

# **Woodlands Primary School**

## **PE Policy**



**Updated: September 2024**

**Review Date: May 2027**

# **WOODLANDS PRIMARY SCHOOL**

## **PHYSICAL EDUCATION POLICY**

### **Aims and Objectives**

Physical education develops the children's knowledge, skills and understanding, so they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, athletics, outdoor activities and swimming. Physical Education is linked into other areas of the curriculum not only in aims and content but in the way in which children learn and apply their skills and knowledge. Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy life style. Thus we enable them to make informed choices about physical activity throughout their lives.

### **Aims**

- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To encourage children to work and play with others in teams as well as individually.
- To develop the way children perform skills and apply rules and conventions for different activities.
- To increase children's ability to use what they have learned to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise.
- To develop the children's enjoyment of physical activity through creativity and imagination.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To ensure children are physically active for sustained periods of time to improve their own physical fitness.
- To encourage children to lead healthy, active lives.

### **Teaching Across the School**

We deliver two hours of high quality physical education every week.

### **Subject Specific Information**

There is a wide range of extra curricular activities available in this school, some funded by parents/carers, others run on a purely voluntary basis. The extra curricular clubs make provision for children to develop their talents and give all children an enjoyable experience in which to develop both their social and physical skills. Children also have the opportunity to participate in outdoor residential activities in Y2 and Y6. Children in Y4 also attend 10 sessions of swimming during the year at the EPSV swimming pool.

### **Teaching and Learning**

We use a variety of teaching and learning styles in PE lessons. Our principle aim is to develop the children's knowledge, skills and understanding. We do this through a mixture of whole class teaching and individual/group activities.

Teachers draw attention to good examples of individual or group performance as models for the other children and encourage the children to evaluate their own work as well as the work of other children.

In all classes there are children of differing ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the individual child.

## **Planning**

PE is a foundation subject in the National Curriculum. PE lessons in the Early Years Foundation Stage are planned and delivered using the support and guidance of 'Development Matters in the EYFS' document. KS1 and KS2 plan from the National Curriculum. Teachers utilise Complete PE, an interactive planning resource designed to support high-quality teaching and learning in Physical Education. This platform provides comprehensive, curriculum-aligned planning materials that cover all contexts of the national curriculum. It enables staff to clearly identify specific learning objectives for each lesson and offers detailed guidance on lesson delivery, ensuring consistency and progression across all year groups. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, the children are increasingly challenged as they move up through school.

## **Foundation Stage**

Physical Development is a prime area of the revised EYFS and is thus regarded as fundamental in underpinning learning and development across all areas. Physical Development supports a child to remain an active, effective and motivated learner.

We encourage the physical development of our children in the foundation stage as an integral part of their work. We encourage the children to develop confidence and control of the ways in which they move and how they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills, knowledge and understanding. Children's knowledge and understanding of a healthy lifestyle and safe choices they can make are also developed.

## **Key Stages 1 and 2**

Children are to :

- Be assisted to plan, refine and adapt performance when working with others
- Be encouraged to develop, consolidate and combine physical skills through practise and rehearsal
- Be able to remember, select and repeat a range of movements and perform more complex sequences alone and with others
- Be helped to explore and present different responses to a variety of tasks and stimuli
- Be given opportunities to work alone to ensure the development of their own personal skills
- Be taught to help themselves to improve by making simple evaluations on their own and others' performance
- Be helped to understand their roles as members of teams/groups and take into account others' ideas; working co-operatively as well as competitively.
- Be taught to understand the value of, and demonstrate, sustained activity over appropriate periods of time
- Be taught to understand the immediate and short term effects of exercise on the body,
- Be taught to understand and demonstrate how to prepare for particular activities and to recover afterwards.

## **ASSESSMENT, RECORDING AND REPORTING**

Teachers assess children's work in PE by making assessments as they observe them working during lessons based on knowledge of the pupils and the content of the work. As no two performances are the same, a number of performances will be observed before consistency can be confirmed and evidence can be collected, for example; photographs, digital recording etc. Judgements can then be made according to the National Curriculum levels or for EYFS Development Matters Statements and ELG (early learning goals) and then this enables the teacher to make annual assessment of progress for each child. The teacher's assessment is put onto our school assessment tracker, 'Insight', and this information is then passed on to the next teacher at the end of each year.

## **EXPECTATIONS**

**Foundation Stage** – The statutory early learning goals establish national expectations for most children to reach by the end of Reception Year.

**Key Stage 1** – Working inline with National Standard

**Key Stage 2** – Working inline with National Standard

## **INCLUSION**

We teach P.E. to all children, whatever their ability, as P.E. forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of the children with learning difficulties, and work in PE takes into account the targets set for children in their individual educational plans (IEPs).

## **EQUAL OPPORTUNITIES**

All children in our school are entitled to a comprehensive programme of physical activity which provides the opportunity to meet the expectations outlined in the PE National Curriculum. Physical activity opportunities for all are offered both within and outside of curriculum time.

## **PARENTAL/COMMUNITY INVOLVEMENT**

We encourage strong links with the wider community to enhance our Physical Education provision. A range of external providers now offer after-school clubs, alongside parent-led and staff-run clubs, giving pupils access to a variety of extra-curricular sporting opportunities. These clubs cater to children across both Key Stage 1 and Key Stage 2.

We also maintain regular contact with local schools through cluster meetings, which allow us to organise and participate in inter-school sporting events, promoting collaboration, competition, and a sense of community.

## **HEALTH AND SAFETY**

All children must be appropriately dressed. For indoor work - bare feet or pumps (as appropriate) and for outdoor work - pumps or trainers. No jewellery must be worn and earrings removed. If earrings cannot be removed they must be covered with tape during PE lessons. Long hair should be tied back and hair bands should also be removed. If this is not possible, then the child should "sit out" for those activities where safety may be compromised, and be involved in the lesson in ways that exclude direct physical participation.

**Staff:**

- Are expected to wear appropriate clothing and footwear for all P.E. lessons.
- Should always start the lesson with a warm up
- Should at all times be in a position to view all the children working
- Tasks set should be suitable for age and ability of children
- Should always conclude the lesson with a cool down

**Accidents**

The teacher should instruct the rest of the class to sit quietly and calmly, while they attend to the child/children.

The class may be asked to leave the PE area under supervision of a colleague.

If there is any doubt do not move the child (children) - send for the qualified first aider.

Ensure any accident is reported and recorded.

Any injury or bump to the head should be treated with special care and reported to the parent or carer of the child concerned in accordance with school Health and Safety policy.

**Equipment**

The safe use of equipment will be encouraged at all times and children will be trained to lift, carry, place, use and store it in a safe manner. The teacher will check all the equipment before the children use it and also the area that the lesson will be taken place. The hall floor should be clean and not slippery and there should be no protruding objects, sharp corners etc. All adults working at the school have a responsibility to report any defects in the equipment that need attention to the PE co-ordinator.

**Pupils should be taught to:**

- Be concerned with their own and others safety in all activities undertaken
- Understand the importance of warming up for and recovery from exercise thus preventing injury
- Adopt good posture and correct use of the body at all times
- Lift, carry and place equipment safely
- Observe the rules of hygiene
- Understand why particular clothing, footwear and protection are worn for different activities
- Understand the safety risks of wearing inappropriate clothing, footwear and jewellery
- Respond readily to instructions and signals within established routines and follow relevant rules and codes

**Fixed Apparatus**

Staff should supervise the erection of wall bars - children should not be allowed to undertake setting up and bolting down the frame without assistance.

Staff must check that the bolts are securely fixed in the holes in the floor.

Staff must check that the ladders are in place securely.

The equipment is inspected annually by an outside agency.

## **Placement**

Apparatus should be placed ready for use with sufficient space between pieces/combinations for children to move safely.

Mats should be considered as pieces of apparatus and not only as landing areas.

Mat placement should be considered by the teacher when planning lesson.

A record of all pupils with medical conditions, which may affect their ability to participate in physical activity, is kept by each class teacher.

First aid resources – See H and S Policy.

## **RESOURCES**

There is a wide range of resources to support the teaching of P.E. in school. Equipment is stored in the P.E. container and store rooms. Large apparatus is stored around the hall and we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. The children can use the school field and playground, on both sites, for games activities. All year groups have access to small equipment and designated play areas during playtimes. We run the Junior Joe's initiative, which is linked to the Commando Joe's programme. Selected pupils are trained to lead games and activities during lunchtimes, promoting teamwork, resilience, and a sense of challenge across both Key Stage 1 and Key Stage 2. These pupil leaders are easily identifiable by their distinctive Junior Joe's vests, and they play a valuable role in encouraging positive, active play during break times. Rotas and supervision is provided by the Teachers, TAs and Middays. Children in the EYFS have free access to designated outdoor play space.

## **MONITORING AND EVALUATION**

The monitoring of the standards of children's work and of the quality of teaching in P.E. is the responsibility of the PE co-ordinator. The work of the co-ordinator also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Children with a range of talents regularly represent the school at sporting events eg swimming gala, cross country, football etc. If children demonstrate a particular talent in a given area, we signpost them to coaches/additional activities.

Reviewed: Beth Shepherd, September 2024

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