist in the identification of strengths and development needs
- Assessment of pupil progress using PEDPASS
- Pupil interviews
- Self-evaluation of the subject in relation to PESSPA and Sports Premium
- Provide appropriate professional development for staff to ensure PESSPA subject knowledge, consistency and awareness of health and safety procedures. This is exemplified in the new teacher standards which states that staff should be comfortable and competent in the area of activity being taught in PESSPA
- Make all resources and support materials available to all staff including health and safety policy, schemes of work, assessment materials and resources to support learning
- Carry out risk assessments following PESSPA guidance provided by the Association for Physical Education (afPE 2020)

- Manage the budget and PESSPA and sport premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and whole school development plan
- Attend courses to further their own professional development and provide information, support and appropriate continuing professional learning for colleagues
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of PE at the school and ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments.
- Ensuring that the details of any PE-related accidents are recorded in writing, including the action taken and the health and safety procedures followed.
- Maintaining records relating to the teaching of PE, including lesson plans, accident logs and risk assessments.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- Liaising with the SLT and other relevant staff members regarding the use of the PE and sport premium.
- Providing the headteacher with an annual summary report regarding the teaching of PE at the school.

Parents are responsible for:

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for PE classes.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.

Pupils are responsible for:

- Acting in accordance with the Pupil Code of Conduct at all times.
- Wearing their PE kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.
- Adhering to the Behaviour Policy at all times.

**Policy Review Date**

This Physical Education Policy will be reviewed in accordance with the schools' review cycle