



Highfield Primary School Policy for Physical Education

Introduction

At Highfield Primary School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks, will help pupils, irrespective of their innate ability, enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

Providing a balanced range of individual, paired and group activities, in addition to, co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad physical education curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupils' ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with our work on maintaining and improving our Healthy Schools and our School Games award status.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE, science and ICT skills.

Curricular Aims:

1. To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency **[acquiring and developing]**.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas **[selecting and applying]**.
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance **[improving and evaluating]**.
4. To develop an understanding of the effects of the exercise on the body, and an appreciation of the value of safe exercising **[knowledge and understanding of fitness and health]**.
5. To develop the ability to work independently, and communicate with and respond positively towards others **[working alone and with others]**.



6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being **[applying safety principles]**.

High quality PE and School Sport

What is high quality PE and school sport?

'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities'.

The basic principles of high quality PE and sport

High quality PE and sport always:

- Enables all young people, whatever their circumstances or ability, to take part in and enjoy PE and sport
- Promotes young people's health, safety and well being
- Enables all young people to improve and achieve in line with their age and potential

The impact of high quality PE and school sport on young people and schools

When PE and school sport provision is of the highest quality, all young people will, to the best of their abilities, develop and demonstrate the following personal qualities:

- a strong desire to learn and make progress;
- high levels of dedication, attendance and involvement in PE and school sport; high levels of commitment to PE and school sport
- good levels of positive behaviour such as politeness, fair play and helpfulness; and
- high levels of enjoyment and enthusiasm and a strong desire to get involved

Developing these personal qualities affects young people's attitudes to school and learning. This has a positive impact on the whole school and can lead to whole school improvement.

We want our pupils to:

- show commitment to PE and school sport
- know and understand what they are trying to achieve
- understand that PE and sport are part of a healthy, active lifestyle
- have the confidence to get involved
- have the skills and control that they need
- willingly take part in a range of activities
- think about what they are doing and make appropriate decisions



- show a desire to improve and achieve
- have stamina, suppleness and strength
- enjoy PE and school sport



Entitlement

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum NC and foundation stage guidance, which takes account of individual interests and needs.

In the Foundation Stage, practitioners should:

- Plan activities that offer appropriate physical challenges Provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment and whenever possible teach just half the class in each session
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

During **Key Stage 1**, pupils should be taught knowledge skills and understanding through **motor-skills, dance, gymnastics** and **games** activities. ([see for an example of a Y1 Games programme](#))

Key Stage 2 pupils should have access to all components of the National Curriculum Programme of Study, (**Athletics, Dance, Games, Gymnastics, Outdoor Education and Swimming**) so that a realistic attempt is made to achieve the expected levels of performance as set out in the NC level descriptors.

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which challenge all children.



Safe Practice in Physical Education (2020)

Safe Practice in Physical Education should be paramount when planning PE activities. All teaching and non-teaching staff should be aware of the following document and know where it is located in the school.

This document can be found on the school shared drive and with the PE Planning file in the PE shed for Sports Coaches. Risk assessments should be included in lesson plans, and safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.

- First aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible.
- Regular checks should be made on all equipment. The Co-ordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the Co-ordinator when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.
- All large items of PE equipment are inspected annually by an independent safety officer under a contract. (undertake this task, usually in the summer term).
- Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. (See Apparatus Handling Document, Appendix B)
- Children should be made aware of safe practice when undertaking any PE activity, (e.g. not lifting hockey stick or cricket bats dangerously, not jumping or running in front of others, etc).
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. It is recommended that children do not wear any jewellery for PE lessons.
- Good class control is fundamental to safety.
- Children must know the importance of responding readily to instructions (refer to school behaviour policy for procedures in event of unacceptable behaviour).



PE Kit

All children should come to school in their full PE kit on the days of their PE lessons (twice a week). Our PE kit consists of:

- A t-shirt in the child's team colour, bearing the school logo on the front and black shorts in KS2. A white tshirt and black shorts in KS1.
- Trainers or plimsolls – that fit properly, can be properly tied up and are different to shoes worn in school

T-shirts, shorts and PE bags are can be purchase from Smiths Schoolwear
<https://www.smithsschoolwear.co.uk/>

Plain navy or black tracksuits may also be worn for outdoor activities in cold weather. Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work with bare feet.

No jewellery should be worn for PE (children wearing earrings that cannot be removed will be asked to cover them with Micropore tape).

Long hair should be tied back (we have a supply of hair bands).

Children who persistently forget to wear their PE kit on the class' specified PE days, should be reminded of the importance of PE and, if necessary, a note should be sent to their parents asking for their co-operation (available on the staffshared drive PE Leader).

In the summer, children are expected to wear hats and sun cream.

For Year 5 children, swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice. Children with long hair must wear swimming hats

Children should only miss PE lessons on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher.

Non participants should be included in the lessons. They can take the role of an evaluator, coach score keeper etc.

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.



Planning

The PE curriculum should be planned to provide a balance of activities within the Programmes of Study. The school uses the LA scheme of work, which is based on the QCA units of work and YST TOP products.

Part of PPA cover is undertaken by outside sports agencies, SJW Sports and Pro Elite, who are expected to plan their own activities though LA plans are available to them. They must ensure curriculum coverage and take responsibility for planning activities in line with the schools curricular aimed stated earlier in this policy. The Sport Coaches provided by SJW Sports and Pro Elite are observed by the P.E. Leader to ensure good quality teaching and children's progression.

The long term and medium term plans, all units of work, TOP resources and other useful resources are all stored on the school's shared drive both in year group planning folders and in the PE folder, and are updated by the PE Co-ordinator whenever necessary. Teachers will need to identify their risk assessments, differentiated learning tasks and assessment opportunities in note form on their short-term plans. All lessons should include heart-rate raising warm-up activities, mobility exercises and stretches before the main task, and cooling down activities at the end. All lessons should also include aspects of the curricular aims listed on p10 (acquiring and developing, selecting and applying, improving and evaluating, knowledge and understanding of fitness and health).

Implementation and Challenge

The following should be considered when planning lessons to ensure progression:

- Making links between previous experiences and new skills
- Setting tasks which develop new knowledge and understanding
- Moving from familiar to unfamiliar contexts
- Planning to include elements of difficulty, variety and quality within each



activity

As children become older and more mature, progression should involve:

- The application of existing skills and knowledge to more complex situations, e.g. working in larger groups, using different apparatus etc.
- Increasing confidence to work independently
- Developing children's ability to assess their own work and that of others, against criteria decided by themselves.

Quality PE lessons should include challenges for pupils, which involve developing:

- feeling of improvement
- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

LA Progression of skills documents throughout KS1 and KS2, are available on the shared drive in the PE folder.

Differentiation

As all children have differing needs, abilities and interests, it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes. Children's self-confidence in their abilities within PE is crucial, and teachers must be sensitive to the range of demands, which may be made. Differentiated learning tasks must be identified on the short-term plans.

Teachers decide pupil groupings for PE. These may be sometimes by ability, behaviour and or friendship (usually houses.) Children knowing their 'PE groups' helps the organisation of lessons, particularly in small group games and dance and gymnastics compositional work.

Time Allocation

At Highfield Primary School we aim to provide all of our pupils with at least 2 hours of high quality PE, sport and physical activity each week (see sections below on daily physical activity, active lunchtimes, out of school hours learning and Sports coach times). We will also be working on increasing this in line with Government expectations (60 minutes of daily sport and physical activity), through further extra-curricular and/or community programmes.

Fit in 15 takes place 3 times a week in KS2 and 2 times a week in KS1. Children run around the Highfield line/Heartline for 15 minutes to improve stamina, mental and physical wellbeing. (Our aim is to increase these timings to 5 times a week)

The hall is timetabled for one session per class per week and the playground is also timetabled for outdoor PE once a week. The latter takes place throughout the year with pupils suitably dressed.



PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements should be made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks, class activities based on knowledge and understanding of fitness and health) or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Active Lunchtimes

At lunchtimes pupils are supervised by trained Play Leaders who, along with our Young Sports Leaders (see below), provide purposeful skill and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living. These will be monitored by the subject leader. The Team Captains will be allocated different days to run a sports activity for their designated Year Group for that week.

Young Leaders

There are 4 Pupil Leaders/Team Captains for each team from Y5 and Y6, they are given the opportunity to take on a role that will:

- Encourages pupils to take responsibility and develop leadership skills
- Develops skills such as organisation, communication, confidence and self-esteem alongside planning and self review
- Provides the opportunity for older children to work with younger children thus promoting integration, social inclusion and most importantly – physical activity.

The Young Leaders will also take an active role on Sports Day and other Sports Events.

Sports Leaders for each class are chosen every year to carry out in-class responsibilities – see first 2 bullet points above.

Out of School Hours Learning

Highfield Primary School has begun to offer a wider range of lunchtime and after school sports opportunities. These are open to any pupil in the relevant year group. Staff will assist lunchtime supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils of any cancellation or rearrangements of clubs as soon as possible. A timetable of clubs at Highfield Primary School is also available on the staffshared area on the network.

There are a range of clubs run by the sports coaches, outside agencies or by members of staff. Where possible, staff members who express an interest in an area of P.E. will receive the relevant training to allow them to improve the P.E. provision within our school, and where possible staff will undertake new clubs in pairs as their time, effort and good will is appreciated by the school.