

Beech Hill Primary School



Physical Education Policy

Revised October 2024

Rationale

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

We pride ourselves at Beech Hill in providing all children with the opportunities, fundamental skills and motivation to lead a healthy and active life. Our aim is to create an environment where no child thinks 'I'm no good' but rather 'Wow that might be for me!!' We do this through offering a wide range of physical activity and encouraging children to have a go and always try their best.

Aims and objectives

The aims and objectives of the PE Policy relate directly to those of the school as a whole, specifically:

1. To stimulate and maintain pupil interest and enjoyment in PE and promote a healthy active lifestyle, both now and in the future.
2. To enable pupils to be familiar with a body of knowledge, skills and vocabulary to relate to PE, and be able to apply these to a range of sports.
3. To enable pupils to see exercise and sport as:
 - i. A major feature in our lives, related to employment, leisure and culture.
 - ii. Part of a wider body of knowledge and skills e.g. interpersonal and problem-solving.
4. To enable pupils to:
 - i. Understand and use safe practice and to appreciate its importance in PE.
 - ii. Understand the short and long term effects of exercise on the body.
 - iii. Understand the role of exercise in a fit and healthy lifestyle.
5. To enable pupils to work independently and as part of a group or team in varied activities.

6. To employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.

Health and Safety

Before a PE lesson

Staff must check the area for hazards and ensure the area is safe prior to each PE lesson. Before a lesson starts staff should check the area for hazards and put any specific safety measures in place e.g. cones to mark a safe area. They should be familiar with and check any equipment they will be using. It is the responsibility of all staff to report recurrent hazards to PE coordinators who will address accordingly.

Equipment

PE Equipment is annually checked by appropriate agencies. Periodic safety checks of PE equipment are carried out by members of staff e.g. gymnastics equipment is checked before a unit of work commences.

Safety and Accident Procedures

In the event of an accident, School Health and Safety Procedures should be followed. A list of First Aiders is available in the staff room and in both PE halls, along with a First Aid kit. First Aid should only be carried out by staff holding the relevant qualification. Foil blankets are located in the PE cupboard and EY hall. These are to be taken outside if children are wearing PE kits in the case of an evacuation. An emergency first aid kit should be taken to all outdoor PE lessons.

Other

Students are allowed to teach PE lessons provided that the teacher is responsible for that class is present to provide direct supervision.

The PE Curriculum

PE Coordinators map out knowledge and skills in Knowledge Organisers, which should be used as a basis for planning all PE units. We follow a skills based curriculum, whereby children are taught skills which can be applied to a range of games and situations. These skills will be taught through:

- 'FUNS' (Fundamentals)
- Gymnastics
- Dance
- Invasion games
- Striking and fielding games
- Net and wall games

- Swimming
- Outdoor and adventurous

Planning is the responsibility of the Class Teacher, with the support of the PE Co-ordinator. PE planning should follow the knowledge organisers, which are set by the coordinators. Coordinators will review knowledge organisers every year, and staff should feedback should they feel any changes need to be made.

In EYFS, children should have daily access to equipment and challenges which will support their fine and gross motor skills.

Time and Space Allocation

PE lessons may take place in the EY hall, main hall, MUGA or field. Please refer to the hall timetable for allocations.

All children will be expected to participate in PE lessons unless authorisation is given in writing from parents or carers. In such event these children will be given an alternative role e.g. referee, scoring or evaluation and feedback.

If, due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be switched indoors. The decision to switch lessons indoors will remain with the teacher responsible for that lesson.

Whenever possible the lesson content should be maintained. For example if it is too wet to do High Jump outside, the lesson can be taught equally well indoors. If this is not possible then another practical activity should be undertaken suitable to the class/group size and composition.

Clothing

Parents will be informed of their child's PE day and children will come to school in their PE kit and trainers. Teachers should also wear suitable footwear and clothing as a model, to show that appropriate clothing is needed for these activities. It is important that teachers' footwear enables them to move quickly without risk of slipping.

Parents will be informed in writing, prior to the start of the academic year of the required dress code for PE.

PE kit

Black shorts. jogging bottoms or leggings

Beech Hill PE T-shirt or plain purple t-shirt

Trainers or plimsoles

Beech Hill hoodie or plain black/grey jacket or hoodie

Children who do not come into school in their PE kit or are not wearing the correct clothing will be expected to wear a spare kit from the class set.

Watches and any other form of jewellery should be removed. All earrings permitted within school policy should be removed or taped over.

Long hair (below shoulder length) must be tied back carefully.

Cross Curricular Links

The following cross-curricular links may be used in PE:

1. Science
 - a. Health and Fitness.
 - b. Drugs and Abuse.
2. Maths
 - a. Speed.
 - b. Distance.
 - c. Time.
 - d. Measuring.
 - e. Recording.
 - f. Handling Data.
3. English
 - a. Speaking and Listening.
 - b. Subject-specific vocabulary.
4. Geography
 - a. Map-reading.
5. Music
 - a. Rhythm.
 - b. Tempo.
6. ICT
 - a. Use of stop watches.
 - b. Use of digital camera and digital video.
 - c. Use of spreadsheets for recording and interpreting data.
 - d. Use of the internet.

Swimming

2 blocks of intensive swimming lessons will take place in Year 4, with children receiving lessons at Gosforth Pool. All children must take part in lessons, unless exempt for medical reasons. Girls must wear full swimming costumes and boys should wear shorts no longer than their knees. Jewellery should be removed and long hair tied back. Goggles may be worn but are not compulsory.

Children who have not met National Curriculum swimming requirements by the end of their Year 4 provision will take part in 'booster swimming' in the summer term of Year 4. Coordinators will report on how many children have met each of the National Curriculum objectives on the Sport Premium Impact Statement each year.

Assessment, Recording and Reporting

Assessment, recording and reporting are important elements in ensuring that sound progression is made by children in PE. Class teachers will be supported by the PE and School Sport Service to assess children's fundamental movement skills, and will then use this data to inform planning and next steps.

The role of the PE Co-ordinator

The PE Co-ordinators' duties include:

- the development and monitoring of the PE curriculum
- updating the School's Policy and Subject Action Plan in line with the School Development Plan
- delivering staff meetings and providing external training where needed
- ordering resources
- liaising with the PE and School Sport Service to keep up to date with best practice
- allocating the PE and School Sport Premium funding appropriately and evaluating its impact

CPD

All staff will have access to CPD delivered by the Newcastle PE and School Sport Service. This may include whole school staff training or training specific to the needs of individual staff. A CPD unit will involve a coach modelling teaching in a particular area to staff over the course of 6 weeks. Early Career Teachers will take part in the ECT PE programme. Teachers are expected to immerse themselves in the sessions and team teach in order to build their confidence. Coordinators will share other CPD opportunities which arise and teachers can request support with planning or delivery from coordinators.

Extra-Curricular Activities

After school and lunchtime clubs will be offered to children in all year groups, ran either by teachers or external coaches. Activities offered are inclusive and are offered to children of all abilities. Clubs will include sports such as gymnastics, running and multi-skills.

Equal Opportunities

All children have the same access to PE activities regardless of their gender, race or cultural background.

External Coaches

External coaches will be employed to provide CPD for teachers and additional extra-curricular activities, including lunchtime multi-sports. Coaches should provide planning and will be subject to monitoring by the PE coordinators.

Special Educational Needs

In accordance with the Special Needs Policy, children with special educational needs are included in all lessons. Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in PE lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is the responsibility of the Class Teacher to ensure that any special equipment for a lesson is available to such children. If teachers need any special equipment they must bring this to the attention of the PE Co-ordinator and the Special Needs Co-ordinator. Modifications will be made in consultation with support staff and physiotherapists. It is important to concentrate on pupils' abilities and needs, not on their disabilities. At times it may be appropriate to have the help of a Support Assistant to assist with the management of a particular child during PE. Pupils of low ability will receive constant reassurance and patience to help improve their confidence.

More Able Pupils

More Able pupils will be challenged through the differentiation embedded in each lesson. In addition to this, teachers may assign pupils a variety of roles to stretch their abilities e.g. teacher, coach, record keeper or referee.

More Able pupils will be identified by their Class Teacher to attend specific competition training, in preparation for Level 2 competitions. They may also be signposted to external clubs.

Written by Paula Dickenson and Barbara Carter