

# DEAL PAROCHIAL CHURCH OF ENGLAND PRIMARY SCHOOL

## PHYSICAL EDUCATION AND SCHOOL SPORT POLICY

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Approved by:	Governing Body:	
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### VISION STATEMENT

**Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.**  
**Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.**  
**Together we flourish through courageous learning, friendships and generosity.**

## **TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS**

### Introduction

At Deal Parochial C of E Primary School we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects our 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.

### Whole School Vision

- At Deal Parochial C of E primary we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.
- We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.
- We aim to promote our Christian values through sports and positively encourage children to have faith, love and hope.

## Curriculum Aims

**Our aim in Physical Education is to educate students through physical activities. We aim to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. We aim to develop a love and lifelong passion for all children in physical education.**

We also aim to:

- 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.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- 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 learn a range of sporting activities that inspires life long engagement with physical exercise. To know the importance of the relationship between their healthy life style and emotional health so that they can make positive choices.
- To utilise the local and national resources and amenities gainfully.
- To **enjoy** sport and physical exercise as they grow up and beyond in their adult lives.

## RATIONALE

### ***The importance of Physical Education to the curriculum***

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and

preferences, and how to make choices about getting involved in lifelong physical activity by becoming physically literate.

A high quality programme has been designed to satisfy the needs, abilities and interests of all individual children. At Deal parochial, each class will receive 2 hours of physical activity per week. The sessions will contain elements required by the National Curriculum of:

### **KS1 PUPILS**

Pupils should 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 should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. (National Curriculum)

KS1 Pupils should be 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.

### **KS2 PUPILS**

Pupils should 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### **KS2 Pupils should be 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. (New National Curriculum)

### **FOUNDATION STAGE**

We encourage the physical development of our children in the reception class as an integral part of their work. In addition to this, fine motor skills are constantly being developed through a wide range of activities provided in the classroom. The children also benefit from their own outdoor play area and a selection of P.E. equipment to help develop their gross/fine motor skills, co-ordination and control. The time spent in this area is used to build upon and reinforce the skills practised in the curriculum lessons. The Physical Education curriculum within the foundation unit follows objectives set out in the Early Learning Goals and is supplemented with the EYFS Green acre plans to follow consistency with the school. The children move confidently in a range of ways, developing skills of spatial awareness, balance, control and co-ordination; developing control of a range of equipment including pencils, balls, beanbags, and hoops and skipping ropes. The children are given opportunities to explore and manipulate a range of P.E. equipment in their own ways to build the confidence to participate and to handle a range of equipment effectively.

### **AIMS**

***We aim to teach the children to become physically literate by enabling them:***

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
  - by developing a positive attitude and interest in a wide range of physical activities.
  - by raising awareness of issues regarding Health Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness,

speed, gross and fine motor skills.

3. To contribute to the intellectual development of each child:
  - aesthetic appreciation and understanding of Dance and Gymnastics.
4. To help establish the individual child's self-esteem and confidence. To develop social skills (co-operating in groups, playing fairly to rules, mixing with children from other schools).
5. To ensure that every class includes Level 1 competition (competition within the school) at the end of every unit of work.
6. To ensure every child has the opportunity to take part in lunchtime and after school sports clubs, as well as external competitions and tournaments.

## **GUIDELINES**

### ***Deal Parochial School will:***

- Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent Deal Parochial School in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (e.g. use of athletics data in ICT and number work in both numeracy and PE lessons).
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day - parents, Clubs, Change 4 Life, Inter-school matches – part of DLA and Dover School Games cluster partnership.
- Ensure children wear the Deal Parochial expected P.E. kit for all lessons. (See below). Also, ensure teachers change into appropriate clothing to teach PE lessons.

- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through adapted and inclusive mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

### **CURRICULUM PROVISION/ FRAMEWORK**

Teachers should use the Greenacre Sports Partnership schemes of work in Physical Education. The units have been carefully devised to show progress across and within year groups and ensure level 1 competition is embedded throughout each unit. Swimming takes place at Tides Leisure Centre with trained lifeguards in accordance with the Kent Swimming Policy. During sessions, children are organised into ability groups based on their swimming skills; lessons are pitched at National Curriculum Levels.

### **TIME ALLOCATION**

Government stipulates all children should have a “Five hour offer” of PE and Sport. This is: 2 hours of PE lessons per week in curriculum time, an additional 1 hour through clubs and extra-curricular activities on the school site and a further 2 hours through a mixture of school and community/club organised sport. Each class is timetabled two one hour sessions in which they have priority of access over hall or playground/field. The Sports Leader timetables additional sporting activities, which are available for individual classes and Key Stages during lunchtime sessions. School Sports Leaders help deliver these additional sporting activities.

All children have access to a comprehensive range of after school sporting activities available five evenings per week ranging from: street dance, football, cricket, archery, fencing, cheerleading, gymnastics, basketball, cross country running, tag rugby, tennis, athletics and a variety of others throughout the year.

### **UNITS OF WORK**

The class teacher should identify from the curriculum map the 5-7 week unit of work their class will be following. Each teacher must follow a detailed program of activities from Greenacre Sports Partnership plans. The plans clearly show the learning intention,

success criteria, vocabulary, teaching input, activities and plenary for each lesson and finish with a Level 1 competition during each taught session. Swimming lessons are planned and taught by trained instructors who plan targets for each of the ability groups. Children should be allocated time during the plenary of the lesson to evaluate themselves against the outcome.

### **INDIVIDUAL LESSONS**

Individual lesson plans are to be taken directly from Greenacre Sports Partnership resources and adapted to suit the class. This will ensure logical progression throughout the unit of work and means skills will not be taught in isolation and there is a clear end objective. This objective may be realised explicitly in the final lesson. For example, with a performance in Dance, or a full (age appropriate) rules tournament in Games.

### **POINTS TO CONSIDER DURING LESSONS**

- 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.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening. Use the flip chart if necessary.
- Pre teach necessary vocabulary
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.
- 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.

## HEALTH AND SAFETY

### PE KIT

#### RECEPTION, KS1 AND KS2

In the interests of safety and hygiene, teachers must insist on children changing into the following kit for PE lessons. This will consist of black shorts/legging/jogging bottoms and a coloured team t-shirt. Properly fitting trainers or plimsolls with socks and not tights.

#### ***Dance and Gymnastics:***

Children are **NOT to walk to and from the hall in bare feet – plimsolls must be worn and stored safely in the hall.**

***Jewellery and Hair:*** **The policy of the Kent LEA is that no jewellery is to be worn for any physical activity; including watches.**



- Parents should be informed of the class P.E. timetable so that they can remove earrings for that day.
- There are some occasions when jewellery cannot be removed. Studs in newly pierced ears are a hazard during physical activity, but infection may result if they are removed. In these cases tape over the stud to protect the ear (maximum of 6 weeks only).
- Long hair must be tied back.

**Swimming:** Swimming costume, trunks or shorts and a towel.

**Outdoor Activities:** Generally as Games, but otherwise clothing appropriate to the activity.

### **GENERAL POINTS**

- Teachers and TA's should also wear appropriate clothing.
- Jewellery (except stud earrings) must be removed or taped over. Teachers will not take responsibility for looking after 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 stay at school with another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

### **CHILDREN WITHOUT KIT**

At the beginning of each term parents will be informed by letter of PE kit requirements

and they will have the opportunity to discuss any serious reservations with the P:E Leader or class teacher. 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.

### **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 the teaching assistant should accompany the children to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children 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.

### **OTHER ISSUES**

Swimming sessions are risk assessed by individual class teachers and Tides Leisure Centre with trained lifeguards in accordance with the Kent Swimming Policy.

The premises have been risk assessed by the site manager. All playgrounds, timber trail, halls (including apparatus) are safety checked annually by a specialist company (Kent Gym and Sports Services Ltd).

## **EQUIPMENT AND RESOURCES**

### **EQUIPMENT SAFETY**

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 when undertaking any activity, (e.g. not jumping or running in front of others, etc.). Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety. Regular checks are made on all equipment. All staff are responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger are taken out of use immediately and the subject leader informed of any faults. All large items of equipment are inspected annually by a specialist company (Kent Gym and Sports Services Ltd). The Health and Safety Code on safety in Physical Education forms part of the school's policy. The BAALPE publication 'Safe Practice in PE' is also available to all staff.

### **LOCATING EQUIPMENT**

Gymnastics equipment for all classes is kept in the hall. Core Games equipment is kept in the PE shed outside. EYFS physical development equipment is stored in their green cupboard of the outside area.

### **ORDERING EQUIPMENT**

Any new equipment required can be ordered through the PE Lead. The PE and Sport grant has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

### **SEN AND GIFTED AND TALENTED**

The P.E. curriculum should fulfil the needs of all pupils. The planned curriculum should take into account pupils with IEPs that may address sensory, physical, cognitive,

emotional and/or behavioural difficulties. Where appropriate, arrangements for extra adult and/or specialist help may be sought. If a programme needs to be adapted then the class teacher will do so in consultation with the SENCO, where appropriate. The emphasis is on inclusion for all children. Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- structuring activities so all are fully involved. For instance, a team cannot score in a bench ball 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 EAL 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.

Where pupils show specific talents in P.E. then specialist support may be necessary and appropriate provision sought. Lessons should provide good quality experiences that are

suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an appropriate range of activities.

### **RECORDING AND ASSESSMENT**

The PE Curriculum Plan will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the progression areas for each PE unit. All assessment should be recorded onto SIMs assessment tracker. End-of-year reports should contain judgements based on observation of achievement and progress made.

### **LEADERSHIP AND MANAGEMENT**

The PE leader is responsible to the head teacher. They are responsible for the management of the PE budget which includes all aspects of PE. An annual audit together with feedback from staff helps identify spending needs for each budget. The head teacher is responsible for the overall implementation of the physical education policy.

### **MONITORING**

The subject is monitored annually and evaluated by the subject leader. The Subject Leader looks at assessment and coverage and will observe lessons during the year. When appropriate it is also possible that the P.E. Lead will seek the support of a specialist to evaluate particular areas of the curriculum such as gymnastics. Teaching staff are asked to provide additional evidence through photos and videos alongside information that is gathered from observations. This will be used to identify training needs, areas of development or strengths and will enable the PE leader to ensure that high quality sport is delivered throughout the school. Class teachers are encouraged to share their strengths

so that staff can go and watch others teach an area in which they would like new/ additional ideas.

**The subject leader key roles are:**

- ✓ To monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues.
- ✓ To organise resources through carrying out audits, ordering new resources and managing the P.E. curriculum budget effectively.
- ✓ To support other members of staff by demonstrating good practice, commitment and enthusiasm; organising INSET opportunities, leading curriculum development meetings and giving advice on assessment and recording.
- ✓ To write and review curriculum policies, liaising with outside agencies to keep up to date with developments and overseeing activities that relate to Physical Education.

To develop staff confidence and competence in teaching physical education:

- ✓ The subject leader attends courses as appropriate;
- ✓ The subject leader arranges for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning.
- ✓ Where necessary, the subject leader leads (or arranges) school-based training matched to identified needs of staff.

**OTHER ISSUES**

**EXTRA-CURRICULAR SPORT**

- ***Children participating in out of hour's clubs must change out of their whole school uniform and wear their Physical Education kits. All regular P.E. rules apply through the clubs.***

Deal Parochial is fully committed to providing extra-curricular sporting opportunities. These include: street dance, cheerleading, gymnastics, fencing, archery, golf, tennis, tag-rugby, quick cricket, football, basketball, cross country running, boccia, athletics, rounders as well as other seasonal activities.

- Competition against other primary schools in a wide range of sports through local school arrangements.
  - Friendly matches against other schools/groups.
  - Exhibiting work. For example a dance performance in assembly or attendance at a gymnastics festival.
  - Short Tennis, football and ballet classes before and after the school day.

### **LINKS WITH OTHER AGENCIES**

#### **These include:**

- Participation in local sports leagues (primarily the CSSA) with other primary schools.
- Visits, and liaison with, outdoor education centres and agencies.
- Involvement with Greenacre Sports Partnership.
- Liaising with the local SGO.
- Liaison with the local School Sport Co-ordinator.
- Liaison the Healthy School practitioners.
- Offsite Educational Visits - Kelsi website

## **STAFF TRAINING**

The PE co-ordinator will have access to specific training to support and develop their role. All staff will be encouraged to attend courses and review resources alongside the PE Leader. The PE Leader will arrange a program of team-teaching via Greenacre Sports Partnership to support staff. This will be targeted to all teachers including newly qualified teachers and new staff.

**INSET** time PE training: assessment procedures.

## **DISSEMINATION AND REVIEW**

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Head teacher.



