



# Harby Church of England Primary School

## Physical Education Policy

### EQUAL OPPORTUNITIES

#### INCLUSION AND EQUALITY STATEMENT

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

#### STATEMENT OF INTENT

At Harby C of E we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education.

Our PE programme aims to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives



## IMPLEMENTATION

Our PE lessons are planned using the Get Set 4 PE Scheme of work, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

Each week, classes are physically active for at least 2 hrs per week. This may be specific PE sessions or smaller activity bursts during other curriculum areas. Normally the class teacher teaches a specific PE session unless a sports provider is delivering an additional session. LSA support is given for 1:1 work for children with SEN if required.

### **Connections with the wider community.**

Children are offered opportunities to take part in activities run by Inspire+ (as outlined in our yearly agreement).

Sports Ambassadors, affiliated with Inspire+, provide coaching sessions and run assemblies linked to physical, mental and emotional well-being. The Talented Athletes Programme (TAP) is run yearly by inspire+ for all year groups.

Sports day is held yearly which is a whole school event where we invite our immediate community (Covid permitting / Risk assessments in place)

Urban Movements Primary provide weekly afterschool extra-curricular clubs for KS1 and KS2.

County events, run by the LA providers, are also regularly attended – where teachers from the school encourage pupils to take part.

Yearly we attend county countryside cricket events at Belvoir Castle.

## PHYSICAL EDUCATION IN RECEPTION

We encourage the physical development of our children in reception as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities



that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## HEALTH AND SAFETY

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective. Children have to bring appropriate PE kit to wear, as outlined by our school agreement, on PE days. These days are clearly outlined by our class timetables.

Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga. Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in. Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to consider their own safety and that of others at all times.

Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips.

## IMPACT

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded. GetSet4PE provide an assessment tool within their programme. The assessments can then be downloaded and stored on the school server.

Their progress and attainment is categorised in the following way:

- [=] Meeting expectations
- [+] Above expectations
- [-] Below expectations

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.



The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's work and observes PE lessons.

The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by the curriculum leader.

This policy was approved and adopted for use: ...Jan 22.

Signed: .....KFord.....