



# Yohden PE Policy

## PE Policy

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## **1. Intent**

At Yohden Primary school, the intent of teaching Physical Education is to give children the tools and understanding required to make a positive impact in their own physical health and well-being.

We want all children to experience a wide variety of sports and physical skills, which will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving.

PE at Yohden aims to develop a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel individual's abilities in competitive sports and other physically-demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Our children will have opportunities to compete in sport and other physical activities that build character and help to embed values such as fairness and respect. PE at Yohden is an imperative element of the curriculum, which develops knowledge and skills for a healthy life style, a balanced diet, positive growth mind-set and the resilience to persevere with activities that may have once felt too difficult.

P.E. is a statutory requirement of the National Curriculum (NC) and an essential contributor to the development of the whole child. It states;

*'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'* (National Curriculum).

## **2. Aims and Objectives**

Through a high quality P.E. programme, Yohden aims to enable pupils to become successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

**Physical development:**

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercising.
- To have the opportunity to engage in competitive sports and activities.
- To ensure every child moving on to secondary school can swim 25m and has basic water skills.

**Social and emotional development:**

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

**Cognitive development:**

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.

- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

**Spiritual, moral and cultural development:**

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self esteem through opportunities to celebrate sporting success.

### **3. The PE Curriculum:**

We aim to provide a progressive and comprehensive P.E. programme which embraces the Statutory Orders of the National Curriculum and takes into account individual interests and needs.

PE at Yohden is taught by class teachers with support of specialists and qualified sports coaches. *Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort as well as success is recognised. Children are encouraged to participate in exercise through-out the day during PE lessons, clubs, outdoor learning, lunch provision and special events.*

At Yohden each class from Year 1 to Year 6 complete 2 hours high quality PE lessons per week. The PE curriculum is structured to provide a range of sports experiences during which every child participates to develop their skills and learning through competitive, team and individual sports. Children with additional needs are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Children take part in individual skills, group skills and team games, using PE equipment appropriate for their age. During KS2 children will have a series of structured swimming sessions. We provide opportunities for all children to engage in extra-curricular activities after school. This is an inclusive approach, which endeavors to encourage not only physical development but also well-being for all pupils

#### **EYFS**

##### **As part of the EYFS statutory framework pupils are taught:**

Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

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. They handle equipment and tools effectively.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

#### **Key stage 1**

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

#### **Key stage 2**

Pupils continue to apply 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 enjoy communicating, collaborating and competing with each other. They 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 taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 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**

The National Curriculum states that children should be able to swim competently and confidently over a distance of at least 25 metres. Swimming is compulsory and children receive swimming lessons in key stage 2 from a qualified swimming instructor. Each year group in Key Stage 2 will attend swimming lessons.

#### **Teaching and Learning Points to Consider:**

Lessons should be delivered to provide challenge for the more able pupils and appropriate levels of support in order for all pupils to make progress. The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed. Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

We will also:

- Insist on correct and safe PE kit - see section in Health and Safety.
- Use both teacher and pupil demonstrations, rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Teach boys and girls together - in general using mixed groups and sometimes mixed pairs.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (e.g. 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best - work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.

- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

#### **4. Assessment & Recording**

Assessment for learning is made through observations of children's work and through discussion with the children.

Assessment of learning is made through medium term (summative) assessments and long term (formative) assessments. Teachers use the year group descriptors and judge which descriptor best fits the pupils performance at the end of each unit of work (each half term).

To assist in formative assessment, teachers will use the following:

- Use success criteria and aims of QCA and County core tasks as guidance to assessment in all areas.
- Fill in strengths and weaknesses tables at beginning of units to identify children who may be below and above expectations.
- Watch children work, talk to them about what they are doing and listen to them describe their work.
- Receive verbal feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets.
- Use ICT to develop portfolios of children's work in physical education to show progression and quality of performance, e.g. photography, video.

These methods will be used as an aid to:

- Inform future planning for themselves or a new class teacher.
- Form part of the statutory annual reporting process, and in discussions with parents.
- Help children as a basis for future target setting.
- Inform during transfer between classes and key stages to ensure continuity of progression.

## **5. Out of School Hours Learning (OSHL)**

The aims of the out of school hours learning are to *extend* and *enrich* the work being done during curriculum PE and to provide some pupils with opportunities to *enable* them to develop the skills they need to access curriculum PE.

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. The programme each year reflects a breadth and balance across the NC areas of activity, including gymnastics, games and athletics. We follow a range of inter-school fixtures, tournaments and festivals within our sport partnership. Our extra-curricular content aims to be varied – including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

All out of school learning opportunities will:

- Provide a balance of competitive and non-competitive activities.
- Provide specific movement/general physical activity clubs, which develop fitness.
- Ensure that the school regularly participates in SSP and County-wide events which promote physical activity.

## **6. Equality, Diversity and Accessibility**

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabled youngsters, gifted and talented children and those who have English as an additional language. Delivery and assessment tries to ensure that children are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks, which enable all pupils to make progress.

### **Differentiation**

Planning for differentiation is based on the school sports partnership S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, e.g. smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

Differentiation by task is achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability.

Differentiation by outcome is achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.

Differentiation by support is achieved when children of low ability are given constant reassurance to help improve their confidence.

## **Inclusion**

Inclusion in Physical Education means that we aim to create an environment in which all children learn to respect and value each other and each other's interests. This is achieved by employing the following strategies:

- Mixing groups (when appropriate) in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a benchball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EMP children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.

## **7. Staff development**

Each class teacher takes responsibility for teaching and assessing the PE curriculum for their class. All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. 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, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/disseminate the information. Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

## **8. Leadership and Management**

The PE Lead is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice.
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan.
- Auditing, ordering and reviewing resources.
- Accessing any funding available that may enhance the quality of PE within the school.
- Ensuring that records and data are kept up to date.
- Attending courses to further own professional development and providing information and support for colleagues.
- Monitoring classroom practice and planning to ensure high quality delivery and setting future targets.
- Extending relationships and contacts beyond the school and in the local community.
- Keeping up to date with and implementing any Local Authority and School Sport Partnership developments where appropriate.

## **9. Health and Safety Issues**

### **Accidents**

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes a friend should be sent with the injured pupil to an available first aider, where they will seek first aid advice if necessary.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send a responsible child to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

### **Medical Conditions**

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible.

It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

### **Safeguarding**

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. Boys and girls in Year 5 and 6 are not expected to change together.

### **Risk Assessment**

The importance of safety in PE is stressed immediately when pupils enter the school and they are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground. Teachers *and pupils* help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

## **10. PE KIT: Clothing and Personal Effects**

Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils.

- Staff should always endeavour to change for physical education, at the very least a change of footwear and removal of jewellery should be undertaken.
- Pupils from the earliest ages should change into suitable clothing for PE so that they can participate safely.

From an early age, children should be encouraged to come prepared for P.E. lessons. Clothing should include the standard items and additional items in the event of bad weather. See below for P.E. equipment;

- Trainers
- White t-shirt
- Dark (black/navy) shorts/tracksuit bottoms
- Warm, waterproof items (hooded top, jacket, gloves, hat etc.)

**Swimming:** Swimming costume and some pools insist on trunks rather than shorts. Children must wear a swimming hat.

### **Children Without Kit**

At the beginning of each term parents will be informed by their child's class teacher of P.E. kit requirements, depending on the units to be covered, and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents would be appropriate.

Kit kept in school will be used by those who forget/have no kit in school.

At the discretion of the teacher, children may be able to take part wearing their school footwear (trainer-like and no boots).

### **General Points**

- Where a group presents a variety of footwear for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.
- Pupils should never participate in socks on polished surfaces.

- The wearing of sensory aids such as spectacles or hearing aids will usually be determined by: The nature of the activity and a balanced judgement as to whether wearing the item constitutes a greater or lesser risk to the wearer in those activities where physical contact is absent.
- Where sensory aids need to be worn for safe participation by the individual then the staff need to apply the procedure set out above in order to determine whether participation with the sensory aid is safe for the wearer and for the others in the group.
- Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.
- Jewellery (including stud earrings) must be removed (loose religious items may be taped down). Teachers will not take responsibility for looking after jewellery. If needed, they can be covered with suitable tape. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. It will be the responsibility of the child to apply their own tape to jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should, where possible, go to another class in their year group.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.
- PE kit should be brought to school on at the beginning of term and sent home at the end of the half term (UKS2 may need to bring in on a Monday and taken home on a Friday). This way, children are prepared for any unscheduled PE/ sport sessions during the week. A PE kit is essential!

## **11. Equipment and Resources**

### **Safety**

Small equipment is checked by the subject leader and sports coach on an ongoing basis. If any defect is found in any of the PE equipment, this must be reported immediately to the PE co-ordinator or sports coach and taken out of use.

Children should be made aware of safe handling of the PE equipment and should be taught the established school method of carrying Gymnastics apparatus (to ensure consistency throughout the school).

### **Locating Equipment**

Gymnastics equipment for all classes is kept in the hall. Core Games equipment is kept in the equipment store (co-ordinator has a key).

P.E. equipment is stored in the outdoor PE store, with the exception of smaller equipment, which is kept in the hall. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:

1. Look after resources.
2. Use different resources to promote learning.
3. Return all resources tidily and to the correct place (Staff to supervise).
4. Be told of any safety procedures relating to the carrying or handling of resources (demonstrated by staff).

## **12. Other Issues**

### **Sport Premium**

Sport Premium is an amount of money which the government has agreed to allocate to schools. The funding amount schools receive is based upon the number of children of primary age the school has at Jan. of that year. The sport premium is to be used to; ***Increase the quality & breadth of PE & Sport provision, and increasing participation in PE & Sport.***

At Yohden Primary School, we strive to promote healthy and active lifestyles and aim to provide sporting opportunities for all our pupils. You can find on our school website the amount of funding we receive each academic year and proposals on how it will be spent, as well as the impact the funding has had.

Overall, the money is used for:

1. Investing in the Easington School Sport Partnership Service Level Agreement to provide support in many areas of sport (see next section; SSP)

2) To promote a wide range of sporting activities within and outside of school, to allow for new experiences of sport for all children.

3) To improve equipment within school to ensure children can access a wide range of sports, both indoor and outdoor.

4) To increase the knowledge and skills of staff across the school to enable their delivery of physical activities.

### **School Sports Partnership (SSP):**

Yohden Primary is a member of Easington School Sport Partnership. This gives us access to curricular support, competitive opportunities for our pupils and training for staff via the partnership. We work alongside the partnership to provide aspects such as:

- Providing curriculum support and high quality CPD for teachers, teaching assistants, NQTs, team teaching, twilights, professional development days etc.
- Provision of High Quality Coaching support across a variety of sports.
- A full organised annual programme of competitions/tournaments/festivals in addition to the National School Games.
- Participation, inclusion and excellence opportunities.
- Provision of an after-school activity in every term in a variety of sports.
- SSP Network meetings to support PE Leaders / PLTs in their role developing PE & sport within their school.

- Assistance in the process of applying for national 'Kite mark' status for High Quality Provision of P.E. & School Sport.

**Links with other subjects:**

PE can link to other subjects, e.g. Literacy, (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment the PE and PSHE lead also work closely together.

At Yohden Primary School, we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.

**Policy review and update:**

**Policy written:** September 2018

**Last reviewed:**

**Date of next review:** July 2020