

Lawns Park Primary School
Physical Education Policy – 2022-2023

School Vision

At Lawns Park Primary School we believe that ALL pupils are entitled to an enjoyable, competitive, inclusive and diverse high quality PE and sport experience. As well as encouraging everyone to participate in sport, we also provide many extra-curricular opportunities for children to participate in sports, clubs and sporting events.

Rationale and Ethos

This policy was created in Autumn 2022. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement through impacting on attendance, behaviour, and pupil attainment. The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The

physical education curriculum aims to provide for pupils' increasing self- confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, cooperative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims and objectives

Physical education develops the pupil's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in pupils of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- ☐ Provide learning situations in which all pupils will be able to develop their physical
 - ability to the full
 - Acquire and develop skills, performing with increasing physical competence and
 - confidence in a range of physical activities and contexts
 - Provide stimulating and challenging opportunities that help to promote physical
 - development such as cardio-vascular health, flexibility, muscular strength and
 - endurance
 - Enable pupils to understand the importance of Physical Education in respect of a
 - healthy lifestyle. (Knowledge and understanding of fitness and health).

- Develop positive attitudes towards participation in physical activity
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- Promote equal opportunities for all and value the contribution of others irrespective of gender, ability, social/cultural background
- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance (and value) of exercise in their lives
- Be given a firm foundation for life-long participation in sporting activity
- Teaching and learning style
- To deliver high quality PE, we use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the pupil's knowledge, skills and understanding and we do this through a
- mixture of whole-class teaching and individual/group activities. Teachers share the W.a.l.t. and
- success criteria with the pupils at the start of the lesson and refer back to them through high level
- questioning.

Teachers draw attention to good examples of individual performance as models for the other pupils and encourage the pupils to assess their own work as well as the work of others. Within lessons we give the pupils the opportunity both to collaborate and to compete with one another, and they have the opportunity to use a wide range of resources, suited to their needs.

In all classes there are pupils with varying physical abilities. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. Pupils feel that they are being stretched and know how they are being challenged. We achieve this through a range of strategies which can be summarised through our "STEP" approach (Space, Task, Equipment, People)

- ② setting common tasks that are open-ended and can have a variety of results;
- ② setting tasks of increasing difficulty, where not all pupils complete all tasks;
- ② grouping pupils by ability and setting different tasks for each group;
- ② providing a range of challenge through the provision of different resources; and
- ② referring back to the success criteria throughout the lesson.

In PE lessons, we allocate pupils with the role of Sports Leaders that is, to support the teacher with any activity and, in some cases lead an activity. The ownership of responsibility helps the Sports Leaders to develop their confidence, their communication skills and deepens their understanding of Physical Literacy.

Primary School PE and Sport Funding – Sports Premium

The Government have announced that from September 2013 schools will receive an additional £8,000 [plus £5 per pupils between the ages of 5-11 years old] to improve the quality of sport and PE for all their pupils.

Having researched how best to spend this money to ensure it has a long-lasting impact, we have decided to invest a large proportion of our PE budget in the professional development of teachers at our school so they are best equipped to teach high quality Physical Education and school sport for years to come. For more information, our aims for the Sports Premium and a breakdown of exactly how the Sports Premium will be spent at Lawns Park Primary School please see below.

How the Sports Premium will be spent at Lawns Park Primary School

Aims for Sports Premium at Lawns Park Primary School:

1. To train teaching staff so that they can deliver high quality PE across the school.
2. To train KS2 pupils to be Young Sports Leaders and deliver high quality school sports at lunch and after school.
3. To employ a Sports Coach to raise the profile and deliver high quality PE and School Sports at Lunchtime, in PE and after school.
4. To fund transport to School Sports events and competition.
5. To purchase suitable equipment so high quality PE can be delivered

For a full breakdown of how Sports Premium is being spent against above criteria, please see our PE and School Sports Action Plan.

PE curriculum planning and entitlement

The school provides 2 hours of high-quality PE to each pupils every week. The delivery is through PE lessons. Units of work are usually blocked and will rotate every half term. We use the Get Set 4 PE scheme.

In foundation stage the prime areas of learning are:

- ☐ communication and language
- ☐ physical development
- ☐ personal, social and emotional development

The specific areas of learning are:

- ☐ literacy
- ☐ mathematics
- ☐ understanding the world
- ☐ expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

In Key Stage 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to: master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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.

In Key Stage 2 pupils should continue to implement 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.

Pupils should be taught to:

- ☐ Use running, jumping, catching and throwing in isolation and in combination
 - ☐ Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, 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 and Water Safety

All children must have access to swimming instruction in either key stage 1 or 2. In particular, pupils should be taught to:

- ☐ Swim competently, confidently and proficiently over a distance of at least 25 metres
- ☐ Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- ☐ Perform safe self-rescue in different water based situations

Outcomes

Intended outcomes that we deem to be desirable from the PE programme include:

- ☐ **Skill acquisition Skill application Movement appreciation**
- ☐ **Movement observation memory Knowledge Understanding**
- ☐ **Health/fitness principle Awareness of safety**
- ☐ **Competition Rules how to officiate Leadership**
- ☐ **Challenges Enjoyment Creativity**
- ☐ **Problem solving Self-control Tolerance**
- ☐ **Respect Honesty Self esteem**
- ☐ **Responsibility Sense of achievement/well being Communication skills**

Swimming and Water Safety

All children must have access to swimming instruction in either key stage 2. In particular, pupils are

taught to:

- ☑ Swim competently, confidently and proficiently over a distance of at least 25 metres
- ☑ Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- ☑ Perform safe self-rescue in different water based situations

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils 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 pupil's levels of ability, and encourages them to co-operate across a range of activities and experiences. Pupils learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Inclusion

The school aims to provide the highest quality PE lessons for all pupils. Tasks and the use of resources need to be challenging, but also matched to different abilities and needs. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources and use of facilities. Where possible, support staff are available to work with and specifically help pupils who require extra assistance. Teachers could consider the following strategies which will help enable all pupils to achieve further development and progress in lessons.

- ☑ Modified activities (changing rules, playing area, equipment)
- ☑ Included activities (all pupils play adapted games)
- ☑ Parallel activities (all pupils take part in the same activity, but in different ways)
- ☑ Separate activities (alternative activity offered that pupils undertake part on own)
- ☑ Planning with the inclusion/SEN manager, and/or class teaching assistants
- ☑ Plans should relate to a pupil's IEP and/or IBP.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the pupils to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

Monitoring and review

The monitoring of the standards of pupil's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of high-quality PE, being informed about current developments in the

subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader is also the Primary Link Tutor (PLT) for PE and as a result has the opportunity to work in partnership with the PLTs from other local primary and secondary schools, and to access many training opportunities and resources that can benefit the school.

Out of school hours learning:

In addition to normal PE activities, we provide pupils with relevant sports programmes that are open to all, through extended schools. These encourage pupils to further develop their skills in a range of the activity areas. Clubs are led by teachers, staff and qualified coaches. The sessions may be after school or/and during lunchtimes. The clubs are rotated each half term and different pupils are invited to join each time. On occasion parents and carers are encouraged to contribute to the cost of the after school clubs.

The schools also play regular fixtures against other local schools as well as schools further afield and participate in area knockout competitions. This introduces a competitive element to team games and allows the pupils to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our pupils.

School Sports Partnership

We are committed to providing a range of high quality physical activity within a range of settings. We work within a proactive School Sports Partnership, led by The Farnley Academy to:

- maximise Key Stage 1 and Key Stage 2 participation in inter and intra-school sports competition;
- develop our pupils as Sports Leaders;
- utilise specialist PE teachers who work alongside teachers to increase their subject knowledge and confidence in teaching PE.

Guidelines for the practical management of PE lessons:

Staff Participation

All staff working with the class actively participate during the whole of each lesson. This could be by either assessing, assisting individuals, group work or leading whole class sessions. Where the lesson is being taken by a sports coach, staff will act as teaching support.

Pupils

All pupils must take part in all PE lessons. If a pupil does not take part in the lesson, the teacher will note the reason given. Pupils may only be excused if an appropriate letter has been given, or a parent/carer has been seen. Persistent non-participation without good reason will be followed up by the class teacher, if it persists the PE Leader will be informed who will take the matter to the Headteacher. As a consequence The PE Leader/Headteacher will meet with the parents to discuss how the barriers preventing the child from participating can be removed. If a pupils is unable to take part in the PE lesson, they must be supervised and, where possible, be involved in the session in some way (e.g. observe and comment on the lesson or support the teacher). Pupils must not be sent to another classroom or simply sat at the edge of the lesson.

Policy for PE kit

Pupils must wear their PE kit for all lessons.

☑ Indoors: shorts / white T-shirt / barefoot.

☑ Outdoors: shorts or track suit bottoms, t-shirt or sweat shirt / trainers (note, parents are required to supply appropriate dress for weather and events). Pupils who forget their kit may see if they can borrow appropriate clothing from the school. In KS1 there is a spare kit bag in each class, in KS2 there is a spare kit bag/box in the PE cupboard.

☑ Pupils with long hair should have it tied back and any metal or plastic clips should be removed by the pupils before the start of the lesson.

☑ There is a no jewellery policy, however if absolutely necessary unobtrusive ear studs may be worn but should be taped.

☑ Swimming: appropriate costume, towel. Suitable goggles may be worn, but they should be provided by the pupils. Creams, powders and any other related preparations are not allowed, unless a clear reason is given by the parent/carer or they are prescribed by a doctor.

Staff must change clothes for all PE lessons.

☑ All teachers, support staff and coaches should be suitably dressed during PE lessons and wear a PE kit to model to pupil about hygiene and appropriate clothing.

☑ All teachers, support staff and coaches need to follow the same guidelines and procedure regarding long hair and jewellery.

Medical:

All participating staff must be aware of any relevant medical conditions that pupils may have. It is

essential that staff and/or pupils have easy access to any required medication. Occasionally pupils may be fasting. This has to be considered too. Pupils with asthma must have immediate access to their inhalers as required. You will need to ensure that they have these with them in the halls, during outside events and (if necessary) on the poolside during swimming. During swimming lessons, poolside staff and the instructor must be informed of any specific medical needs of the pupils taking part.

Safety:

Pupils must be taught how to take out and put away apparatus safely from an early age.

- ☐ apparatus should not be dragged across the floor

- ☐ benches should be carried by at least two pupils

- ☐ planks, bars and the ladder should be carried by at least two pupils

- ☐ mats should be carried by at least four pupils. Years five and six pupils should be taught how to carry the mats in twos.

Pupils must be taught how to lift and carry equipment from an early age. Correct technique and safe procedures must be demonstrated continuously as appropriate.

- ☐ lifting- using a straight back and bent knees

- ☐ carrying- pupils must look in the direction they intend to travel and must also be specifically reminded to be aware of others around them.

Important- Staff will note that apparatus must be checked by the teacher before the class use it. If any

fault is found, however minor, the apparatus should be labelled, put out of use and the PE and premises manager should be informed immediately.

Indoor PE: When using apparatus teachers will ensure that:

- ☐ apparatus is not placed too near walls and that a suitable distance is kept between each piece of equipment so that pupils do not collide during activities

- ☐ if mats are being used edge to edge there is no overlap or space between them

- ☐ mats are not able to slip on impact (e.g. when being jumped on)

- ☐ all pupils sit down after they have positioned their apparatus, until it has been checked (look at 'Val Sabin' scheme for notes on how to handle equipment and for suggestions of how larger apparatus could be set out)

☐ pupils are given some opportunity to comment constructively on placement of apparatus from a safety point of view

☐ all equipment and apparatus is stored safely, neatly and in correct places by the pupils, ensuring that they are supervised at all times.

Outdoor PE:

☐ make sure that the playground is clear of all obstructions

☐ when giving pupils instructions ensure that the sun is not shining directly into their eyes and be in a position to note that they can all hear clearly

☐ make sure that pupils are aware of the boundaries you set and any other markings in the playground which determine your activities (e.g. cones and skittles)

☐ under no circumstances are pupils allowed to leave the school site, or climb inappropriately to retrieve misplaced equipment .

Accident procedure:

For school based activities staff should follow the guidelines in the Health and Safety Policy.

For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off-site visits.

For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use emergency drill. There should be frequent practices involving the children.

Leadership and Management Roles

The Governors will know about current and projected expenditure of the Sport Premium funding on school website and will regularly scrutinise current and projected expenditure with the HT and understand the impact the grant is expected to make.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities. She will:

☐ Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make

☐ Aim for high teaching competency across the school

☐ Designate a member of staff to lead the subject

The PE Subject Leader will:

- ☐ Monitor the teaching and learning of PE within the school
- ☐ Keep up to date with new developments and inform staff
- ☐ Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum.
- ☐ Audit staff to determine appropriate and targeted training
- ☐ Aim for high teaching competency across the school
- ☐ Ensure that PE resources are available and appropriate to the needs of the staff
- ☐ Audit resources regularly and take overall responsibility for equipment and resources
- ☐ Ensure that all pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- ☐ Ensure that PE keeps a high profile within the school, through displays etc.
- ☐ Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work
- ☐ Assist with recording keeping and assessment of the subject.
- ☐ Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- ☐ Regularly share current and projected priorities and outcomes with pupils, parents, staff and senior leaders including governors
- ☐ Have a formal, long term strategy for PE, sport and physical activity. This should be aligned with the SIP and have been informed with pupil and staff feedback
- ☐ Ensure all coaching staff delivering PE and OSHL on the school site are quality assured
- ☐ Establish a Sports Council where pupils can discuss and plan PE, sport and pa activities
- ☐ Informally observe PE lessons to compile a picture of teaching competency across the school
- ☐ Perform annual // termly planning scrutinies
- ☐ Contact local sports clubs to establish new community links with the school

Teachers should:

- ☐ communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- ☐ have a high level of confidence and expertise both in terms of their up to date specialist

knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.

☐ plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for the planning and teaching of PE as set out in this Policy

The Teaching Assistant (TA), when available during PE lessons, will:

☐ Support the class teacher in delivering PE and , in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher.

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