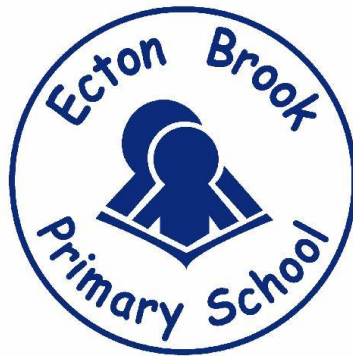


# **Ecton Brook Primary School**

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## **Policy for Physical Education**

**February 2024**



# PHYSICAL EDUCATION

## POLICY FOR PHYSICAL EDUCATION

### Introduction

- This document is a statement of the aims, principles and strategies for the teaching and learning of Physical Education at Ecton Brook Primary School.
- It was developed through a process of consultation with teaching staff.
- The policy has been rewritten to reflect the inclusion of Create Development's *Real PE*, *Real Games* and *Real Gym* approaches to the teaching of PE. This is in line with other partner schools within NPAT (Northampton Primary Academy Trust).
- This policy is to be reviewed in spring 2027.

### What is Physical Education (PE)?

Physical Education is the aspect of the curriculum concerned with the development of strength, health, agility, balance and co-ordination through games, gymnastics, dance, athletics, outdoor activities and swimming.

### Aims

Our aims in teaching PE are that all children will:

- Be physically active and find enjoyment in physical activity for a minimum of two hours per week;
- Find a lasting sense of purpose, achievement and fulfilment in physical activity;
- Develop physical skills, habits and interests that will promote healthy lifestyles and good posture;
- Develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure;
- Learn how physical exercise affects the body;
- Understand the need for safe practice in physical activities and know how to achieve this;
- Have the opportunity to try a variety of sporting activities that allow them to utilise the skills and abilities that they have learned;
- Be encouraged to participate in a wide range of sporting activities and events with their class, school and the wider community;
- Have opportunities to participate in events and competitions to develop their skills.

### Principles of teaching Physical Education

PE is a foundation subject in the national curriculum. The fundamental skills knowledge and concepts of the subject are set out in "*Physical Education in the National Curriculum*" where they are categorised into six areas of activity:

- Games
- Gymnastic activities
- Dance
- Athletic activities
- Outdoor and adventurous activities
- Swimming at Key Stage 2

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Our on-going goal is to implement and embed Create Development's *Real PE, Real Games* and *Real Gym* schemes to develop children's agility, balance and co-ordination.

### Strategies for the teaching of Physical Education

The PE curriculum is organised on a subject basis outside the main topic framework of the curriculum (although gymnastic and dance activities may be related to topic work). PE is the most firmly timetabled element of the curriculum because of the need to use hall or outdoor space. PE is taught throughout the school year but not all areas of activity are covered each term. Within this framework, each class:

- Spends at least 1½ hours per week at Key Stage 1 and two hours at Key Stage 2 on Physical Education covering games, gymnastics, dance and athletics
- Swimming is taught during certain terms throughout the year in Year 5

The predominant mode of working in PE is cooperative group work although individual work and class teaching are used where appropriate. Within this structure:

- Groups are usually of mixed ability
- Relevant discussion is encouraged
- Children evaluate own and others' work and set personal targets
  
- Where possible, experienced and qualified sports coaches are used to support the teaching of some aspects of PE
  
- Commercially available schemes of work are used extensively in the teaching of PE. Schemes currently used cover aspects of gymnastics, games and dance
  
- The emphasis in our teaching of PE is on allowing all children to achieve enjoyment, satisfaction and success at their own level and to develop
  - Control, coordination and mobility
  - Skill and confidence in a range of physical activities
  - An awareness of the physical capabilities of the body
  - Cooperative skills
  
- Excellence in PE is celebrated in display and performance including:
  - Displays of dance for various groups of children and on public occasions
  - An annual sports day event involving all pupils
  - Participation in inter-school and intra-school sports events
  - Frequent opportunities for children to display their achievements during PE lessons
  
- Children who display particular talents in PE, both within and out of school are:
  - Identified by teachers and staff and are made known to the PE co-ordinators
  - Celebrated for their achievements in lessons, on the school blog and in assemblies

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- Provided with opportunities to attend clubs, events and competitions within school, NPAT, town sports and beyond
- Provided with opportunities to become role models and leaders such as Young Leaders and Sporting Crew

### Strategies for ensuring progress and continuity

Planning in PE is a process in which all teachers are involved, wherein:

- The foundation for curricular planning is the whole school curriculum map that identifies which areas of work are going to be taught and when
- The curriculum map is divided into a number of two year cycles which are taught progressively and children can advance through the skills taught at their own pace (as outlined in the RealPE program of lessons). This is carefully balanced to ensure full coverage of the National Curriculum
- Year group staff collaborate to share a collective responsibility for progress and continuity through a year or key stage

### Assessment of Physical Education

Formative assessment is used to guide the progress of individual pupils in Physical Education. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out by teachers in the course of their teaching.

Suitable tasks for assessing include:

- Practical tasks directly observed by the teacher
- Small group discussions related to a practical task
- Individual discussions in which children are encouraged to appraise their own work and progress
- Guided peer on peer assessment within lessons

Feedback to pupils about their own progress in physical education is achieved through discussion between child and teacher in the context of the PE lesson.

### The role of the PE coordinator is to:

- Take responsibility for the purchase and organisation of central resources for PE
- Keep up to date with developments in Physical Education, attend courses and disseminate information to colleagues as appropriate
- Organise visits by sports coaches, inter-site teams and sports activities at other schools.
- Organise visiting sporting speakers
- Monitor and review the effectiveness of schemes of work for Physical Education and update/replace as necessary
- Ensure sports premium is utilised effectively

### Strategies for recording and reporting

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Reporting to parents is done annually through a written report. Reporting may focus on each child's:

- Control, coordination and mobility
- Skill and confidence in a range of physical activities
- Awareness of the physical capabilities of the body
- Cooperative skills
- Range of activities participated in

A summative assessment is carried out periodically to indicate levels of progress

Parents will also be aware of the schools sporting activities through the school newsletter.

### Resources for Physical Education

There are no classroom resources for PE as all are held centrally. These are sited in the following places:

- Indoor equipment is housed in the PE store next to the hall
  - Outdoor equipment is housed in the outdoor cupboard to the side of the school OR in the playground equipment store on the playground
- Central resources for PE are monitored by the PE co-ordinator who has a small budget available. They include:
- Gymnastic apparatus and equipment
  - Sports, games and athletics equipment
  - Indoor and outdoor space

Equipment is regularly externally monitored.

- Time is a resource that we value. To maximise its use in Physical Education:
- Pupils attend school wearing PE uniform on their allocated PE days to avoid wasting valuable time changing
  - Lessons are conducted in a disciplined manner
  - Gymnastic apparatus is used by all classes who put out and put away their own equipment

### Contribution of PE to teaching in other curriculum areas:

#### Information and communication technology (ICT)

- We use ICT to support PE teaching when appropriate. In dance and gymnastics children make recordings of their performance or take photographs, and use them to develop their movement and actions
- Older children compare each other's performance from recordings and use these to improve the quality of their work
- Execution of activities and skills are demonstrated using the RealPE platform

#### Personal, social and health education (PSHE) and citizenship

- PE contributes to the teaching of personal, social and health education and citizenship
- Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.
- We follow the core values of the Olympic movement to develop the children's sportsmanship and abilities

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- Growth mindset is embedded in our approach to sports and is highlighted in all the sporting activities we do
- We follow the REAL PE/REAL GYM schemes which have personal, social and health educational strands running through them.

### Spiritual, moral, social and cultural development

- The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons
- Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's ability, and encourages them to co-operate across the range of activities and experiences
- Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

### Sporting Opportunities and Partnerships

Our school is passionate about ensuring the children have a wide range of sporting opportunities in their education. We believe in *start active, stay active*. In order to achieve this we:

- Are part of the Northampton Schools Sports Partnership where they offer us sporting opportunities, teacher professional development and consultancy to improve our sporting provision
- Are part of the Northampton Town School Sports Partnership to ensure more inter-school participation
- Maintain links with local and national clubs to support children and staff development
- Implement a large and varied extra-curricular timetable of sporting activities

### Health and safety issues in PE

- Children must wear appropriate clothing and footwear during PE sessions to minimise opportunities for injury
- Use of equipment, apparatus and techniques is in accordance with health and safety requirements recommended by the County Council
- Equipment and apparatus is stored in accordance with health and safety requirements
- Pupils are taught to understand the need for safe practice in physical activities and how to achieve this. These are discussed annually at the beginning of the school year
- Consideration is given to the height at which children are asked to work
- Damage to equipment is promptly reported
- Consideration is given to the size and weight of equipment being carried in relation to the number of children involved in the task
- Knotting of ropes is not allowed as this may weaken the equipment
- The following County guidance on the wearing of jewellery – children are not allowed to wear jewellery under any circumstances
- County and pool guidance on the use of swimming goggles is followed – goggles will not be allowed unless a doctor's note is provided giving specific medical reasons why they must be worn. In such cases, parents will need to sign a health and safety disclosure taking responsibility for any goggle-related incidents

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- The PE lead is familiar with the book “**Safe Practice in PE, School Sport and Physical Activity**” (APE) and uses this to advise staff in ensuring safe practice is followed in the teaching of PE across the school
- Regular monitoring of health and safety issues will be carried out by the Governing Body’s Health and Safety Committee
- Teaching staff will wear appropriate footwear and remove loose jewellery for PE sessions
- During outside PE sessions in hot weather, children will be encouraged to wear a sun hat and sun screen
- Sporting Coaches used will all be checked for professional status and will be DBS checked.

### Off-site PE experiences

All children will be offered the opportunity to participate in PE activities away from the school site during their primary education. During such experiences, children will always be supervised in the usual manner and ratio appropriate to their age, and parental permission will always be sought for participation in such events. A risk-assessment will be completed by the school before agreement to participate in any off-site events.

This Policy will be reviewed in Spring 2027.