**<Name of School> Primary School**

**PHYSICAL EDUCATION POLICY** – You could consider PE, School Sport & Physical Activity (PESSPA) Policy

The following document provides additional guidance for those teaching Physical Education (or PESSPA) at **<Name of School>** Primary School. It should be read in conjunction with the National Curriculum for PE (NCPE 2014). It is intended that this policy will:

* Provide an agreed rationale of the aims for PE (PESSPA)
* Ensure each pupil’s entitlement & potential in PE (PESSPA) is fully realised
* Provide a clear basis from which to plan, deliver & review pupil’s learning
* Provide a source of reference for staff & visitors to the school.

**SCHOOL PHILOSOPHY STATEMENT**

**Subject Rationale**

Physical Education develops pupils’ confidence, physical competence and their ability to use these skills in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals, in groups and as part of a team. It promotes positive attitudes towards healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, co-operative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and to make choices about to how to become involved in lifelong physical activity.

At **<Name of School>** we seek to provide a full, varied and exciting PE curriculum which challenges, engages and inspires pupils. We see PE (PESSPA) as a vital component of a child’s educational experience and learning in and through PE helps integrate wider pupil learning & cross-curricular links.

**School Aims (Intent)**

We endeavour to provide an educational experience that is exciting, engaging, stimulating and inspires in both its delivery and content and which provides the key skills necessary for a rounded PE learning experience.

In order to do this we aim to:

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
2. Enable pupils to be familiar with a body of knowledge, principals and vocabulary related to PE. This will help them to see what they learn in PE as a major feature in their lives, related to employment, leisure and culture and also as part of a wider body of interpersonal and problem-solving skills. Pupils will be able to understand and use safe practise and to appreciate its importance to PE. They will be able to recognise the impact of both long and short term exercise on the body and its role in maintaining a healthy lifestyle. (Developing personal and cultural capital)
3. Enable pupils to develop a range of desirable personal qualities such as ***creativity, safety awareness, politeness, perseverance, concern for others, initiative and independence***. We also strive to establish and ***build self-esteem, mindfulness, a growth mindset*** through the development of physical confidence / physical literacy.
4. Enable pupils to work independently, as part of a group and as a team in a variety of activities. This will help the development of core communication skills in different forms.
5. Employ teaching methods and resources (adapting them whenever necessary) that will allow all pupils to have equal access to PE (PESSPA) and to experience success and enjoyment in their PE work.
6. Develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual, local, national and international communities.
7. Allow pupils to develop informed opinions and be able to support them in reasonable argument.

**Subject Aims**

In line with the National Curriculum (published Sept 2014) we believe that the PE should provide opportunities for all pupils to:

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

***These are the Aims of the NCPE 2014 – Subject specific aims***

* Be creative, competitive, and to be able to participate in different challenges, as individuals, in groups and teams;
* Learn how to plan, perform and evaluate actions, ideas and performances in order to improve their quality and effectiveness;
* To recognise good performance in themselves and others;
* To assess performance in a range of ways and demonstrate ways in which to improve and develop performance;
* Develop positive attitudes towards active and healthy lifestyles;
* Discover their aptitudes, abilities and preferences and to makes choices about how to get involved in lifelong physical activity.

**PE and Sports Premium Funding**

Schools are required to publish details of what they **plan** (Intent) to use the funding to achieve, how they **spend** this funding (Implementation) as well as the outcomes for pupils (Impact) in terms of PE and sports participation and attainment. In the academic year **2020/2021** the school will receive **<specific figure e.g. £17,830>**. The school uses this funding to meet the following requirements, reporting back annually on the impact of its plans to:

* Meet the national requirements for swimming and water safety
* Key indicator 1 – The engagement of all pupils in regular physical activity (30 mins/day)
* Key indicator 2 – The raising of the profile or PE and sports across the school
* Key indicator 3 – The increased confidence , knowledge and skills of all staff teaching PE
* Key indicator 4 – The broader range/experiences of sports and activities offered to all
* Key indicator 5 – The increased participation in competitive sport

Details of our strategic, planned use of the funding, together with our impact assessments can be found on-line through the school’s website. Our school values the additional funding and opportunities that this Premium provides for our pupils and the subject leader **<Name>** works closely with all staff and Governors to ensure our intent is met. Our Link Governor for PE is <Name>

We ensure that CPD for staff is provided by experts and specialists such as VisionED to quality assure our programme. The Subject Leader monitors the impact of all CPD.

**Curriculum (Implementation)**

**Programme**

PE is taught in class groups. With the exceptions of swimming the <Class teacher / PE teacher / whomsoever> is responsible for teaching all aspects of PE, along with the support the school sports partnership coaches / others who may visit. The <Class teacher / PE teacher / whomsoever> will be provided with details for the programme of learning to be covered during each unit of work and for each term. The school follows a progressive scheme of work *<e.g. Get Set 4 PE, Primary PE Planning, Move, etc. insert as appropriate>* It is supported by planned CPD & training identified with staff through a PE skills self-audit and the PE Subject Leaders monitoring. We ensure that pupils receive an entitlement to 2hours of focussed physical education per week on top of other opportunities to be physically active <such as the Daily Mile, daily physical activity (DPA), Class Yoga etc>.

Our Curriculum Map (Long Term Plan) is attached. This plan shows the sequencing of the learning and planned progression.

**Lesson Routine**

* Pupils should change quickly in the <classroom or changing rooms>
* Stimulus, questions and ideas are provided to introduce the lesson
* The learning intent and outcomes must be shared with the pupils prior to starting the lesson and reinforced throughout
* They should then line up in silence in the classroom, ready to be escorted to the area of work.
* Once in the hall they should sit quietly in a space waiting for instructions.
* On the playground or field they should stand as instructed ready to begin the lesson.
* When going swimming pupils will be escorted to the coach. At the pool, once changed, they will be expected to sit quietly on the poolside, until told to enter the water and follow all instructions. After swimming, once changed, pupils will be required to line up in the pool foyer until the class is ready to return to the coach.

**Contribution of PE to the Wider Curriculum**

**English**

PE contributes to the development of speaking and listening skills by encouraging children to:

* Follow instructions
* Understand and respond to instructions
* Understand a task and use the terminology to express it
* Act on advice given
* Learn from others
* Exchange ideas, use team tactics and provide peer evaluation

**PSHE**

* Children are taught the benefits of exercise, healthy eating and how to make informed choices about their lifestyle
* In PE children are encouraged to work co-operatively across a range of activities and experiences. They learn to respect the views and abilities of others

**Maths**

* Children learn to apply numeracy skills when counting, measuring and timing
* They are encouraged to use mathematical terminology for shape, space and position
* They develop their ability to problem solve

**Assessment, Reporting and Recording Statement (Impact)**

Pupils will be fully aware of the learning objectives of their lesson and how they will strive to achieve them. This should also be put into the wider context and how their learning links, building on prior learning and next steps in their learning. Pupils will receive formative feedback that is both constructive and specific, which will allow them to take the necessary next steps in their learning irrespective of their different starting points.

There will be plenty of opportunities for both self and peer assessment allowing the pupils the opportunity to take greater control of their own learning and developing a better understanding and awareness of the different pathways towards improvement. This includes the use of ICT to record performance in order to enable pupils to fully assess their own work.

Ongoing unit assessment is carried out using the suggested format provided by the <PE subject leader / from Get Set 4 PE etc – add as appropriate>.

**Inclusion Statement**

**<Name of School>** is committed to equity & inclusion. We will do our utmost to include all pupils, regardless of gender, colour, religion, ability or disability, in accordance with our whole school inclusion policy. Activities will be differentiated and adapted appropriately to allow all children to access them at a level that is both safe and suitable. Every pupil will have equal access to the National Curriculum. Pupils will have equality of opportunity in terms of curriculum, balance, time, resources, facilities and access to extra-curricular activities.

**Teaching and Learning in Physical Education**

<Name of School> strives to provide all pupils with an exciting and motivating PE curriculum that encourages participation in a wide range of physical activities, learning a range of different skills and a growing awareness of how the body works and how to stay fit and healthy. We aim to provide children with the fundamentals of movement that will allow them to develop a wide range of skills, setting the foundation for life long participation and enjoyment of physical activity. PE is monitored on a regular basis in line with whole school policy to ensure standards of teaching, learning and pupil achievement are of the highest quality. The subject leader monitors this and reports this to the link governor and SLT

**STAFFING**

**Curriculum Leadership & Management**

The subject leader <Name> is responsible for all aspects of the Physical Education at <Name of School> . Issues of concern regarding PE should be addressed to the subject leader in the first instance.

**Physical Contact – not required but you may wish to include**

By its very nature there are times in P.E where physical contact is required such as to ensure a child’s safety or to help correct a movement or action. Physical contact will only take place where necessary. Staff must first demonstrate movement/action or ask another pupil to do so. They should then verbally instruct pupil. Finally if further assistance is required staff member should explain to pupil what they will be doing to assist them and allow pupil to give their consent.

**Statement of Intent for CPD**

In order to achieve our intent for pupils learning and attainment in PE; all teachers will be able to attend training as identified & appropriate to their own CPD, in order to enhance their skills and knowledge, which in turn will benefit children’s learning. Staff attending any CPD will be expected to evaluate the effectiveness of the provision and how this has improved their confidence and competence. Staff will be expected to share resources etc. with the PE subject leader so that further dissemination can occur.

**PE Kit**

Pupils will be expected to have their PE kit with them throughout the school week. This includes both indoor and outdoor kit. Pupils and parents / guardians / carers are reminded of the correct kit in regular newsletters and at the start of each academic year. Details are also online on the school’s website. Additionally, pupils will be encouraged to wear football boots and shin pads when playing football / hockey and as appropriate.

Children will be notified if any additional kit is required in order to allow safe participation in an activity.

For swimming pupils will be expected to wear close fitted swimming costumes and hats. *Goggles may be worn only if a letter is received from parents providing a medical reason why they should be worn.(what is your local advice?)*

**Jewellery**

No items of jewellery shall be worn during any physical activity. If ears have recently been pierced then it may be permissible to allow pupils to undertake PE providing the earrings are adequately taped and that the risk of a blow/pressure to the ear is low. Pupils will be encouraged to remove earrings as opposed to taping. Frequent reminders from the Headteacher via the school newsletter and website will further support the school’s stance.

Pupils wearing medi-alert bracelets should cover them with a sweat band. Please refer to the afPE Safe Practice book and discuss any concerns with the PE subject leader in the first instance. This school is also sensitive to religious practice and during certain times pupils will be allowed to wear recognised religious items and a risk assessment will be made. These exceptions are < specify as appropriate to the school’s catchment area/ guidance etc>

**Safety Documentation**

The following documents are available in the **<resources area>** and should be read as appropriate:

Safe Practice in PE, afPE, 2016 Ed (Please note that new edition will be published May / June 2020)

Schools Visits and Journeys; Procedure, Regulation and Guidelines

Guidance / Code of Safe Practice for Swimming, e.g. Suffolk School’ Swimming Service or such authority locally

 Any concerns regarding safety should be addressed to the subject leader in the first instance.

**Risk Assessment Statement**

Copies of the risk assessments are kept in the PE subject leader folder in the indoor PE area cupboard along with the latest edition of *Safe Practise in Physical Education, Physical Activity and School Sport.(2020)*

All teachers should make themselves aware of the health and safety arrangements for the areas of activity they are teaching.

Pupils are taught to handle and carry apparatus and resources appropriately. They are taught to recognise hazards, assess risk and take steps to control the risk for both themselves and others.

Staff should inform the PE lead if they have any concerns regarding risk.

All equipment is inspected annually by an approved company – Sports Safe. Children and staff are taught/expected to report any potential concerns over equipment to the PE lead or coach.

**NON-PARTICIPANTS** *– What does your school do? What do you want them to do?*

If for any reason a pupil is unable to take the practical aspects of the lesson, he/she should accompany the class to the lesson and take an appropriate role within it, such as judge, referee, evaluator etc. Class teachers should record and monitor non-participation as part of good practice (safeguarding) and address any concerns with the PE Subject Leader / Safe-guarding Lead as appropriate

**EXTRA-CURRICULAR ACTIVITIES – OUT OF HOURS LEARNING**

In addition to the formal curriculum the school offers a range of out of hours learning opportunities (OSHL). These activities enable, enrich, compliment and extend curricular activities and provide both enjoyment and sporting excellence. A timetable of these activities is displayed in both the PE folder and changing rooms as well as provided for each classroom and schools notice boards.

**Community Links and Engagement**

**Consider using and inserting this section to highlight any formal links e.g. local sports partnership, high school, clubs, associations. All these support the pupils wider learning.**

**Policy Written (date):**

**Policy endorsed by: (Headteacher):**signed Date:

**(Governing Body / Board of Trustees):**signed Date:

**POLICY REVIEW DATE**

**September 202 (in line with school’s policy on reviewing)**