



## Physical Education Policy

**Policy Originator:** PE Leaders

**Review Period:** 3 years

**Next Review Date:** Autumn 2024

Physical Education is an important part of the curriculum at Frimley Church of England School. A balanced programme is essential to the development of the whole child in line with our values based approach to teaching and learning. Through the development of health and fitness along with social, personal, creative, cognitive and physical skills, it is our aim to provide the foundation for a healthy active lifestyle, whilst also promoting character building, co-operation and self-esteem.

### Policy Statement and Curricular Aims

Frimley aims to provide high quality Physical Education. We aim to ensure that pupils at Frimley are:

- Committed to PE and sport and make them a central part of their lives – both in and out of school
- Knowledgeable about their personal goals and how to achieve them
- Understanding that PE and sport are an important part of a healthy, active lifestyle
- Confident to get involved in a range of different physical activities
- Developing the skills and control that they need to take part in PE and sport effectively
- Willing to participate in a range of competitive, creative and challenging activities, both as individuals and as part of a team or group
- Reflecting and making appropriate decisions for themselves
- Showing a desire to improve and achieve in relation to their own abilities
- Developing the stamina, suppleness and strength to persevere
- Enjoying PE, school and community sport

We aim to deliver the requirements of the National Curriculum through a balanced programme which provides children with opportunities to promote physical development and competence, increase their self-awareness and collaborative skills, and develop artistic understanding through movement.

## **Curriculum Planning**

The school provides all pupils with high quality Physical Education on a weekly basis, delivered by class teachers, as well as swimming lessons delivered by qualified swimming instructors in our on-site pool. Information on progress and assessment of attainment is provided by the swimming instructors in consultation with the class teacher. Records are kept as to how many children can swim 25m and perform safe self-rescue in different water-based situations by the end of Year 6.

The curriculum map, scheme of work and resources are organised and monitored by the PE Leaders. In each year, pupils access gymnastics, dance, athletics, invasion games, net games, striking and fielding games and a range of outdoor adventurous activities.

The PE Leaders are responsible for ensuring a comprehensive scheme of work based on current best practice and national governing body guidelines is delivered to all pupils. Each year group team work together to support planning and teaching and learning. The PE leaders monitor planning and lesson delivery, and utilise feedback from teachers to review the curriculum provision in relation to content, progression, continuity, teaching and learning.

## **Safe Practice**

All teachers should ensure that they follow current guidelines on Health and Safety in PE. Where they are unsure, they should access the current gym and outdoor PE risk assessments or speak directly with the PE Leaders.

*Procedures for dealing with an accident:*

- Each class has a medical box containing individual children's inhalers and other medication where necessary. These boxes are to be taken to each lesson
- Children should be sent to the office for treatment of minor injuries, accompanied by a child
- In the event of a more serious injury, a child will be sent to the office with an orange triangle to ask a first aider for help. Serious injuries are recorded by the office staff

*Common Safety Issues:*

- Mats are to be positioned where jumping/rolling is actively encouraged, i.e. at the end of benches, besides trestle tables, underneath the beam
- Class teachers should consider the individual needs of pupils within their own class and ensure additional safety measures are implemented if necessary
- All equipment needs to be checked before allowing children to use it
- See 'Adverse Weather' for details on wet playgrounds

## **Hair**

Safety and hygiene require that hair that is long enough to be tied back should be taken off the face. This requirement is relevant for all children.

## **Footwear**

Bare feet are essential for indoor dance and gymnastics lessons as feet become stronger and more sensitive as footwork develops. For games lessons taking place indoors and outdoors, rubber soled trainers should be worn and properly secured to avoid accidents. In the case of foot complaints, such as athlete's foot or verrucae, footwear must be worn. These children will then also be reminded to be careful of stepping on others' feet as it may cause injury.

## **Jewellery**

In the interest of safety to all children, all items of jewellery should be removed for PE. The class teacher should not take responsibility for the safe keeping of valuables. Children should not wear jewellery on their PE days. This includes the wearing of earrings. If earrings *must* be kept in (due to children just having their ears pierced), the pupil should tape over the piercing, front and back if the activity is deemed safe enough for them to participate with this precaution. This is in line with school and county regulations.

## **School PE Kit**

### **Pupils**

Children need to come into school in appropriate clean, sweat-absorbent PE kit that provides freedom of movement, on the day that their year group has PE.

PE kit includes:

- A Frimley Church of England logo T-Shirt
- Blue PE Shorts
- Trainers
- Track suit bottoms and sweatshirt especially in winter months (dark colours)
- Spare dry socks

Pupils should be discouraged from wearing their school jumpers or cardigans outside to ensure they stay clean and dry.

In dance and gym, pupils should not work in plimsolls or trainers, unless a note written by a parent is produced. T-shirts must also be tucked in for both dance and gymnastics as this allows for safe movement around equipment. It also allows the teacher/observer to ascertain whether good posture is being achieved.

**Correct kit is not to be borrowed from other pupils as this does not present a good standard of hygiene.**

If pupils forget kit, or are unable to take part in physical exercise (a letter must be provided by a parent), they should be encouraged to take on a role officiating in/evaluating the lesson being taught.

## **Teachers**

When possible, teachers will also wear suitable sporting attire for PE lessons conducted within their class.

## **Teaching and Learning**

The teaching of PE at Frimley is based around 4 key elements outlined in the National Curriculum:

- 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

Pupils will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit different challenges. They will be given opportunities to demonstrate their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater development of skills.

The standards of teaching and learning will be monitored, evaluated and assessed regularly.

## **Assessment and Recording**

Assessment of pupils' attainment is a continuous process. In PE lessons, children are actively encouraged to self-assess their performance and those of others. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve and being given subsequent areas of development to work on. Pupils will also have a variety of opportunities across the year to participate in personal challenges where a baseline score will be recorded and they will then have opportunities to improve upon this; this provides opportunities for self-reflection on their own progress. Feedback from teachers will usually be verbal and will be given during lessons.

At the end of the school year, as part of each pupil's progress report, a grade for effort and a grade for attainment in PE will be given. These grades will be reflective of the individual's effort and attainment across the whole school year.

PE leaders will record and monitor participation in extra-curricular activities and competition throughout the school year. Any concerns about a pupil's health or performance during PE will be discussed immediately between the class teacher and parents/guardians.

## **Equipment and Resources**

Resources are kept primarily in the PE shed.

While pupils are not permitted into the PE shed, they may be required to assist in the collecting and returning of equipment from here. The pupils should be encouraged to:

- Look after the resources

- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to one of the PE Leaders as soon as possible. Any damaged apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe. All items must be returned to the place they came from for ease of use by other members of staff. **Differentiation**

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

In order to differentiate, teachers should refer to the STEP principle (Space, Task, Equipment and People). Often, differentiation will be by task or equipment. Further challenges may be set to extend higher attaining pupils, and pupils should progress through activities to suit the needs of the individual learner.

Any classroom support provided must extend into Physical Education lessons as appropriate. Teachers, support staff and outside agencies working with the children will be made aware of any pupils who have Special Educational Needs or medical conditions. The Inclusion Leader will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

### **Equal Opportunities and Inclusion**

Every pupil has equal access to National Curriculum physical education. Learning experiences are differentiated in such a way as to enable all pupils to access lessons and to meet the needs of each individual.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. All pupils will be given access to the full PE curriculum, regardless of gender, race, cultural or social background.

### **Staff Continued Professional Development (CPD)**

All staff should take part in professional development to ensure secure subject knowledge, current best practice and an awareness of health and safety procedures. Through their ongoing monitoring of the teaching and learning of PE, the PE leaders will be responsible in providing staff with appropriate CPD opportunities to support their confidence in delivering a high-quality curriculum. CPD opportunities will also be signposted by the PE leaders. Staff who attend a CPD course must provide feedback/disseminate the information where appropriate.

### **Adverse Weather**

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity,

or ideally, rescheduling the physical activity for another day. Work cards, sports quizzes, rules, tactics, fitness diaries, sport across the world are all suitable activities. A classroom based PE lesson is an excellent opportunity to check upon the learning that has occurred previously.

### **Extra-Curricular Activities**

Frimley believes every child should have the opportunity to participate in a broad and diverse range of recreational and sporting activities. We have an extensive programme of extra-curricular sports clubs for all year groups after the school day has finished, as well as some active lunchtime clubs. PE leaders will continually monitor extra-curricular activity and participation and will seek feedback from pupils to inform provision.

We are part of the Surrey Heath Primary School Sports Association (SHPSSA) which, together with 12 other primary schools, organises a range of competitive fixtures. All pupils will access competition through intrahouse tournaments (level 1 competition) as part of PE provision. Through SHPSSA events, pupils will also have plentiful opportunities to participate in inter-school competitions during their school journey.

To promote future participation in sporting activities, it is important that pupils are introduced to local clubs who can offer specialised coaching. We work collaboratively with a variety of local community sports clubs to provide curriculum and extra-curricular opportunities.

### **Autumn 2021**

#### **Appendix 1:**

Autumn 2020: Whilst under national and/or local restrictions as a result of the COVID-19 pandemic, it is probable that practice in PE will need to be adapted to ensure that provision is in line with Department for Education guidance <https://www.gov.uk/government/organisations/department-for-education>. The Senior Leadership Team will communicate guidance updates with teaching staff during this time to ensure practice is safe and in-line with government guidelines. Wherever necessary, PE leaders will adapt provision and support staff to ensure that PE and school sport is in-line with the current guidance.