**Physical Education & Sport Policy**



**2023**

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| **Rationale** |

We strongly believe in the benefits that Physical Education (P.E) & sport provides our pupils and so we strive to ensure that it is an integral part of our children’s lives throughout their time at Plantation. P.E is a subject that develops pupils’ physical competence and confidence, and their ability to use these to perform a range of activities to a high standard. Also, P.E promotes opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups/teams. This improves their ability to work with other pupils and their resilience when tackling challenging tasks. Furthermore, regular P.E opportunities promote positive attitudes towards active and healthy lifestyles. The primary phase of education is fundamental in maintaining participation rates in further life, and so creating positive, enjoyable experiences for our children will only improve our future generation’s health and fitness. We will continue to promote P.E & sport at Plantation Primary in a wide variety of ways to ensure that our children experience the benefits mentioned in this section.

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| **Aims and Objectives** |

Below are the aims and objectives of P.E & sport at Plantation Primary school:

1. ***90% of children will leave Plantation Primary school physically literate.***

To achieve this, we will:

* *Ensure that all children have access to at least two hours of Physical Education during the week, by ensuring that the subject is a fixed part of the timetable.*
* *Create opportunities for all children to partake in extra-curricular sporting activity before, during and after school.*
* *Target specific children with extra-curricular activity to focus on their individual needs.*

1. ***Ensure that all of our children take part in competitive sporting opportunities during the school year.***

To achieve this, we will:

* *Create intra-school sports competitions each half term for children to participate in before, during and after school.*
* *Access inter-school competitions by liaising with Knowsley School Sports Partnership and the Halewood Cluster network.*
* *Ensure that extra-curricular sporting opportunities contain a competitive element during each session.*
* *Ensure that all P.E lessons apply the skills learned within a competitive opportunity at some point during the lesson.*

1. ***To improve the physical fitness of all of our children by the end of the school year.***

To achieve this, we will:

* *Continue to promote ‘Learning to Learn’ strategies during lessons to create active lessons.*
* *Ensure that all children have access to at least two hours of Physical Education during the week, by ensuring that the subject is a fixed part of the timetable.*
* *Deliver a balanced P.E curriculum that covers a wide range of activities, such as invasion games, health & fitness and swimming.*
* *Create opportunities for all children to partake in extra-curricular sporting activity before, during and after school.*
* *Provide intra-school and inter-school opportunities for our children to partake in throughout the school year.*
* *Target specific children with extra-curricular activity to focus on their individual needs.*
* *Provide information regarding external sporting opportunities through the School sport notice board and website.*

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| **Entitlement and Curriculum** |

**Early Years Foundation Stage (EYFS)**

We encourage the physical development of our children in the nursery and reception classes through the range of activities provided in and out of the classroom. The children benefit from their own outdoor play area and a selection of PE equipment to help develop their gross motor skills, co-ordination and control. The time spent in this area is also used to build upon and reinforce the skills practised in the curriculum lessons.

The Physical Education curriculum follows objectives set out in the Early Learning Goals. To aid the delivery of the subject, teachers have access to a scheme of work from ‘The P.E Hub’. EYFS will deliver 7 different P.E units this year:

* Outdoor Provision
* Gymnastics Unit 1
* Dance Unit 1
* Body Management Unit 1
* Body Management Unit 2
* Speed, Agility & Travel Unit 1
* Manipulation & Coordination Unit 1

These units have been carefully sequenced to develop the children’s confidence and skills in a progressive manner that does not overload the children. Therefore, our pupils develop a good level of fundamental movement skills (which are the basic motor patterns that are not learned naturally) such as locomotor skills (e.g. running and jumping), stability skills (e.g. twisting and balancing) and manipulation skills (e.g. throwing and catching). The focus on these skills within our EYFS units start our children on their P.E learning journey to mastering their motor competences so that they can make a range of physical actions (which include co-ordinating fine and gross motor skills) competently.

**KS1 (Y1 & Y2)**

All pupils are entitled to a progressive and comprehensive physical education programme which covers National curriculum requirements and takes into account individual interests and needs. At this stage of our children’s P.E learning journey, it is vital that enough time is given to practising and improving the fundamental movement skills that were introduced in EYFS. Therefore, our KS1 topic areas focus on skills rather than individual sports to ensure that our children are ready to apply their declarative knowledge to specific sporting contexts later in their learning journey.

The schemes of work from ‘The P.E Hub’ are designed to support our teachers in the delivery of our KS1 P.E curriculum. KS1 teachers will deliver 12 different units this year:

* Run Jump Throw Unit 1
* Dance Unit 1
* Attack Defend Shoot Unit 1
* Dance Unit 2
* Attack Defend Shoot Unit 2
* Gymnastics Unit 1
* Run Jump Throw Unit 2
* Gymnastics Unit 2
* Hit Catch Run Unit 1
* Send & Return Unit 1
* Hit Catch Run Unit 2
* Outdoor Adventurous Activity (OAA)

**KS2 (Y3 – Y6)**

From Year 3, our children’s P.E learning journey will begin to explore the rules, strategies and tactics involved in specific sports and activities. However, P.E lessons will continue to provide the children sufficient time to practise, ensuring that learning does not move on too quickly. As our children progress towards the end of the P.E learning journey, they will develop their procedural knowledge and understand when to apply their previously learnt skills, strategies and tactics in a set number of sports and activities. Focusing on a set number of different sports and activities will ensure that the children see the clear progress in what they have previously learned and how that will be used and developed in future topics and year groups.

KS2 will deliver lessons using ‘The P.E Hub’s’ scheme of work in a number of aspects that are in line with the P.E National Curriculum:

* Invasion Games (Handball, Basketball & Tag Rugby)
* Gymnastics
* Dance
* Outdoor Adventurous Activity (OAA)
* Net & Wall Games (Tennis)
* Target Games (Tri-Golf)
* Striking & Fielding (Cricket & Rounders)
* Athletics
* Swimming

KS2 children will receive a minimum of half a term of swimming lessons per year. These will be delivered by a qualified swimming instructor and by the class teacher (using The P.E Hub’s scheme of work).

Throughout the year, teaching staff will have the chance to work with our P.E specialist. When this opportunity is available to staff, lessons will be taught using a ‘Team Teach’ approach, whereby the P.E specialist and staff member work collaboratively to deliver the lesson. This will result in our teaching staff gaining CPD opportunities through curriculum time.

**Participation**

Our Covid-19 policy of having children attend school in their P.E kit on their P.E days has now been kept as a permanent change, meaning that children should not be missing P.E lessons due to not having kit. If a child does forget to attend school in their P.E kit, parents/carers should be contacted and asked to bring in a P.E kit for their child to wear. If this cannot be completed in time for the lesson, the child can wear the school’s spare kit for the lesson. After the completion of the lesson, children will return the borrowed kit. Any child that has not brought appropriate kit into school for their P.E lesson should receive a letter outlining the days that their class takes part in P.E.

Also, children should not be missing P.E lessons through injury, unless a letter is provided by parents/carers or there has been an incident during the school day that has been recorded. In instances where children do miss lessons because of injury, they should be included within lessons through ways such as

* Leading warm up activities by demonstrating (if possible) stretches/activities.
* Officiating/recording competitive opportunities during lessons.
* Becoming a ‘coach’ by observing skill based activities and providing feedback to the participating children orally or through other forms of communication (e.g. video on an iPad).

**Equal opportunities**

All pupils will have the same access to the subject, regardless of their gender, disability, race or cultural background. Pupils will have opportunities to study physical activities from multi-cultural sources (for example through dance). All pupils should be provided with learning experiences that are aimed to enable them to experience success and pleasure, gain confidence and acquire competence.

**SEN and G&T pupils**

The PE curriculum should fulfil the needs of all pupils. The planned curriculum should take into account pupils with EHCP’s/PPP’s that may address sensory, physical, cognitive emotional and or behavioural difficulties. Where appropriate, arrangements for extra adult and/or specialist help may be sought. If a programme needs to be adapted, then the class teacher will do so in consultation with the subject leader and SENCO, where appropriate. Where pupils show specific talents in PE and specialist support or coaching is required that may be beyond what the school can provide, we will ensure we provide advice, guidance and support to the child and their family to ensure that their specific talent is developed.

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| **Teaching and Learning** |

PE lessons are taught by either classroom teachers or HLTA. Outstanding P.E lessons should contain the following elements:

**Purpose**

Lessons should have clear objectives and defined learning outcomes which should be explained to pupils at the beginning of the lesson. These should also be reviewed at appropriate times throughout lesson. Furthermore, the children should be analysing their achievements and improvements in relation to the intended learning outcomes. The learning objective should also be related to ‘real-life’ sporting situations, so that children are aware of the situations that the skills learned could be applied.

**Progression**

Lessons should be structured so that skills are learned, developed and then applied to competitive situations (when possible). The learning of these skills should be reviewed at appropriate parts of the lesson, with the children leading this through demonstrations, verbal feedback and technology use (when possible). Lessons should follow on from previous learning and progress in difficulty where appropriate through the use of differentiation strategies.

**Pace**

Lessons should be planned so that activities are delivered at a pace that keeps the children engaged throughout. However, the pace of activities should also be adapted during lessons depending on the ability and success of the pupils involved.

**Differentiation**

Lessons should be challenging for all pupils by differentiating the activities using the S.T.E.P approach. Below are some examples as to how this approach can be applied:

***Space***

*Modify the space by increasing or decreasing the area in which a task is to be completed (e.g. amount of mats used in gymnastics to perform sequence). Also, this can be applied by changing the distance or areas in which to score points (e.g. larger/smaller goals in football).*

***Task***

*Modify the task by changing the demands (e.g. strike the ball anywhere with the cricket bat to aiming at a particular part of the outfield), the rules of the activity (e.g. amount of passes needed before shooting in basketball), the number of times the child repeats the task or the amount of time that the child has to complete the task (e.g. time for an orienteering task to be completed).*

***Equipment***

*Modify the equipment by changing the size of the target (e.g. larger/smaller goals in football), level of equipment (e.g. size 3 and size 4 basketballs), size of the equipment (e.g. use of a tennis racket in rounders) or the arrangement of the equipment (e.g. travelling in gymnastics by arranging benches/horse/movement tables in different ways).*

***People***

*Modify the people involved by altering the amount of children within a task (e.g. independent/pairs/2v2/4v4), by electing leadership roles (e.g. team captain or performance analyser) or by pairing same/different abilities together.*

**Pupils’ responsibility**

In lessons, pupils are encouraged to display leadership qualities through delivering warm ups/cool downs, reviewing their own or others’ performances and by managing/officiating competitive situations. When possible, lessons should allow the children to be creative and involved in the creation of activities/competitive situations for others to participate in. Also, lessons should promote the development of qualities such as teamwork, resilience and sportsmanship.

**Support Staff**

Lessons should ensure that any Learning Support Assistants available are deployed appropriately to the given tasks and the children within the lesson.

**Cross-Curricular Opportunities**

When appropriate, P.E should be used to promote learning in other areas of the curriculum such as Computing, Mathematics, English and PSHE through the use of schemes such as ‘The Primary League Primary Stars’ and resources such as ‘ABall 1’. CPD for staff will be delivered to support this.

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| **Health & Safety** |

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Safety aspects are discussed with pupils prior to and during each PE session when they are asked to identify risks to themselves and others (e.g. appropriate noise/voice levels, use of space, distance environment). Pupils are taught how to improve their own abilities to assess risk. It should be noted that, in the event of an emergency, phones/two-way radios are within a short distance of all PE lesson locations and first aid boxes are available from the school office. All staff know what action to take, including calling for assistance in the event of an accident. Any specific equipment for children in each class (e.g. Inhalers for pupils suffering from asthma) should be taken to every P.E lesson.

**PE Kit**

Children must be dressed appropriately for PE lessons, whether they are learning inside or outside. Children need a T-shirt, shorts and trainers for indoor PE. They will need an additional sweatshirt and tracksuit bottoms for outside PE. These are essential when the weather is colder. Children must wear trainers with suitable ankle support for all lessons. Children participating in out of hour clubs/competitions must change out of their whole uniform and wear PE kits. All regular PE rules apply for the clubs/competitions.

The appropriate dress code for P.E is also outlined on the school’s website and on individual class website pages.

Furthermore, the Governing Body expects teachers to set a good example by wearing appropriate clothing when teaching P.E (e.g. trainers, tracksuit). This also ensures their own safety. The subject leader will provide each teaching staff member with a P.E top to wear (if they desire one) but it is not mandatory that it is worn.

**Jewellery and Hair**

No jewellery is to be worn for physical activity, including watches. The general school policy states that children should not be wearing jewellery such as necklaces and earrings. If children attend school wearing jewellery, these items should be removed (if possible to do so). In cases where jewellery cannot be removed (e.g. stud earrings), children can continue to wear the jewellery but tape should be used to cover the area(s) where possible. Long hair must be tied back.

**Equipment**

Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. Pupils are made aware of safe practices when undertaking any activity, (e.g. not jumping or running in front of others, etc.). Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

Regular checks are made on all equipment. The subject leader makes frequent visual checks to wear and tear and security of major items, and all staff are responsible for visual checks both before and after use, reporting to the subject leader if any items show wear and tear or are unsafe to use. Any items constituting a danger are taken out of use immediately and the subject leader is informed of any faults. All large items of equipment are inspected annually by an independent safety expert under a contract set up by the school, including the outside ‘trim trail’.

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| **Government Guidelines of 30 minutes of Physical Activity per day** |

We aim to achieve the government guidelines of 30 minutes of moderate physical activity per day through the following:

* Learning to learn strategies applied within all subject lessons to encourage active learning.
* Making intervention sessions active when possible.
* Break and lunch time timetables set up to encourage children to participate on our trim trails and play with sporting equipment
* Extensive extra-curricular opportunities for all year groups before, during and after school.
* Regular intra-school competitions delivered before, during and after school.

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| **Extra-Curricular Activity** |

In addition to the allocated curriculum time, children have access to extra-curricular activities operating every day before, during and after school. These clubs are open to all children within the allocated age range to attend, and are run by staff and external coaches. We also use our extra-curricular programme to target specific groups of children to support school, local and national agendas.

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| **Leadership & Management** |

The subject leader is responsible for overall curriculum planning, the management of the subject, the provision of equipment and its accessibility. The head teacher is responsible for the overall implementation of the physical education policy.

**The Subject Leader key roles are:**

* To monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues
* To organise resources through carrying out a resource audit, ordering new resources and managing the PE curriculum budget effectively.
* To support other members of staff by demonstrating good practice, commitment and enthusiasm; organising INSET opportunities, leading curriculum development meetings and giving advice on assessment and recording.
* To communicate the school policies by writing and reviewing curriculum policies liaising with outside agencies to keep up to date with developments and overseeing the extra-curricular activities that relate to Physical Education.
* To attend the school sports meetings

**To develop staff confidence and competences in teaching physical education:**

* The subject leader attends courses as appropriate.
* The subject leader arranges for other staff to attend courses as appropriate.
* The subject leader arranges for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice.
* Where necessary, the subject leader leads (or arranges) school based training matched to identified needs of staff.

**Assessment and Recording**

The teaching adult will assess the children’s work in PE by making assessments as they observe them working during lessons. At the end of each unit of work, the teaching adult should record on the assessment framework sheets the children who

* do not meet core end points
* meet core end points but not additional end points
* meet core, additional and further end points

Children who have not been recorded on the sheet are deemed to be at the expected standard. This information should be used during the planning process of future work for the children in their class. These records should also be used by the teaching adult to make an annual assessment of progress for each child, as part of the child’s annual report to parents. The teacher passes this information on to the next teacher at the end of each year, with year 6 assessment going to the Secondary school. This information is also available to the subject leader to use appropriately (e.g. target Lower ability children with extra-curricular activity).

Swimming assessments are also carried out by swimming instructors and teaching adults after a unit of swimming. This data should also be passed onto the class’ next teacher and the subject leader. For Y6 children, this data is also displayed on the school website and within the school’s ‘Use of Sports Premium Funding’ document that is also displayed on the school website.

**Monitoring and Evaluation**

PE is part of the school’s monitoring cycle and the subject leader will monitor and evaluate the subject through lesson observations, pupil interviews, staff questionnaires, learning walks and planning. Furthermore, reports are given to governors at curriculum meetings every term to identify achievements and further development points.