



Physical Education Policy

**Westmorland
Primary school**

September 2024

Rationale

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 and improves their strength. 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.

At Westmorland, we aim to be **MORE**, learn **MORE** and apply **MORE** in every PE lesson. We aspire to deliver **M**emorable Learning and **E**xperiences, whilst increasing **R**eadings and **O**racies skills as much as possible through PE. We intend to develop children's knowledge, skills and understanding of Physical Education, so that they can perform with increasing competence and confidence in a range of physical activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Aims

- ✓ To aid our children's physical development and fitness, building stamina, suppleness and strength.
- ✓ To promote a positive, enthusiastic and committed attitude to Physical Education through fun and enjoyable lessons and activities.
- ✓ To develop the skills, knowledge and understanding children need to take part in sport successfully.
- ✓ To encourage pupils to become willing participants and value the contribution that Physical Education and exercise can make towards their health, well-being and lifestyle.
- ✓ To develop in each child an appreciation of physical and creative performances within and through movement.
- ✓ To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules
- ✓ To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities.
- ✓ To assess and make judgements on their own and other's performances.
- ✓ To develop communication skills, encouraging the use of correct terminology.

- ✓ To provide opportunities for active learning through observation, demonstration and problem-solving.
- ✓ To promote understating of safe practice in all activities.
- ✓ To focus on individual success in order to build pupil's self-confidence and self-esteem.
- ✓ To be able to take part effectively on their own, with partners and in groups both in competitive and cooperative situations.
- ✓ To appreciate the importance of fair play and of abiding by the rules and codes of conduct in all activities.
- ✓ To encourage involvement in extra- curricular activities and develop community and club links.
- ✓ To help our children develop physical competence and have the desire to improve their performance so they are able to make informed decisions about the value of exercise.

Requirements

Our curriculum offers pupils a broad and balanced programme using Schemes of Work developed from a range of resources. Currently we offer between 90 and 120 minutes at KS1 and KS2. This is supplemented by our 'Active Lunchtime' activities and a broad offer of active clubs beyond the school day, delivered by qualified Sport Coaches. The school has access to further INSET through links with Stockport County and Sport Alliance (SHAPES).

Continuity and Progression

The curriculum promotes physical development, knowledge and understanding in the Early Years Foundation Stage and at Key Stage 1 & 2, through six activity areas in line with the National Curriculum:

- Dance
- Gymnastics
- Games (Invasion, Net & Wall and Striking & Fielding)
- Athletics
- Swimming
- Outdoor and adventurous activities

Early Years Foundation Stage (EYFS)

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood.

3 and 4 year olds will be learning to;

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Children in Reception will be learning to;

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating

Key Stage 1 and 2

The school follows the PE Schemes of Work devised Get Set 4 PE and Dance Notes. Many of the staff have been had training in Throwing and Catching and Dance, and where possible, dance to their Topic, Science or English.

A skills-based curriculum has been devised by the PE Co-ordinator which covers all other areas of the PE curriculum. Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively. Knowledge Organisers have been devised by the PE Coordinator for each unit of work.

Swimming

Currently swimming lessons take place weekly for Year 5 and 4 during the school year. Year 5 continue their swimming from the previous year up till Spring 1. After half term, year 4 go swimming from until the end of the school year.

Curriculum Overview

Curriculum Overview in PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Physical Development Strand - Development Matters					
Reception						
KS1 Sports Coach	Fundamentals & Invasion	Ball Skills	Fitness & Gymnastic	Net & Wall	Striking & Fielding	Athletics
KS2 Sports Coach	Basketball	Hockey	Fitness & Gymnastics	Tennis	Cricket & Rounders	Athletics
KS1 & KS2 Teachers	Dance - Linked to foundation subjects	Skill Based Curriculum: Gymnastics Skills	Dance - Linked to foundation subjects	Skill Based Curriculum: Throwing & Catching	Dance - Linked to foundation subjects	Orienteering

Assessment & Recording

- Assessment is to be carried out by teachers, sports coaches and the PE Coordinator. Children will be levelled as either emerging, developing or secure in dance, gymnastics and games (including athletics and OAA) using Assessment milestones created through SHAPES

and Progression of skills from Knowledge Organisers. Assessment is carried out at the end of each half term. It is a tool to inform future teaching and planning and is a record of pupil achievement. It is also used to identify children for C4L clubs, Motor Skill interventions and Sporting Events. Assessment for Learning is used during lessons. Children are encouraged to evaluate their own and others performance and to realise the importance of sensitivity when assessing the performance of others. Parents are informed of pupil's progress each year in annual written reports and at parent's evening.

- Swimming will be assessed by the swimming instructors at Grand Central Pool. Fitness levels throughout the year will be monitored by the PE co-ordinator through the Mile-a-day scheme, involving all children from years 1-6.
- A Floor Book is used to document PE across years 1-6. This includes photographs, pupil voice comments and additional resources to show the progression of PE throughout the school.

Lunchtime Activities

Qualified sports coaches are employed to provide sports provision during lunchtime, allowing children to partake in a range of intraschool competitions and enjoy a variety of sports. Sports coaches have also trained lunchtime organisers to supervise and become involved in such activities, maximising the enjoyment and safety of all children.

Activities include:

- Use of scooters
- Football
- Cricket
- Hockey
- Tennis
- Dodgeball
- Basketball
- Archery

Health & Safety

All staff have due regard for the current Association for Physical Education (AFPE) PE guidance when preparing and delivering PE lessons:

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible.
- Regular checks are made on all equipment. This includes annual Health and Safety checks of all fixed items of equipment conducted by the LA.
- Any items constituting a danger are taken out of use immediately.
- 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 practice and understand the need for safety when undertaking any activity. (E.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc.).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
 - **All personal effects should be removed.** Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group and/or individuals. Particular vigilance may be required when dealing with body jewellery. If items cannot be removed, staff need to take action to try to make the situation safe. In most cases, this may mean adjusting the activity in some way or, where a risk assessment allows, making the item in question safe.
 - **Earrings should be removed** – however, on the rare occasion when this is not possible for physical education lessons, the following points should be considered (NB: **all jewellery, including earrings, must always be removed before a pupil engages in competitive activity** such as intra & inter school fixtures, tournaments or festivals)
 - Pupils unable to remove earrings should be required to make them safe by taping, front and back, which may offer a measure of protection. The taping should be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received (e.g. from someone or from equipment such as a ball).
 - **Taping is not suitable in any activity where contact (with either another person or equipment) is highly likely to, or will, occur**
 - **Taping should not be used when swimming & all earrings should be removed**
 - Taping may be done at home for younger children or prior to the lesson for older pupils. **Staff are not required to remove or tape earrings for pupils.**
 - Where taping is utilised, the teacher supervising the group maintains the legal responsibility to ensure the taping is effective for purpose. Where staff consider the taping to be unsatisfactory to permit safe participation, they will need to consider **alternative involvement in the lesson for the pupil.**

- The use of retainers (flat studs that retain the piercing when earrings or studs are removed) is becoming more common as a form of acceptable substitution where total removal is not possible. Provided these are flat and cannot cause damage if a blow or ball hits the side of the head, the level of risk is clearly reduced. Again, **these are not suitable in any activity where contact (with either another person or equipment) is highly likely to, or will, occur**
- Expander earrings are worn by some pupils. These are generally hollow circles used to stretch the piercing, making a large hole in the ear lobe. These are clearly not safe for close-contact physical activity, and should be taped effectively as described above.
- A more recent development is for pupils to have piercings through the ear cartilage. This is particularly problematic as the healing process for this is significantly longer, and there is a general belief that taking these piercings out for even a short period of time can result in them healing up. However, **a teacher cannot allow a pupil to participate if they believe there is a risk of injury so the principles outlined above still remain.**
- Teachers ensure that long hair should be tied back.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if deemed appropriate by the teacher.
- Children who are unable to participate in PE will fulfil other roles during the session: Spirit of the Games Spotter, Photographer, Journalist, Coach, Vocabulary Analyst, Performance Analyst.

Roles and Responsibilities

The PE Coordinator working with the Headteacher has the responsibility for:

- coordinating a broad and balanced Physical Education curriculum and ensure continuity and progression throughout the school,
- reviewing resources with all members of staff,
- making opportunities for Continuing Professional Development training available to all staff,
- annually reviewing the School's Development Plan and setting targets for the future,
- monitoring and evaluating pupil's progress in Physical Education

Resources

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.

- Large equipment/ mats and some indoor PE resources are stored in the hall store.
- EYFS Physical development resources are stored in the EYFS store.
- Athletics equipment is stored in the Outdoor store.
- Other outdoor equipment is stored in the Outdoor store.

Equipment is regularly updated and/or renewed to assist the delivery of PE lessons.

Healthy Active Lifestyles

Daily physical activity is vital for young people's social, emotional and physical wellbeing. By regular movement and reducing sitting time this will have lasting benefit to children's health.

Our Active Lunchtimes encourage all our pupils to be active on a daily basis regardless of circumstances.

An active curriculum (Cross-curricular links, Active Maths & English) where possible also enables us as a school to help our children to achieve the governments requirement that all primary school children undertake at least 30 minutes of physical activity a day in school. Brain Breaks, Westmorland Wander, Floor markings on KS1 & 2 yards, Sports Leaders Break Time activities also contribute to achieving this.

Healthy Lifestyle events get the whole school focusing on the importance of exercise and diet.

Administration Arrangements for Extra Curricula Sporting Activities and Events

We aim to offer Level 1 (intra class) and Level 2 (inter school) competitive opportunities to all our pupils. We access a wide range of competitions in our local area, hosted at high schools, primary schools and local community club sites. Pupils from Year 1 -6 have the opportunity to represent their school in inter school leagues, tournaments and festivals.

Qualified sports coaches from an external company currently provide multi skills, football and dodgeball activities 5 days a week after school. They are responsible for keeping a list of parental contacts, registering children and dismissing them safely. The School Office Admin Assistant liaises with the PE Co-ordinator and sports coaches to arrange after school clubs/ attendance of teams at External Sporting competitions.

The PE Co-ordinator liaises with office admin staff, writing to parents about sports teams, off-site visits and competitions. Returning permission slips are to be given to P.E Coordinator.

Tom Lawler: July 2024

Review date: July 2025