

PE Policy

This policy document has been designed to support schools in considering the PE provision in line with curriculum intent, implementation and impact. The sections in red should be considered with curriculum leaders being clear on their leadership should a deep dive be conducted.

School Name: Beechwood Primary School

This policy has been developed by our PE leaders

Review date: 19.9.24

1.Intent

At Beechwood, the PE curriculum is rooted in the school's underlying aims, ethos and values. Beechwood believes that PE, physical activity & school sport (PESSPA) is a vital part of school life and ultimately our children's future well-being. It plays an important role in the holistic development of children, building confidence and competence, resilience, co-operation and trust. We acknowledge and value the contribution PESSPA makes to whole school improvement through impacting on attendance, behaviour and pupil attainment.

It is our intent to provide an inclusive, broad and balanced PE curriculum that inspires children and provides life-long enjoyment and participation in physical activity. We aim to ensure ALL children will benefit, whether through enhancing existing skills, learning new skills, having fun or performing with increasing physical competence and confidence in a range of physical activities and contexts.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education.

- Have a clear understanding of the importance of keeping physically active.
- Develop good leadership and communication skills and be able to contribute positively as part of a team.
- Strengthen social skills which have been affected due to Covid-19.
- Provide opportunities for children to be competitive in sports and activities with their peers- both inside and outside of school.

It is our intent to fully deliver and build upon the aims of the national curriculum for physical education to meet the needs of our pupils. The national curriculum Purpose of Study demand:

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**.

2. Implementation

Entitlement and Progression

We are committed to ensuring that ALL the children receive high quality PE lessons which are planned, sequenced and mapped out in broad and balanced blocks using Primary steps in PE. The Step framework is in place to support teachers with differentiation and how to adapt lessons and ensure all children are involved in lessons. We believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health.

A balance of individual, team, co-operative and competitive activities aim to cater for individual pupil's needs and abilities. The long term plan is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. Physical development is an inherent part of the EYFS curriculum where children have free access to the outdoor provision. In addition to this, children receive 1-hour of planned PE each week. Children in KS1 and KS2 participate in 2 hours of planned PE each week. Our long term plan is a progressive plan that will revisit and master their physical, emotional and social skills. NK and RM are responsible for mapping out the PE curriculum using the scheme of work.

Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Swimming and Water Safety

Year 4 participate in a swimming lesson each week at Fearnville Leisure Centre and follow Leeds City Council scheme of work, where children will aim to swim 25m by the end of the academic. Those children who do not make the standard will be given an intensive swimming week at the end of the year.

All children must have access to swimming instruction in either key stage 1 or 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 such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

We believe that swimming is an important life skill and allows children to engage in a broad range of water based physical activities throughout their lives. It is our intent that all pupils leave our school able to swim the minimum standards set by the National Curriculum.

Staffing / Staff Development

We are a member of the Leeds Well Schools Partnership who provide CPD to both PE leads and other key members of staff. Premier Sport and RW Sports Coaching provide CPD to all class teachers, covering a range of sports and activities. CPD is provided to support the delivery of the PE scheme. Rhinos Rhinestones and Northern Ballet also provide CPD to teachers in specific year groups.

In order to achieve our intentions of ALL the children receiving high quality PE lessons, the school, through the PE subject leader supports staff to gain confidence and competence in teaching high quality PE. This ensures that the ambitious curriculum which is planned and sequenced is well resourced in terms of staff competence, subject knowledge and pedagogy.

Out of school hours learning (OSHL)

We have a range of after school activities available for KS1 and KS2 which is funded by our Sports Premium fund. OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs and exit routes through specialist coaches and community sports organisations. OSHL activities are provided by both external PE coaches and internal staff. Children from both key stages are offered a range of sports each term these are based on pupil voice and what they enjoy in PE lessons and cater to a range of abilities.

Safe Practice

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment is stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. Indoor equipment is stored in the PE cupboard in the hall and outdoor equipment can be found in both key stage playgrounds.
- Annual safety equipment check by Sportssafe.
- Equipment to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leaders. Regular checks of equipment are undertaken by the superintendent.
- Named First Aiders within the School – a list is displayed in various places around school.
- A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to recognise and be aware of hazards that are present from an early age.

Safeguarding

Children come to school in PE kit on days where PE and swimming is being taught and for OSHL.

What is the school's kit policy?

- In the interest of health and safety appropriate kit should be worn for P.E. activities.
- Acceptable kit is that which presents no risk of injury to the wearer or other children.
- Long hair should be tied back

Indoor Clothing

- T-shirt and shorts/leggings. Suitable footwear or bare feet (depending on activity).

Outdoor Clothing

- Sufficient suitable clothing to be warm and comfortable in a games lesson (e.g. tracksuit)
- Footwear suitable for the task and season

Failure to produce appropriate safe kit -

Spare kit is available if children arrive without the appropriate kit. If we feel a child's clothing is unsuitable and becomes a regular occurrence, parents will be contacted and reminded of expectations.

Jewellery

- In the interest of health and safety, jewellery, (including piercings), religious artefacts, watches, hair slides must be removed before a PE or swimming lesson begins to ensure a safe environment. It is recommended that children do not wear these on PE and swimming days however if they do, they will be asked to remove them and school will not be responsible for keeping the items safe.

Staff Dress

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible, jewellery should be removed to set a good example. All staff who teach PE have been provided with a Beechwood PE hoodie and polo shirt and are expected to wear these on PE days and competitions.

Equal Opportunities and Inclusion

All children participate in PE lessons. Staff are supported to adapt lessons to meet the needs of SEND pupils. Where needed, additional staff will support the child to access the lesson. Our curriculum promotes progress for all abilities and more able pupils will be challenged appropriately and given opportunities to support and lead activities.

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others.

The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other.

The P.E. curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability.

Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials.

Facilities, Equipment and Resources

We have 2 school halls (both equipped with gymnastics equipment and large enough for PE lessons) and every class is allocated set hall times each week, all year round. We also have 2 large playgrounds with outdoor equipment. All staff have access to both the indoor PE cupboard and the outdoor storage boxes and equipment is regularly updated and replenished by PE subject leaders. Staff know to speak to PE leads if they need any new equipment. Each year group has at least 2 half terms across the year where PE lessons are delivered by external coaches and our staff use this as CPD to support and up level their own teaching of PE. We also have a PE scheme with supporting videos (saved on the school system to allow easy access for all staff) and long term plan in place (updated and distributed each year) to ensure full coverage of the curriculum across both key stages and a yoga scheme to support mindfulness and wellbeing.

The Learning Environment

whiteboards are available in each hall and are used to display videos (from our schemes) which support subject knowledge and teaching. PE lessons are timetabled around lunchtimes and allow cleaning time to take place before lessons begin.

Sports Day

Sports Day is organised during our Spirit Alive week where all children participate in a range of activities.

Cross Curricular

Our PE curriculum supports our whole school ethos and key principles. For example:

Numeracy- In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems. In the dance scheme, teachers have access to numeracy-based concepts which can be taught through dance.

Problem Solving- Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions.

Literacy and Communication Skills- will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement. There are links to Literacy in the dance scheme of work.

Personal and Social- Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Preparation for Citizenship- By giving information on and introduction to clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

ICT- Use of smart board technology, Ipads and videos

Science– Pupils learn about the physical changes in the body and how exercise helps us to stay healthy

IMPACT

Sport Premium Funding

Sports Premium is used to fund external coaches to lead PE lessons for children and provide CPD for staff. Each year we prioritise a new focus for the funding to be used which benefits the whole school and creates a sustainable PE curriculum. Sports Premium assists us in improving the physical activity levels throughout the school by providing active lunchtime sessions and equipment. Impact statements are completed each year to evaluate and show how the funding has been used and what the new focus will be in the upcoming year. This is uploaded onto the school website.

Leadership and Management Roles

We have 2 PE subject leaders who:

- Are responsible for developing, improving and monitoring the policy
- Oversee and allocate both the Sports Premium fund and the school PE budget (spending is justified using an intent and impact action plan)

The Governors will know about current and projected expenditure of the Sport Premium funding on school website and will regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities. He / she will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum.
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile within the school, through displays etc.
- Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work
- Assist with recording keeping and assessment of the subject.
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly share current and projected prioritise and outcomes with pupils, parents, staff and senior leaders including governors
- Have a formal, long term strategy for PE, sport and pa. This should be aligned with the SDP and have been informed with pupil and staff feedback
- Ensure all coaching staff delivering PE and OSHL on the school site are quality assured
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Contact local sports clubs to establish new community links with the school

Teachers should:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should

employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.

- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher/HLTA will be responsible for the planning and teaching of PE as set out in this Policy

The Teaching Assistant (TA), when available during PE lessons, will:

- Support the class teacher in delivering PE and , in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher

Monitoring and Evaluation of the Subject:

Each unit taught has an assessment tracker to support staff in monitoring progress over a series of lessons. When the unit ends, the tracker is given to the subject leads for monitoring purposes. PE subjects observe a range of PE lessons across the year to ensure there is consistency and a good level of coverage within the school.

Assessment and Recording

Our long term plan (supported by our PE scheme) is created and updated ensuring full coverage of the curriculum and builds on prior learning each year. Teachers/HLTAs use the assessment tracker in line with our scheme to identify and inform assessment and planning. Summative assessments are completed termly on Otrack and through our PE scheme.

Conclusion

At Beechwood, every child accesses the PE curriculum and is given the opportunity to try a range of different sports for example, gymnastics, yoga, athletics and games. This allows children to experience and find an activity they enjoy and can pursue as they grow. Our PE policy has been developed to create resilient, confident and supportive sports people.

Signatures

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