

# CALSHOT PRIMARY SCHOOL

## PE Policy



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

## **Overview**

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

## **Funding**

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer.

We use the premium to:

- Develop or add to the PE and sport activities that we already offer;
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that we should expect to see improvement across: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;

- The profile of PE and sport is raised across the school as a tool for whole-school improvement;
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to all pupils;
- Increased participation in competitive sport.

As part of the funding criteria we are required to publish details (on our website) of how we plan to spend the monies and a review of the impact on pupil outcomes.

## **Aims/Objectives**

In order to promote active and healthy lifestyles all children should:

- be physically active
- adopt the best possible posture and appropriate use of the body
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance
- understand the need for personal hygiene in relation to vigorous physical activity

In order to develop positive attitudes all children should:

- follow the conventions of fair play and honest competition
- cope with success and limitations in their performance
- persevere with and consolidate their performances
- be mindful of others in their environment

## **Strategies**

At Calshot School, PE will be taught through;

- Exposition (demonstration, explanation and instruction) by the teacher to the class, groups or individuals
- Practical activity and related discussion
- Co-operative group work
- Consolidation and practice of fundamental skills
- Opportunity to discuss and reflect on their work through a plenary
- Use of professional/qualified coaching to enhance current provision within school
- Links made to Mental Health and Healthy Schools
- Extended high-quality provision through after school activities making use of the qualified sports coach
- Use of community facilities - local swimming baths

Children are entitled to high-quality PE lessons. See below for time entitlements. Individual class timetables make reference to the lesson times for PE lessons. These are reviewed annually.

## **Curriculum**

The areas of physical activity (games, gymnastics, dance, athletics, swimming and out-door activities) are set out in the Foundation Stage Curriculum and National Curriculum 2014. The PE curriculum at Calshot Primary is based on these requirements and is detailed on the year planner.

Calshot have adopted PE Resources Bank scheme of work for the teaching of skills in PE. Each year group will learn PE in accordance with the long term planning. This will ensure continuity and progression through school in order to continue to improve standards in PE.

## **Areas of activity**

### **Early Years**

Pupils should be taught:

#### **Games**

- Spatial awareness
- Basic motor skills
- Co-ordination and control
- Aiming, predicting and estimating

#### **Dance**

- Using their imagination in art, design, music, dance, imaginative role-play and stories

### Gymnastics

- Travel around, under, over and through balancing and climbing apparatus

### Games (KS1 and KS2)

Pupils should be taught:

- Simple competitive games
- A variety of ways to send, receive, strike and travel with/without a ball
- Games which include running, chasing, dodging, avoiding and awareness of space and other players
- To develop core skills in attacking, defending, invasion, striking and fielding
- To play small-sided and simplified versions of net/wall and target games

### Gymnastics (KS1 and KS2)

Pupils should be taught:

- To use technical vocabulary
- To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing)
- To link movements on the floor and apparatus
- To repeat movements / develop sequences
- To develop complex movements

### Dance (KS1 and KS2)

Pupils should be taught:

- To compose and control movements by varying shape, size, direction, level, speed, tension and continuity
- Investigate different genres of dance
- To express feelings moods and ideas
- To respond to various stimuli including music

### Athletics (KS1 and KS2)

Pupils should be taught:

- To develop and refine basic running, jumping and throwing techniques using a variety of equipment
- To measure, compare and improve their own performance

### Swimming (Y2 and KS2)

Pupils should be taught:

- To swim unaided, competently and safely for at least 25m
- To develop confidence in water
- To develop floating skills and support positions
- To develop an effective and efficient swimming strokes on the front and back
- To understand and follow basic water safety and survival skills

### Outdoor Activities (Y5)

Pupils should be taught:

- To perform outdoor and adventurous activities in a variety of environments
- To face physical and problem solving challenges individually and collaboratively

### Role of Curriculum Subject Leader

- With the Head teacher, to share a role in the monitoring and evaluation of the PE curriculum throughout the school.
- To encourage other members of staff in their teaching of PE and to give support where appropriate.
- To encourage staff to work within the guidelines laid down in the PE policy.
- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the Policy and Scheme and resources on a regular basis.
- To manage a budget to purchase in line with the school's needs.
- To support members of staff in the use of effective planning, assessment and recording systems.
- To oversee an annual inspection of all PE equipment.
- To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.
- To work collaboratively with the Sports Coach

### Outcomes

Planning for PE is initially shown in long term plans, which incorporates PE Resources Bank themes.

High-quality lessons should include:

- A learning objective
- A whole class risk assessment

- Teaching the children to warm up safely
- The teaching of skills and techniques
- The application and adaptation of learnt skills in games activities
- Modelling of correct technique
- Use of correct and specific technical vocabulary
- Performance and evaluation of each other's work
- Work which reflects the learning objective
- Teaching the children to cool down safely
- Teaching the children the impact PE has on their bodies

### **Monitoring and Evaluation**

Summative and formative assessment in PE is carried out by class teachers:

- Informally during the course of teaching through observation
- Children to complete a self-assessment at the end of each unit of work. This self-assessment is used to support children in being reflective in their lessons and with their achievements
- At the end of each unit of work teachers to complete an informal pupil assessments in order to update the children's attainment and progress in that area of PE that is recorded on the end of year Foundation Subject Assessment grid.
- These are used to assist in reporting to the parents on the annual school report and passed on to the following class teacher
- To inform future planning

### **Inclusion**

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil.

*More Able and Talented* pupils and children with *Special Educational Needs and Disability* will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

### **Equality**

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

### **Resources**

All teachers have access to centrally stored PE resources. All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually.

## Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's Risk Assessments. All staff have a copy of the Health and Safety Policy on the school website.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance through the lesson
- All jewellery should be removed and stored safely before each lesson
- If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently
- All long hair should be tied back
- Suitable clothing should be worn for each lesson (see school prospectus for correct clothing)  
Children should not engage in physical activity without correct kit
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE
- For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)
- All children with a verruca should wear pumps

Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. Parents will be informed if it is not provided after two consecutive occasions of no PE kit.

- Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term for cleaning.

When travelling to sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

- All children wear seat belts
- All supervising adults to be aware of risk implications
- All supervising adults that attend swimming to hold a current DBS

- All transporting adults to be fully insured
- Parent permission for taking children out of school obtained
- After school competitions children to be transported by their parents or a responsible adult who the child's parents have given permission. School to be informed.

Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school.

### **Out of School Hours Clubs**

Depending on the time of the year, Calshot provides opportunities for children in wide variety of areas. These after school clubs are updated and changing according to the interests of the children. After school clubs are available for children to attend from Reception to Year 6 and if required there is a subsidiary available where finance may be an issue.

All sports clubs are open to both girls and boys and are delivered by qualified coaches, sports coach or teachers who deliver high quality lessons. The provision of Out of School Hours sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.

This policy was reviewed and agreed by the 'Curriculum and Achievement Committee' on 1<sup>st</sup> October 2020.