



Physical Education Policy

October 2023
To be reviewed October 2025

Mission Statement

Living, Learning and Sharing in a Loving Christian Family (Acts 2 v 42-47)

At Longridge Church of England Primary School Physical Education forms an important part of each child's education and we are committed to providing all of our children with a range of learning opportunities throughout their school day. PE is a statutory requirement of the National Curriculum and is the only subject whose primary focus is on the body. In this respect, it also makes a significant contribution to the Social, Moral, Spiritual and Cultural Development of the children. This policy reflects our school's values and establishes common codes of practice for pupils and staff alike. We aim to inspire and engage children through a range of sporting opportunities, we wish to foster interest in physical well-being and healthy lifestyles and aim to promote our Christian Values of friendship, trust, courage, compassion, forgiveness, truthfulness and peace through sport positively encouraging children to work together through sharing, respecting and trusting one another.

Aims

- To foster the Christian Values of trust and courage through developing skilful use of the body, the ability to remember, repeat and refine actions and to perform with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To foster the Christian Value of peace through developing an understanding of the effects of exercise upon the body and an appreciation of safe exercise.
- To foster the Christian Values of friendship, compassion, forgiveness and trust through developing the ability to operate as a team player working collaboratively to both take the lead and be led whilst always striving to achieve their personal best.
- To promote a positive attitude towards exercise and an understanding of safe practice developing the sense of responsibility and confidence towards their own and others' safety and well-being.
- To ensure pupils understand that PE and Sport are part of a healthy active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- To foster the Christian Values of trust and courage through developing pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.

Curriculum

In order for children to develop their skills, enjoy performance and establish sport as part of a healthy lifestyle the government recommends that two hours of high-quality PE are taught each week. Each class is, therefore, timetabled for at least two PE sessions per week. These may be taught using our school hall, school playground or extensive school field which also includes a path/track to be used for daily exercise. We offer a balanced curriculum programme of study using the Lancashire PE Passport App. Additional lessons can then be taken at the discretion of the class teachers and by mutual consent.

The curriculum is broken down into the following areas of activity:

- Dance
- Gymnastics
- Games (invasion games, net and wall games, striking and fielding games)
- Athletics
- Swimming
- Outdoor and Adventurous

The school follows a progressive and sequences scheme of work which involves moderate to vigorous physical activity on a regular basis. Plans have been provided by Lancashire County Council and all of these units have been made available to all staff who have, with the PE lead, tailored their own bespoke curriculum to suit the needs of their class. Staff then evaluate these units and feedback is given to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning. Individual lessons are evaluated to inform planning and ensure differentiation. This developmental scheme of work promotes teaching and learning as it provides continuity and progression. It specifies progression of fundamental movement skills and sport specific skills, knowledge and understanding.

During PE lessons children throughout Key Stage 1 should remain physically active for at least 10 consecutive minutes increasing this to 20 minutes throughout Key Stage 2.

Children have the opportunity to learn to swim with specialised teachers so they may all achieve the national curriculum recommended 25m while in Key Stage 2. Children attend the swimming pool in Clitheroe for three half terms throughout Class 4.

Outdoor and adventurous activities are available to all children and form part of the summer term curriculum, but additionally more demanding activities are available to year 6 pupils during a 5-day residential visit to PGL. Year 5 also have the opportunity to participate in outdoor and adventurous activities during a three-day residential visit to Robinwood.

All lessons taught should be well differentiated using STEP (Space, Task/Time, Equipment, People – see appendix) to ensure that all children are able to access the curriculum being delivered. When used well STEP is able to support struggling children to achieve as well as extending exceeding children to also achieve their potential. Some children may also need the additional support of a teaching assistant to enable them to access the curriculum. All pupils are also encouraged to attend local sporting clubs and talented individuals may be signposted to additional local provision.

Extra-curricular sessions include weekly football and netball throughout the year for all children in upper key stage 2 (with the exception of November-February) plus additional fitness/sports clubs run by staff on a voluntary basis. A cookery club focusing on healthy eating is also run on alternate half terms during the year for the older children in school. Occasionally we may also have outside agencies coming into school to provide extra-curricular provision in areas such as dance and multi-sports.

Thanks to a strong cluster of schools and excellent links with our local high schools our children also have regular opportunities to participate in competitive sport throughout the year in sports such as football, netball, hockey, cross country, cricket and rounders. We also enter the cluster schools swimming gala each year.

Physical Activity

Within our school we have the responsibility to help pupils and staff establish and maintain a healthy lifestyle. Regular physical activity is one of the most important ways people can maintain and improve their physical health, mental health and overall wellbeing. It is important that our pupils are given opportunities to participate in a range of enjoyable physical activities at a young age, so they are more likely to continue being physically active throughout the rest of their lives.

Children will have opportunities to access 60 minutes of daily sport and physical activity. Opportunities include PE lessons, cross-curricular links in our curriculum, extra-curricular clubs, lunchtime clubs and the Daily Mile.

Early Years Foundation Stage

Physical Development is identified within the EYFS Framework as one of the three prime areas in the seven areas of learning. It states that Physical Activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross Motor Skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine Motor Skills and provision help with hand eye co-ordination. Children develop proficiency, control and confidence.

Within our PE lessons we follow the Lancashire PE Passport App which focuses on 5 under 5, the five basic Fundamental Movement Skills of hopping, throwing, jumping, catching and running fast.

Key Stage 1 and 2

Teaching throughout Key Stage 1 and 2 also follows the Lancashire PE Passport App. Staff have used the plans to create their own curriculum maps which are tailored to meet the needs of each class. Staff are supported where needed with the planning and delivery of high-quality lessons.

Throughout Key Stage 1 children continue to build on the first five Fundamental Movement Skills taught in the early years and will begin to develop the other five of skipping, rolling a ball, bouncing a ball, kicking a ball and throwing (developing into overarm throw and underarm throw)

Within Key Stage 2 lessons are blocked into units of work which promote a greater depth of understanding, developing skills, application of these skills in context and the ability to perform reflectively.

Children should only miss their PE lessons if it has been requested by a parent or guardian on health grounds either by letter or direct contact with the school.

Dress Code

It is expected that children will wear their PE kit to school on the days they have PE. This includes:

- Coloured team t-shirt
- Dark blue or black shorts / tracksuit bottoms
- School PE hoody
- Trainers (all footwear should be of the correct size and correctly fastened to ensure appropriate support for the ankles)
- Hair bobble (children and staff with long hair should have their hair tied back for PE to prevent entanglement in apparatus and to prevent vision being obscured)

- No jewellery or hair accessories to be worn. If earrings cannot be removed by the child, they should not be worn on PE days. See appendix for further guidance.
- Bare feet may be required during dance or gymnastics sessions, in this case, socks or tights must not be worn. In gymnastics, bare feet work is safest because the toes can grip. Barefoot work in both gymnastics and dance can improve aesthetics by allowing the foot and toes to move through the full range of flexion and extension, which in turn strengthens the muscles, bones and joints.
- One-piece swimming costumes or above the knee trunks are needed for swimming lessons, along with a swimming hat and approved buoyancy aids (if necessary)

Staff will also set a good example dressing appropriately for their PE sessions. On the days when PE is to be taught staff may come to school suitably dressed.

Health and Safety

- All staff should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching.
- Our staff follow the current Association for Physical Education (AfPE) Guidance when preparing and delivering their PE lessons.
- Regular safety updates are delivered to staff.
- Children are supervised in PE at all times.
- Pupils and staff are dressed appropriately for their PE lessons.
- All physical activity should be preceded by an appropriate warm up.
- Children are taught how to improve their own abilities and assess risks.
- First aid equipment is available and all teaching staff are first aid trained.
- Inhalers are readily accessible for asthmatic pupils.
- Diabetic children are monitored closely during lessons.
- Regular safety checks are made on all equipment.
- Any items that are deemed hazardous are taken out of use immediately.
- Pupils are taught how to carry and move apparatus safely always 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.
- Appropriate levels of lighting must exist to facilitate a safe working environment.
- The surface the pupils work on should be clean and free from litter or other trip/slip hazards.

Managing Risk

Good, safe teaching in PE is achieved where a balance between appropriate challenge and acceptable risk is illustrated and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation is an essential part of effective teaching, managing and learning. Where this process reveals a risk that cannot be managed then planning needs to be reviewed.

Staff Development

All staff should take part in professional development to ensure secure subject knowledge, consistency and awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Opportunities for the development of all staff will be provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject.

Any new members of staff, including ECT's will be shown how to use, move and store all apparatus. When teaching PE in the hall, supply teachers should not use any large apparatus for health and safety reasons. Student teachers should always be with a teaching member of staff during their PE lessons. They should not be left alone.

Inclusion

- All children, regardless of skill or physical ability, are encouraged to take part in their P.E. lessons.
- Teachers are very aware of each child's capabilities and make sure that any necessary adaptations, differentiation (STEP), additional help or resources are available.
- Lessons will provide a good quality experience that is suitably challenging for all pupils.
- Children may undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- Some children may need specialist equipment and approaches or alternative and adapted activities following advice and support from external specialists.

Assessment

Assessment is carried out as part of the normal teaching routine during every PE lesson. It is mainly achieved through observation but can also be done through discussion with the children or as part of a self-evaluation process. Photographic and video evidence may be used to document some work. Children are given immediate verbal feedback and guidance on how to improve. As well as teacher assessment children will be provided with opportunities to assess their own learning and performance. They are encouraged to recognise ways of improving skills and will also learn how to make positive comments about their own and others' work. Pupils work will be assessed throughout each unit of work using the formative and summative assessment methods on the Lancashire PE Passport App.

To assist in formative assessment staff can use the following:

- EYFS 5 Fundamental Movement Skills for Under 5 Assessment and Early Learning Goals.
- Year 1 Baseline Fundamental Movement Skills
- Year 2 End of Key Stage Fundamental Movement Skills Test
- Lancashire Core Tasks – Pupil Progress Tracking in the Lancashire PE Passport App
- Watch children work, talk to them about what they are doing and listen to them describe their work.
- Receive feedback from pupils – use self-assessment function on Lesson 6 of the Lancashire PE Passport App

Records are selective and brief and teaching should have a clear reason for recording information. Significant achievements and weaknesses may be noted on evaluations and used to

- Inform future planning.
- Form part of the annual report and in discussion with parents.
- Inform during transfer between classes and key stages.

The subject leader, alongside a member of the Senior Leadership Team, will monitor the quality of teaching and learning through lesson observations across the school. The subject leader will also support colleagues, sharing training, expertise and good practice to improve the quality of teaching across the school. Outside agencies may also be contacted if needed to enhance learning and direct teachers.

Resources

We have a large variety of resources available to support and enable high quality PE teaching. Large gymnastic apparatus and mats are kept around the hall and in the internal P.E. store. Smaller games equipment and small apparatus are also kept in boxes and baskets in the internal P.E. store. Some larger or outdoor games equipment is kept outside in the external PE store. Measuring, timing equipment and items such as clipboards are kept in classrooms by certain class teachers and are available in the geography or maths cupboards. The large tape measures are also stored in the internal P.E. store.

In addition to the equipment available to support lessons we also have a large playground with markings to support fitness and the curriculum, a large field and a tarmac track on the field to be used for daily activities.

Children are also encouraged to use the playground markings during playtimes and lunchtimes, along with other equipment organised and led by staff members. The same applies to our After School Club children.

Pupils are encouraged to look after resources and, under staff supervision, return all resources tidily to the correct place,

Role of PE Co-ordinator

- To develop good classroom practice.
- To lead staff meetings and INSET where appropriate.
- To audit, order and review how equipment and resources are managed to ensure pupils are well taught and protected.
- To audit resources, manage the PE and Sport Premium, purchase and organise materials based on needs identified through the monitoring and evaluation of the subject.
- To ensure that staff are aware of necessary safety precautions.
- To attend courses to further own professional development.
- To keep up to date with current issues, and keep colleagues informed of any changes that are needed or that will contribute to a better physical education.
- To provide support, advice and encouragement for colleagues with planning, delivery and assessment.
- To audit the needs for CPD to ensure high quality PE delivery.
- To be aware of staff expertise and use this for the benefit of the children.
- To be responsible for the organisation of school teams in conjunction with other members of staff.
- To monitor the classroom practice and planning of P.E. to ensure the programmes of study and attainment targets are covered.
- To provide written feedback to individual teachers, the head teacher and the governing body.
- To report on the allocation of the Sports Premium and its impact.
- To carry out risk assessments in line with LA procedures.

Appendix 1

What is STEP?

Space

Where the activity is happening?

E.g., modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

Task/Time

What is happening?

E.g., modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment

What is being used?

E.g., modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People

Who is involved?

E.g., modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

As a brief example the more confident gymnasts could be jumping from higher apparatus, or a developing group of netballers could be challenged by playing on a bigger court.

Appendix 2

Earrings

At the start of each PE lesson all personal effects, including earrings, should be removed. Staff should always give a verbal reminder to children and, where necessary, visually monitor the group / individual. If children are unable to remove their own earrings at the start of the PE lesson, then they should not be worn at all on PE days.

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.

Taping over earrings is not recommended as a solution but if ears are newly pierced and children are unable to remove earrings then, as a short-term solution, they may be made safe by taping, front and back, as this will offer some 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). This taping may be done at home for younger children or prior to the lesson for older students. Staff are not required to remove or tape earrings for children.

When taping is used, 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 child that avoids direct physical participation (e.g., individual skill practices, observation and feedback tasks, acting as referee, scorer etc.)

The use of retainers and expander earrings are not a permitted alternative to earrings.

This policy has been informed by guidance from the Association for Physical Education (AfPE) and their guidance states that:

“Schools have a duty of care to ensure students are able to participate actively without unnecessarily endangering themselves or those working around them. A clear and consistently applied policy for the removal of personal effects should be in place. The Association for Physical Education (AfPE) strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings, including retainer and expander earrings.”