

'Succeed today,



prepare for tomorrow'

'A happy, welcoming, school community where we all engage, achieve and excel.'

## PE Policy

Academic Year 2017 - 2018

***This policy has been developed by a working group which has consulted with parents, pupils and staff***

Person(s) Responsible for Implementation and Monitoring: A. Reddish

Links to Other Relevant Policies: eg HPS, PA Policy, School Travel Plan

### ***School Vision for PE***

***“For all children in Pudsey Bolton Royd Primary School to experience excellent physical education, school sport and physical activity that will lead to life-long participation.”***

### **Sport Premium Funding**

The government is providing additional funding of £150 million per annum for the academic years 2013/14, 2014/15, 2015/16 and up to 2020 to improve provision of physical education (PE), sport and physical activity in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport – is being allocated to all primary schools. This funding is ring-fenced and therefore can only be spent on provision for PE, sport and health and well-being in schools.

At Pudsey Bolton Royd Primary School we have identified several areas which we aim to improve and enhance through the use of Sport Premium funding, in order to raise participation and achievement for all pupils in PE, sport and physical activity. Part of the funding is paid towards being a member of Leeds Active Schools which is a city-wide partnership providing schools with training, support and resources. We are also a member of the Priesthorpe partnership which offers inter-school competitions, facilities, support and training. Our identified priorities for spending the Sports Premium for are:

- *Improve staff skills and confidence in the teaching of PE and PA through additional staff training;*
- *Continue the Sports Leader programme via School Council which will provide intra-school competitions and leadership opportunities for children throughout the school;*
- *Increase pupil participation in extra-curricular sports clubs, competitive sport and physical activity;*
- *Increase participation in intra and inter-school competition through releasing staff, membership of the local partnership (Priesthorpe), the Leeds partnership (Active Schools) and membership of the Youth Sports Trust.*
- *Top up swimming lessons for Year 4 children*

Further details of this can be found via the school website.

## Rationale and Ethos

This policy was created in February 2016 in consultation with staff, parents and governors. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement through impacting on attendance, behavior and pupil attainment.

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

### Aims of PE

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
- Develop positive attitudes towards participation in physical activity
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background
- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance (and value) of exercise in their lives
- Be given a firm foundation for life-long participation in sporting activity

### Outcomes

Intended outcomes that we deem to be desirable from the PE program include:

Skill acquisition

Skill application

Movement appreciation

Movement observation memory

Knowledge

Understanding

Health/fitness principle	Awareness of safety	
Competition	Rules how to officiate	Leadership
Challenges	Enjoyment	Creativity
Problem solving	Self-control	Tolerance
Respect	Honesty	Self esteem
Responsibility	Sense of achievement/well being	
Communication skills	Language terminology	
Recreation in society		

## Entitlement and Progression

In **foundation stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games developing simple tactics for attacking and defending
- perform dances using simple movement patterns

In **Key Stage 2** pupils continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are be taught to:

- Use running, jumping, catching and throwing in isolation and in combination

- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, tennis and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

## **Swimming and Water Safety**

All children must have access to swimming instruction in either key stage 1 or 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

## **How is PE taught at our school?**

At Pudsey Bolton Royd, all children from Years 1 to 6 receive 2 hours of PE each week. Reception pupils have one hour of formal PE teaching which is additional to their planned physical activity areas within their continuous outdoor provision setting. All dance and gymnastic lessons take place in the hall and games, athletics and OAA lessons take place either on the playground, the MUGA or the field. Swimming is taught to Year 3 children at Bramley Baths by qualified swimming teachers. Each unit of work in PE is usually around 6 weeks long and covers all the areas of the new PE curriculum. Key Stage One focus on the fundamental skills of agility, balance and co-ordination which can feed into small sided team games, alongside cross curricular dance units. Key Stage 2 practise and refine the skills needed to successfully play competitive games. They then apply these in small and larger sided games. Gymnastic skills are taught in a progressive way and sequences are developed and extended throughout Key Stage 2. Dance units of work are linked to the topics taught in Key Stage 2 and OAA is taught both within the school grounds and off-site. The PE Co-ordinator is responsible for mapping the curriculum, ensuring that pupils experience a coherent and progressive curriculum throughout their time at school.

## **Out of school hours learning (OSHL)**

OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs and exit routes through coaches and the community sports information board. The community sports information board provides a medium for local clubs to advertise through school enhancing the link between the school and the club.

Football, netball and cricket clubs are offered to all Upper Key Stage 2 pupils and are run by teachers and Five Star Football who are a local coaching company. Lower Key Stage 2 pupils are offered Change 4 Life Clubs which are led by the Learning Mentor and Year 5 pupils. Some clubs are run by the PE Co-ordinator to practise skills and get selected children ready for sports competitions such as tennis and athletics. Students were given a PE and Sports survey to choose which clubs the school offered to them. OSHL takes place from 3.15-4.15 on Mondays to Thursdays. Please see the timetable on the school website.

## **Safeguarding in PE**

Please refer to the Child Protection Policy, particularly Appendices One, Two, Four and Five. This can be found on the school website along with the Health and Safety Policy, and Safeguarding Children information.

KS1 and lower KS2 pupils will change together for PE in their classrooms. Upper KS2 pupils will change in separate, supervised areas for boys and girls.

## **Safe Practice**

In all areas of P.E. safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by Association for Physical Education. A copy of which is kept by the PE Subject Leader.

Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to recognise and be aware of hazards that are present from an early age. Therefore health and safety awareness is an integral part of pupils' learning in PE lessons.

## **P.E. Kit**

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children.

## **Indoor Clothing**

Plain white T-shirt and royal blue shorts or jogging bottoms. Bare feet for dance and gymnastics, unless on medical grounds. Pumps need to be worn for indoor games lessons.

## **Outdoor Clothing**

Plain white T-shirt and royal blue shorts or jogging bottoms, depending on the weather. School jumpers or cardigans can be worn in cold weather. Pumps or appropriate trainers must be worn.

Jewellery, including religious jewellery, should be removed before all lessons. Long hair should be tied back.

## **Failure to produce appropriate kit:**

The reluctance of some children to produce appropriate kit should be avoided if the child understands the necessity of changing for P.E. lessons and is familiar with the timetable. Staff will encourage and support all children to meet the requirements. Pupils not actively taking part in the lessons, including swimming, are expected to complete a non-participation sheet. These are collated by the PE Co-ordinator in order to monitor pupil participation. In repeated instances parents will be informed.

If appropriate, spare kit can be borrowed from school but this does not include footwear. Parents will be contacted by the office staff if children have not brought their PE kit to school on Monday.

## **Staff Dress**

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible jewellery should be removed to set a good example and long hair should be tied back.

## **Accident Procedure**

For school based activities staff should follow the guidelines in the Health and Safety Policy and be familiar with the Risk Assessments for P.E. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use emergency drill. There should be frequent practices involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. All PE equipment is stored in the PE cupboard in the small hall. Children should not be in their unattended.
- Annual safety equipment check by a recognised maintenance contractor which at present is carried out by PFI and Sports Safe.
- Equipment to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader.
- A named person responsible for Health and Safety – Headteacher, Mrs. V. Smithies.
- Named First Aiders within the School – Asha Raju, Tanya Wordsworth, Hannah Douglas, Paul Kilner, Jennifer Warrener and Alex Reddish.
- A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- Risk Assessments are carried out by the PE Subject Leader for each area of PE and are read and signed by all relevant staff.
- Children are taught to manage and use the apparatus safely and effectively during their PE lessons. This is explained in the PE risk assessments and apparatus handling policy.

## **Equal Opportunities and Inclusion**

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others.

The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other.

The P.E. curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability.

Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. Specific pupils have one to one adult supervision during their PE lessons.

## **Facilities, Equipment and Resources**

PE facilities at Bolton Royd include the hall, the playground, the MUGA (Multi Use Games Area), the field and the school grounds. Some OAA lessons are taught at Ingleborough Hall and Fanwoods and swimming is taught at Bramley Baths.

PE equipment is kept in the hall, in the PE cupboard and in outside storage areas. The PE Co-ordinator is responsible for purchasing equipment and all staff who use the equipment have some responsibility in maintaining it. The PE Co-ordinator also has resources used to support teaching and learning PE and they are kept in the staffroom.

## **The Learning Environment**

PE displays in the hall are used to celebrate children's achievement, show examples of good practice (both within school and elite athletes) and support both teachers' and pupils' subject knowledge.

The hall is regularly cleaned and the MUGA is kept free of leaves. The field is also regularly cut and appropriate markings are painted on in the spring and summer.

## **Sports Day**

Our school believes that '**Physical Education is for all**' and our sports day reflects this statement. It is not a traditional sports day which is set up for the few. We do not know at the start of it who is going to be a winner, or a loser, and neither do the children. We do not have the apprehension, embarrassment or tears that a traditional sports day often provides! Every child from Reception to Year 6 participates and every member of staff plays a vital role in the smooth running of the event.

Our sports day operates around using an octagon for the organisation of the events. The children are arranged in family and house colour teams where there is a representative from each year group in every team. The older children help, support and encourage the younger children. Also the parents can follow one team around with all their family members in it.

### **Staffing / Staff Development**

The PE Subject Leader teaches every class for one hour a week and class teachers teach the other hour. Specialist teachers come from Priesthorpe School to work alongside teachers after their development needs have been identified. The PE subject leader also mentors new staff in teaching PE and advises other staff if they feel insecure or they are teaching an area of PE which is new to them.

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, the PE Advisor or through INSET. Any staff who attend a CPD course must provide feedback/ disseminate the information.

### **Adults Supporting Learning**

Adults are used to support the learning of children with either physical or communication disabilities in PE lessons and OSHL.

Parents provide transport to and from sports competitions and are encouraged to stay and support their children where appropriate.

### **Cross Curricular**

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

**Numeracy.** In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems. In the dance scheme teachers have access to numeracy based concepts which can be taught through dance.

**Problem Solving.** Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions.

**Literacy and Communication Skills** will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement. There are links to Literacy in the dance scheme of work.

**History and Geography.** Some of the dance units of work directly link to history and geography topics taught in Key Stage 2.

**Personal and Social.** Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

**Preparation for Citizenship.** By giving information on and introduction to clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

**ICT.** Use of smart board technology, CD ROMs, videos, tablets, cross curricular science – physical changes in the body, to enhance learning. Children's performances are videoed for self and peer evaluation and assessment.

## Leadership and Management Roles

The Governors will know about current and projected expenditure of the Sport Premium funding through committee meetings, minutes and information on the school website. They regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make

The Head Teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities. He / she will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum.
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile within the school, through displays etc.
- Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work
- Assist with recording keeping and assessment of the subject.
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly share current and projected prioritise and outcomes with pupils, parents, staff and senior leaders including governors
- Have a formal, long term strategy for PE, sport and PA. This should be aligned with the SDP and have been informed with pupil and staff feedback
- Ensure all coaching staff delivering PE and OSHL on the school site are quality assured
- Establish a Sports Council where pupils can discuss and plan PE, sport and pa activities
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Contact local sports clubs to establish new community links with the school

Teachers should:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher/PE Co-ordinator will be responsible for the planning and teaching of PE as set out in this Policy

The Teaching Assistant (TA), when available during PE lessons, will:

- Support the class teacher in delivering PE and , in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher

### **Monitoring and Evaluation of the Subject:**

The monitoring and evaluating of PE is carried out in various ways such as: lesson observations, talking to pupils, talking to teachers and video evidence. It is carried out by the PE Co-ordinator, the Deputy Head and the Head Teacher. Subject monitoring feedback is shared with the Head Teacher and all the staff and it is used to improve the teaching and learning of PE in our school.

### **Assessment and Recording**

The class teachers and the PE co-ordinator use a range of assessment approaches that motivate young people to make progress e.g. pupil-led assessment, peer assessment techniques, self-assessment and reflection, use of video, whole-class discussion and teacher assessments. Teachers and pupils consider the broader context of learning in the physical environment including the social, emotional, thinking and health-related aspects of learning and how young people progress across all of these areas. Assessment is embedded within every lesson and includes clear objectives for learning, activities that support pupils' progress to meet the learning objectives, and success criteria that challenge learners. This informs the planning for the next lesson. The PE Co-ordinator keeps a file of video evidence which forms part of the assessment process and this informs the long term planning and whole school scheme of work to insure clear progression for learning across the whole physical education curriculum. Parents are informed of their children's progress and attainment in PE at parents' evenings and in their child's end of year report.

### **Conclusion**

At Pudsey Bolton Royd, we believe that Physical Education develops children's physical competence and confidence, and their ability to use these to perform in a range of activities. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes and teaches positive attitudes towards living active and healthy lifestyles by making choices through their diet and activities, whilst supporting their emotional wellbeing. Pupils learn how to think in different ways to suit a wider variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their attitudes, abilities and preferences, and make choices about how to get involved in long-life physical activity.

**Review date: December 2017**