



*We can and we will'*  
**GLEBE PRIMARY SCHOOL**

## **PHYSICAL EDUCATION POLICY**

### **Mission Statement**

At Glebe Primary School, we believe in an ethos that values the whole child. We strive to enable all children to reach their full potential academically, socially and emotionally.

### **The Importance of PE**

At Glebe Primary School, we are committed to providing all children with learning opportunities to engage in Physical Education (PE). This policy reflects Glebe Primary School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

(PE National Curriculum: Programmes of Study Key Stage 1 & 2, September 2013)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239040/PRIMARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf)

### **Aims**

- 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;
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas;
- For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others;
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being;
- To develop an understanding, in children, of how to succeed in a range of physical activities and how to evaluate their own success;
- 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.

### **Curriculum:**

#### **Early Years Foundation Stage**

Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:

#### **Expected**

- Moving and handling - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space;
- Health and self-care - Children know the importance for good health of physical exercise, and a healthy diet, and can talk about ways to keep healthy and safe.

#### **Greater Depth**

- Moving and handling - Children can confidently hop and skip in time to music;
- Health and self-care - Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces. Children access a range of daily activities to develop their fine and gross motor skills and have unlimited access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

#### **Key Stage 1**

- Pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities;
- 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.

#### **Key Stage 2**

- Pupils should have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming);
- Currently, swimming lessons take place weekly for Year 5;
- 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.

### **Contribution of PE to Teaching in Other Curriculum Areas**

- **English:** Writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama;
- **Mathematics:** measurement, shape and space, sequences, number, angles, position and movement, rotation and time;
- **Computing:** Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique;
- **PSHE:** PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-

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operative work, while gaining a better understanding of themselves. Links include following rules, living healthily, co-operating with others and understanding fairness and equality.

### Planning

We carry out curriculum planning in PE in three phases (long-term, medium-term and short-term). The long-term plan, maps the PE topics studied in each term during each Key Stage; the PE subject leader decides this in conjunction with teaching colleagues in each year group. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

Teachers write medium term plans for each topic using the statements from the National Curriculum and include key aims/skills and then adjust this accordingly, in the short term, if needed as they progress through the term.

PE is taught, twice weekly. All children have access to the outdoor facilities. However, as the hall is out of use for 2.5 hours every day for lunch and then used for assembly/performance practise in the afternoons, only KS1 have access to the hall.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### Inclusion

- Where possible, class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school;
- Lessons will provide good quality experiences that are suitably challenging for all pupils;
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities;
- For children with limited gross and fine motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils;
- For the purposes of competitions, all children will be given the opportunity to participate in the experience;
- No pupils will be excluded from any physical education programme unless advised by a medical professional;
- **Under no circumstances will PE be used as a sanction.**

### Health & Safety

All staff have due regard for the safety of their children:

- 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;
- Teachers make sure that all children with medical needs are supported and planned for PE sessions as their care plan dictates;
- Regular checks are made on all equipment and risks assessed before lesson begins;
- The subject leader make termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear;

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- Any items constituting a danger are taken out of use immediately;
- All large items of equipment are inspected, as often as required, by an independent safety expert;
- 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 and footwear;
- Pupils wear suitable footwear when travelling to and from the hall;
- Staff follow the subject-specific risk assessment;
- Trainers are worn in all PE lessons with the exception of gymnastics;
- Long hair needs to be tied back and no jewellery, including watches, must be worn by children.

### **Resources**

- There is a variety of equipment to enable pupils to achieve objectives which are best suited for their age and stage;
- Equipment is stored in both the indoor and outdoor PE stores;
- Teachers have access to a range of long, medium and short terms plans provided that they can use/adapt as they see fit.

### **Administration Arrangements for Extra Curricula Sporting Events**

- The school office liaises with teachers/support staff and sports coaches to arrange after school clubs and attendance of teams at external sporting competitions;
- Appropriate paperwork is completed such as risk assessments and attendance registers by the teacher;
- Staff attending events must take a first aid kit and a list of children attending with the name of who is to collect them after events along with contact numbers.

### **Monitoring & Review**

- All teaching staff will be provided with one half term's continual professional development (CPD), provided by coaches from Primary Sporting Development (PSD);
- The subject leader will oversee the continuity and progression within the whole-school overview for PE. The subject leader and PSD coaches are responsible for ensuring that objectives on the overview are taught to a high standard and support is implemented so that staff are confident in this subject area;
- They will also monitor the quality of teaching and learning through Team Teaching sessions as part of the staff's CPD.

### **Role of the Subject Leader**

The subject leader is responsible for improving the standards of teaching and learning in PE through:

- Monitoring and evaluating PE;
- Provision of PE across the school;
- The quality of the learning environment;

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- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD;
- Purchasing and organising resources;
- Keeping up to date with recent PE developments through their own CPD and that of others;
- Monitoring and assessment of PE across the whole school;
- Supporting teachers through team coaching sessions with PSD coaches.

### **Role of the Class Teacher**

The role of the class teacher is:

- To ensure that the appropriate areas of the PE curriculum are covered;
- To inform PE lead if there is any topic specific equipment that they require, in advance of their teaching of the topic;
- To ensure that the PE cupboards are left in the manner in which they are found, reporting any issues to the subject leader;
- To plan and deliver lessons to appeal to all learners to enthuse as well as educate the children in their class.

### **Extra-Curricular Sporting Activities**

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures, both in house and against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children and staff.

**Reviewed: November 2022**

**To be reviewed: November 2024**