

# Physical Education Policy

## Overview

This policy for PE teaching and learning is underpinned by the school's generic curriculum policy for foundation subjects that sets out guidelines, practise etc. that should be adhered to in all foundation subjects. The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording monitoring and reporting
- Key competencies

## 1) Aims and Opportunities

### 1.1 Aims

At Bridstow School we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education (PE). PE should provide opportunities for all pupils to become physically literate and confident in a way which also supports their health and fitness. Children should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active lives, as well as the values of sportsmanship, fairness and respect through the sports and activities they undertake. Our planning and practice is based upon the 2014 National Curriculum for Physical Education.

### 1.2 Opportunities

PE offers opportunities for children to:

- Acquire, develop and refine their practical skills and techniques develop a sense of enjoyment and pride in their ability to make
- Further their knowledge and understanding of PE concepts and principles and develop their overall competence
- Enjoy, and excel in, a broad range of sports and physical activities.
- Both participate and compete through P.E and sport. We ensure all children experience competition at some level, individually or in a team, within lessons.

## 2) Organisation and Planning

### 2.1 Time allocation

Children from Years 1 to Year 6 have at least two 60 minute lessons of PE a week during curriculum time. All children are taught by a qualified PE coach for one 60 minute session each week. In addition they are also taught one 60 minute session by their class teacher each week. Badger and Otter Classes have a swimming lesson once a week for a whole term during the Autumn and Spring. We also provide specific times for skill development during lunchtime and during extra-curricular clubs. We also recognise playtime activity as important in reaching our aims and objectives.

### 2.2 Planning

The PE Curriculum at Bridstow Primary School covers the National Curriculum Programmes of Study in PE, as stipulated in the PE National Curriculum 2014 document. The School has organised its PE curriculum to ensure that a broad and balanced coverage is ensured. This is supported by commercially available schemes including: Real PE, iMoves, Twinkl PE and Real Gym. Pupils develop physical skills, knowledge and understanding, as well as learning about fitness, co-operation, sportsmanship and fair play.

## 2.3 Health and Mental Well-being

The aim of teaching children about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. Physical health and mental wellbeing are interlinked, and we teach pupils to understand that good physical health contributes to good mental wellbeing, and vice versa.

At Bridstow Primary, in PE lessons, we teach the characteristics of good physical health and mental wellbeing. Pupils are taught about the benefits and importance of physical activity, exercise, diet and nutrition and how this can impact on their overall health and wellbeing. Children learn about the changes that can occur to their bodies, as a result of physical activity, and how being active can impact positively on their mental wellbeing. We go by the mantra, “healthy body. Healthy mind”.

## 2.4 Extending the curriculum

To increase opportunities and inspire children to be active, we regularly source Outside Providers to deliver activities which would not normally be covered in curriculum time. All visitors are expected to work within the framework of this policy. All visitors/coaches who attend School are expected to have an up to date CRB/DBS and provide this along with photographic I.D (passport/driving licence) on arrival for their session. Documentation should be checked by Admin. Staff, prior to entry. This policy should be made available to visitors if reasonably practicable.

Children participate in workshops/whole school events, sourced by School and delivered by Outside Providers, covering a variety of sports throughout the year. For example fencing and shooting, providing the children with an opportunity to experience new activities, learn new skills, improve their fitness and to try something new.

All children in KS1 and KS2 have the opportunity to participate in extra-curricular sports activities throughout the year. We have an annual inclusive Sports Day, with the emphasis on participation and achievement for all.

Children in KS1 and KS2 and SEND children also have opportunities to participate in the local Herefordshire School Sports Partnership Inter School sports competitions.

## 2.5 Management and organisation of resources

The PE leader will order resources at the end of each term to replace and maintain our current provision. A request for alternative or additional resources can be made at this time. The resources are stored in the central store (next to school hall) and should be carefully replaced after use. Also included in this area are supporting materials and sport specific clothing.

## 2.6 Health and safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with Risk Assessments and safe practice to reduce the element of risk to the absolute minimum within their control.

- Staff are aware of pupils who have SEN with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma
- Staff know about the safe practices involved in moving and using apparatus
- Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective. Our School provides a PE kit comprising of shorts and a t-shirt for all children and does not discriminate based on gender, race, disability, sexual orientation or belief. Trainers and black pumps are not provided.

- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics,
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in
- Equipment and apparatus is stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.
- School shoes are not permitted to be worn for PE

Staff teaching or attending PE should wear the PE kit provided by School and also consider their own and their pupils' safety with regard to their own additional personal clothing, footwear and jewellery when involved in the teaching of any sporting activity.

We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips, along with the requirement to record and submit all intended visits on the Evolve School Visits system. All School sporting trips and visits must have first been submitted to the EVC and Head Teacher for approval before a visit can go ahead.

### 3) Links with other subjects and key competencies

PE provides a natural opportunity for children to practice and improve basic skills such as spoken language, English and mathematics. In our PE activities we aim to provide learning opportunities for developing key competencies such as problem-solving, teamwork, negotiation, consumer awareness and organisation. Through evaluating the process and their final performance children will be encouraged to improve their own learning and outcomes. Children develop and apply knowledge and skills from music, science, computing and English in PE. Teachers will make links wherever possible to help raise standards in both subjects and enhance children's learning.

### 4) Inclusion

We comply with the Equality Act 2010 and are proactive in ensuring that all pupils, including those with SEN needs or disabilities are provided with a comprehensive programme of physical activity. For pupils with disabilities or health conditions we will endeavour to adapt activities to suit their specific individual needs, where possible. Where appropriate, this may mean providing specialised equipment, differentiating activities, offering a parallel or separate activity with a Support Assistant or 1 to 1 staff member, or setting a challenge appropriate to their skill level.

In order to provide equal opportunities for pupils with SEN and/or disabilities and for those children to gain full access to the PE Curriculum, we will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs, and
- Overcome potential barriers to learning and assessment for particular individuals and groups of pupils.
- Modify the curriculum to remove barriers, so all pupils meet the same objectives.
- In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone.

To overcome potential barriers to learning in physical education, some pupils may require:

- Adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities in the programmes of study and that enable the pupils to make progress
- Specific support they need to take part in certain activities or types of movement, and
- Careful management of their physical regime to allow for their specific medical conditions.

Assessment will take into account a range of factors in the context of the activity undertaken.

## **5) Assessment, recording, monitoring and reporting**

### **5.1 Pupils' recordings**

Swimming will be assessed by the swimming instructors at Ross Swimming Pool Centre in liaison with the class teacher. The PE Lead will be responsible for publishing Swimming data on the School Website, as per National Guidance.

### **5.2 Pupil evaluations**

Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to do to improve.

### **5.3 Subject Leader monitoring activity**

The subject leader will measure impact by:

- Regular learning walks
- Pupil questionnaires once per year
- PE Premium spend analysis, target setting and impact assessment
- Analysis of participation at after school clubs and LSSP (Local School Sports Partnership) competitions
- Assessment data
- Photo records of children's practical work