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Staff Responsibility	A Day
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Signed by Chair	

## P.E. Policy

### Introduction

- This document is a statement of the aims, principles and strategies for the teaching and learning of P.E. at Barton Primary School.
- The policy was updated in December 2015 to align with the new National Curriculum. The policy is reviewed and updated annually by the PE Co-ordinator.
- In 2018 the policy has been adapted to incorporate the Government's new child obesity plan. This outlines that primary schools should provide at least 30 minutes of 'moderate to vigorous' physical activity a day.

### Rationale: What is P.E.?

P.E. is the only subject that is concerned exclusively with the development of the 'physical' child. It involves the development of the physical skills, knowledge and understanding in games, dance, athletics, outdoor adventurous activities and swimming. P.E has a high profile in school and contributes to the school's aims and ethos through providing opportunities for developing independence, team work and raising self-esteem. All children are expected to take part in the full range of activities appropriate to their abilities regardless of gender. Gender-typical attitudes are challenged.

### Principles

P.E. is important because:

- physical activity can provide challenge and fulfilment throughout life;
- good habits of exercise contribute to a healthy lifestyle;
- knowledge and understanding of all areas of activity increases enjoyment as a spectator and contributes to cultural understanding;
- regular exercise is important for physical growth, leading to a greater mechanical strength in bones and muscles and improving the cardiovascular system

P.E. is a foundation subject in the National Curriculum and requires six areas of activity:

- games Key Stage 1 and 2
- gymnastics Key Stage 1 and 2
- dance Key Stage 1 and 2
- athletics Key Stage 2
- outdoor and adventurous activity Key Stage 2
- swimming Lower Key Stage 2

We aim to provide two hours of quality P.E. per week for our children with opportunities for extra-curricular P.E. and sport activities.

Physical Development is one of the prime areas of learning defined in the **Foundation Stage**. Learning within this area focuses on:

- control and co-ordination
- awareness of space, themselves and others
- moving with confidence, imagination and in safety
- keeping healthy
- beginning to recognise changes that happen to their bodies when they are active

- using a range of small and large equipment, including safe jumps

## **Aims**

Through the teaching of Physical Education, in line with the New National Curriculum, we aim to:

- inspire all pupils to achieve their personal best;
- promote physical activity through enthusiasm, enjoyment and success;
- promote physical development and improve natural abilities;
- develop an understanding of the body's needs and the effects of physical activity thus promoting a healthy lifestyle and lifelong participation in Physical Activity;
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure;
- develop aesthetic and creative awareness of movement;
- develop understanding and acceptance of the need for rules;
- develop personal and interpersonal skills in a practical way where discipline, safety and consideration for others become a natural habit
- provide competitive opportunities for ALL pupils.

## **Objectives**

- To encourage:
  - perseverance and problem solving
  - co-operation and leadership
  - safety in performance
  - safety awareness
  - careful listening and carrying out of instructions
  - quiet working when appropriate
  - self-expression and creativity
  - quality of movement, shape and performance
  - enjoyment
- To develop:
  - body awareness
  - spatial awareness
  - aesthetic awareness
  - games skills; agility, balance and co-ordination
  - water survival and swimming skills
  - the making of games
  - the playing of specified games
  - the ability to use equipment and space appropriately and safely

## **Strategies for the Teaching and Learning of P.E**

- The P.E. curriculum is organised mainly as a subject outside the topic framework, although links are made whenever appropriate through forces or body themes in Science/ P.S.H.C.E. and dance/gymnastics may also be linked to art, literacy and music;
- Not all areas of P.E./Sport activity are covered each term. In Key Stage 2 a balance is sought between the three types of games: Invasion, Striking and Fielding, Net and Wall;
- Swimming is taught in year 3 & 4 through a programme of twelve sessions taught by a qualified A.S.A. teacher at Medina Pool;
- Apart from swimming, P.E. is taught by a specialist PE teacher. We have guest coaches and experts throughout the year to help enhance our sports programme. Swimming is taught by qualified Instructors at Medina Leisure Centre.
- A variety of teaching and learning strategies should be used to foster independent learning: open-ended tasks, demonstrations, step-by-step, teacher directed, skills practices, adapted games etc;
- Over the term teachers should ensure that they cover the four strands of knowledge, skills and understanding: Acquiring and Developing Skills, Selecting and Applying Skills, Evaluating and Improving Performance, and Knowledge and Understanding of Fitness and Health;

- **Multi-skills** are taught to all year groups to ensure the core fundamental movement of Agility, Balance and Co-ordination skills are embedded before they progress to secondary education;
- In the **Foundation Stage**, outside physical activities can take place at any time. Throughout the year children are provided with support and opportunities to develop skills outlined within the Physical Development Early Learning Goals.
- All the Early Learning Goals for Physical Development are planned for over the year.

### 1. Groupings

A variety of groupings should be used: usually, children are taught in mixed ability and mixed gender classes and the teacher should decide on groupings within the class according to the tasks and the children's needs. At times it is beneficial to group according to ability (e.g. swimming).

### Adults Other Than Teachers (AOTTs)

AOTTs can bring expertise to lessons and OSHL, for staff development and extension of children's skills. Classroom assistants may be used to support the children in P.E. lessons. Teaching Assistants help to accompany children to swimming lessons. In some circumstances Teaching Assistants may be left in sole charge of a group of children. (See AfPE Safe Practice in PESS 2008 p26 3.2.14 for Risk Assessment to determine competence.)

AOTTs must be supervised at all times in any case if they have not been DBS checked. All external must hold a current DBS and show relevant qualifications. They must be given a copy of a risk assessment and made aware of "at risk pupils."

'Staff are not legally required to hold a specific award in order to teach a P.E. activity unless their employer requires such qualification. However, it is wise for them to be able to demonstrate that they are suitably trained, experienced and qualified to undertake the activities in which they engage with the pupils.'

### 2. Inclusion

Pupils with special needs are able to develop their confidence and express their feelings through physical activity, where they may not in more academic subjects.

We acknowledge:

- pupils with learning difficulties who may find opportunities to excel;
- pupils with special physical needs who may need specialised resources and extra support;
- gifted and talented pupils who may need more challenge.

Teachers should be aware of pupils' differing abilities and differentiate tasks according to needs just as they would in any other subject.

### 3. Celebration

Excellence and achievement is celebrated through:

- house points system
- display walls
- performance in class sessions and sharing assembly
- participation in leagues and tournaments
- an annual Sports Day involving all pupils
- the awarding of certificates and badges
- a sports leaders' team of pupils
- the school newsletter and website.

### 4. Progress and Continuity

- Planning for the Foundation Stage is taken from the Early Learning Goals;
- Val Sabin's schemes are followed for the teaching of gymnastics and games;
- Top Play cards are used to supplement the games scheme in Key Stage 1;

- Top Sport cards and National Governing Bodies resources are used to supplement the games scheme in Key Stage 2
- National Governing Bodies of Sport guidelines will be followed to ensure pathways can be delivered with local clubs

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

Through OSHL we aim to provide activities that enable and extend children's experience and learning. Providers of OSHL are expected to contribute towards the realisation of our curricular aims. Links are made with community/club activities wherever possible. Transport to festivals and away-fixtures is arranged with the minibus co-ordinator and a driver who holds a council minibus licence. Parents are not used to transport children.

### **The Role of the P.E. Co-ordinator**

The P.E. Co-ordinator should:

- Take a leading role in developing, implementing, monitoring, reviewing and updating the P.E. policy and guidelines;
- Be available to advise in the development of schemes of work designed to ensure continuity and progression in P.E. throughout the school;
- Support colleagues with planning, teaching and assessing;
- Monitor teaching and learning in P.E. and advise the Head Teacher/INSET Co-ordinator of development needed;
- Help to arrange Staff Development in conjunction with Senior Management;
- Order, organise and monitor equipment and resources for safety and replacement;
- Liaise with other members of staff to identify needs for budgeting;
- Instigate and co-ordinate applications for funding from supporting organisations to use to extend P.E. and Sports Provision
- Keep up-to-date with new developments and disseminate information to colleagues as appropriate;
- Liaise with other P.E. Co-ordinators and outside organisations;
- Co-ordinate visits by guest coaches.

### **Assessment, Recording and Reporting**

- Feedback to pupils about their own progress takes place in the context of the P.E. lesson;
- Formative assessments are made by the PE Teacher observations during P.E. lessons;
- Record keeping should be kept to a minimum: it should not be time-consuming or interfere with teaching activities;
- Summative assessment is carried out at the end of the year.
- Reporting to parents takes place during Parents' Evenings, and annually through a written report. Comments include:
  - control, co-ordination and mobility;
  - skill and confidence in a range of the physical capabilities of the body;
  - co-operative skills, sporting behaviour and enjoyment;
  - any particular skill, talent or difficulty.

### **Resources**

The Governors and Head Teacher are responsible for setting the budget.

- All resources for P.E. are held centrally, in the hall and P.E. store.
  - They are used solely for the teaching of P.E. Equipment for play times is stored separately. It is monitored by all staff and breakages are reported to the P.E. Co-ordinator.
- Time is a valuable resource. To use it effectively:
  - children are encouraged to change quickly;
  - lessons are conducted in a disciplined manner;
  - children are trained to put equipment safely back in its correct place under adult supervision.
- Age appropriate teaching and planning resources are held by the PE teacher, other resources are kept in the Staff Work Room.

## **Health and Safety**

P.E. is a potentially hazardous subject. All teachers and helpers should be aware of safety procedures, including procedures for fire.

### **All Teachers must:**

- See the P.E. Health and Safety Policy
- Have a copy of the Risk Assessment in P.E.
- Know Safe and Unsafe Exercises
- Be aware of 'at risk pupils'
- Make outside Coaches aware of the above.

## **Appendices**

**Appendix 1: P.E Health and Safety Policy**

**Appendix 2: Risk Assessments in P.E**

## **Appendix 1**

### HEALTH AND SAFETY IN P.E

At Barton Primary School and Early Years Centre we acknowledge the importance of P.E. and aim to develop our children's awareness and understanding of safety through explanation and demonstration, thus forming an increasingly active partnership on safety and risk assessment as they progress through the school.

Teachers are required to provide a 'Higher Duty of Care': the welfare of children is paramount. P.E. and physical activity should take place in a safe, positive and encouraging environment.

In order to teach P.E. in a safe environment:

Teachers should:

- Establish routines and safe habits of preparation.
- Practise safe lifting, carrying and lowering of bulky equipment. The number of children required to carry an item of apparatus will depend on the child's size rather than their age and teachers must err on the side of caution whilst understanding that too many hands can be hazardous too!
- Set a good example by dressing appropriately. If it is not feasible to change for P.E. then staff should at least tie back long hair and remove jewellery and shoes. 'Staff need to be mindful of their own adornments. The wearing of rings, for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and pupils involved in the lesson.' Any exception to this recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment' AfPE Safe Practice in PESS 2008 p99 14.1.16.
- Have understanding of the structure and function of growing bodies and the effects of exercise upon it.
- Set tasks that avoid unnecessary hazard to the body.
- Ensure they are positioned with a good view of the group(s) and that equipment is safely positioned.
- Ensure that AOTTs (Adults Other Than Teachers) are aware of safety procedures including Fire Procedures for the space in use.

### PUPILS SHOULD:

- Learn the principles governing safe activity and be included in assessing risk;
- Work quietly and carefully, at a safe pace;
- Carry equipment safely;
- Understand emergency procedures;
- Know what is expected of them;
- Respond readily to instructions and signals.

### SAFE PRACTICE: PREPARATION

- Teachers should ensure that the children are suitably dressed in a change of clothing for the sake of hygiene.

### P.E. KIT

This should be:

- Shorts, t-shirt and socks. Optional sweatshirt and jogging bottoms can be worn
- Bare feet for Gymnastics work.
- Ideally trainers for outdoor games, or indoor work that may pose a hazard to bare feet e.g. indoor hockey. Plimsols may be worn
- Clothing should not be loose, long or baggy.
- Long hair must be tied back.
- Children who have forgotten/ lost kit, if possible will be provided with some.
- All jewellery must be removed. \*If items cannot be removed, eg piercing studs from newly pierced ears, then staff need to take action to try to make the situation safe. In some situations this may mean adjusting the situation in some way or, where a risk assessment allows, protect the item with tape... where individuals are required to work within their own personal space.... Where taping is utilised the adult supervising the group maintains the duty of care to ensure that the taping is effective in its purpose.

\*'If the situation cannot be made safe, the individual pupil concerned should not actively participate'. We cannot accept signed indemnities from parents over the wearing of jewellery: they have no legal status.

Children who have forgotten/ lost kit will be provided with some.

**These requirements should become part of the routine preparing for a P.E. session.**

### INCLUSION

- Some cultures require the wearing of certain clothing or other personal effects. This should be recognised and parents/ carers consulted in order to arrange the wearing of suitable garments to enable safe participation.
- Children suffering from verrucae should bring a note. They should then wear plimsolls for indoor work.

### THE LESSON

- Teachers should ensure that the surface to be used (field, playground or hall) is free from hazard and that equipment is safe to use.
- The equipment to be collected and handled by the children should be easily and safely accessible, so teachers may need to get equipment out of the store before the lesson and place around the sides of the hall leaving a safe working space.
- Lessons must always begin with a warm up, preparing relevant muscle groups and preparing the children mentally for the tasks ahead. (Appendix 2.)
- Lessons must end with a cool down to help the children calm down for moving on to their next activity, and to act as a conclusion to the lesson.

### NON-PARTICIPANTS

- Non-participants should be given an observational, critical or officiating task that helps them to further their knowledge in line with the others until they are able to re-join the group. Where this arrangement is not safely practicable, then alternative supervision by another teacher should be arranged.
- Notes from parents requesting that a child should be excused from P.E. should always be treated seriously and accepted. Prolonged periods of inactivity through ill health or injury on the part of the child should be reported to the Head Teacher who will send a letter requesting a medical report. If there is no response the Education Welfare Officer should be informed.

### ACTIVITY SPECIFIC REQUIREMENTS

Specific points are listed below. Further detail and information can be found in the handbook 'afPE Safe Practice: In Physical Education, School Sport and Physical Activity 2016' (formerly BAALPE): this is kept in the PE Office with other P.E. resources.

#### ATHLETICS

##### THROWING FOR DISTANCE

Ensure that throwing lines are clearly defined and that the throwing is directed away from windows and other children. Children should be trained to wait, and then retrieve their throwing apparatus on a given signal. They should be trained to carry the item back rather than throw it- this instils good habits for later when they are using heavier items such as a cricket ball, shot, or javelin.

Hurdles should be able to fall when hit to avoid unnecessary injury to a child.

##### GYMNASTICS

Chasing games on apparatus (such as 'Pirates') are dangerous and must NOT be played.

Children must be taught how to handle apparatus safely, and should be progressively more involved in assembling groups of apparatus as they move up through the school. See Val Sabin's 'Primary Gymnastics File' for details.

Mats are not thick enough to protect a child from injury if they fall from a great height. They should be used to denote landing areas and pathways and are for comfort.

When supporting a child, for example for a handstand, the teacher must ensure the child understands how they will be supported.

##### GAMES

Ensure the children are well spaced for skills practices by use of markers or grids to define an area.

Children should be trained not to run through others' games or practices.

## SWIMMING

At Barton our swimming sessions are planned, taught and assessed by an ASA trained teacher employed by the Council by arrangement with the local pool. Lifeguards are always on duty during our lessons: they are provided by the pool.

School staff supervising the children should make themselves aware of the Fire Procedures and ensure the children are also aware.

'The teacher responsible for the teaching of swimming should hold at least a pool rescue certificate. At the pool, children should be **counted in and out**. They must be made aware of safety procedures.

Goggles should not be worn unless medical advice states to the contrary. They should never be worn for diving. Earrings must be removed for swimming. Taping over is not safe as the tape may become dislodged and cause further hazard.' p.264 AfPE Safe Practice in PESS

## MEDICAL INFORMATION

- All teachers must provide outside coaches with information on 'at risk pupils'.
- As with any offsite visits, the teacher in charge of supervising a team taking part in a festival, or a swimming group, should have that group's medical forms with them in case of illness or emergency.

## SPECIAL NEEDS

Teachers Must:

- Know the nature of the child's needs, disability, or emotional or behavioural disorder.
- Be aware of any constraints resulting from the above or medication.
- Be able to provide or access emergency treatment.
- Differentiate activities according to needs.

## ASTHMA

For Asthma sufferers a thorough warm up is essential. In the event of an attack, exhaling should be encouraged whilst First Aid and the child's inhaler is acquired.

The child's inhaler should however be kept by the teacher in the space where the P.E. activity is taking place. It may be useful to have a draw string bag to carry such items onto the field.

## AFTER SCHOOL CLUBS

See Accident Procedures. All teachers and coaches are to dismiss pupils using a tick list (during lessons and after school PE clubs).

## ACCIDENT PROCEDURES

In the event of an accident a First-Aider should be sent for, or the child sent to the office if this is feasible. Accidents that result in an injury should be logged in the School Accident Book, noting any witnesses. The Head Teacher should be notified of any serious injury. Parents must be informed of any injury.

## FAULTY EQUIPMENT

Any faulty equipment or other hazards should be reported to the P.E. Co-ordinator and noted in the Health and Safety book if action is needed.

Unsafe items must be removed from the hall or store so that they are not inadvertently used. If they are not able to be repaired they should be disposed of.

Gymnastics equipment is checked every twelve months by an inspector from 'Universal Services' who notifies the office and P.E. Co-ordinator of action needed or repairs carried out.

Away games and competitions – teachers must provide a risk assessment for any off school events. A qualified First Aider must be present. Parental consent must be given.

## Appendix 2: Risk Assessments: details available on request

### RISK ASSESSMENT GENERAL TO ALL ACTIVITIES AND AREAS

<u>Hazard Identified.</u>	<u>Foreseeable Risk.</u>	<u>Preventative Action.</u>
Jewellery.	Various.	All jewellery to be removed for every activity.
Warm Up/ Cool Down.	Muscle Strains.	Ensure all students warm up/ cool down adequately using safe and effective techniques.
Gum/ Sweets.	Choking.	No gum/ sweets to be eaten in lessons.
Rules.	Accidents	Ensure pupils know the importance of rules and staff to reinforce them.
Discipline.	Accidents.	Standards set out for students that are consistent for all staff.
First Aid	Accidents.	All accidents to be reported and form filled in. Accidents to be dealt with by First Aider.