

THE MEADOWS PRIMARY SCHOOL

Policy for Physical Education

Rationale

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and the 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. 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 make choices about how to get involved in lifelong physical activity. Physical Education provides the opportunity to appreciate the skills of others and to rationalise success and failure.

Aims

At the Meadows Primary School, we aim to instil a passion for PE and sports. We feel that it is important to encourage a healthy lifestyle and strive to do this by engaging children in a range of sporting experiences, with high quality PE teaching. As PE and sport enhance physical ability, confidence and self-esteem, we aim to develop each child to fulfil their potential by providing them with the required knowledge and skills, and giving them the opportunity to compete internally, and with other schools.

Entitlement & Curriculum Provision

Early Years 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 the 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 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 stage follows objectives set out in the Early Learning Goals. These are grouped into three prime and four specific areas of learning. Physical development is one of the three prime areas of learning for EYFS children. The children gain the basic skills of spatial awareness, control and co-ordination in the way they move; and through the control of balls, bean bags, hoops and 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.

KS1 and KS2

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs.

All classes throughout the school have two hours of timetabled P.E. each week. Every year group from Reception to Year 6 will also have one term of swimming lessons each academic year.

During each school year, pupils in KS1 and KS2 will undertake two of the following activities per term during their timetabled P.E. sessions, following the school's long-term overview:

- Gymnastics
- Dance
- Invasion games
- Striking & Fielding
- Net and Wall Games
- Swimming

Outdoor and Adventurous activities, a statutory part of the Key Stage 2 P.E. curriculum, are taught discretely during a residential visit to Shropshire's Outdoor Activities Centre at Arthog during Year 5 and at an alternative provider in Year 6.

We use a variety of teaching and learning styles in P.E. lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching, individual and group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

P.E. lessons will have content which is appropriate to each child's stage of physical development and appropriate skills will be taught. All children have an equal opportunity to participate in PE lessons and after-school sports clubs.

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- Open activities- everyone is included without adaptation or modification.
- Modified activities- changes to rules, area of play, or equipment are made.
- Parallel activities- grouping children by ability and setting similar tasks at different levels for each group.

We have a very comprehensive swimming programme, which will give the children the chance to become

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safe, happy and confident swimmers. (See our separate Swimming Policy).

The Val Sabin and LCP for, Gymnastics 4-7 and Gymnastics 7-11, which are available in the cupboard next to the staffroom, support our Gym curriculum. We also now follow the online resource PPP Primary PE Planning.

Physical Education will develop fair play and good sporting behaviour especially when the children play team games. These skills will be further developed in club activities, and inter-school and intra-school events and sports fixtures. We organise eight intra sports events every year for all children to participate in.

Participation

Children should not miss lessons. P.E. is not optional, but statutory. Occasionally a child may not be fit to take part physically and then they should be asked to observe, evaluate or respond to questions. This will enable them to learn and understand the work alongside their active peers and they will be better prepared when they do join in actively. There should be maximum participation in all P.E. lessons unless a parent/carer has made communication.

Planning

The school uses the National Curriculum as the basis for its curriculum planning in P.E.

The P.E. planning is carried out in three phases:

- ❖ **Long term:** Sets out the activities carried out in each year group during the Key Stage (see Overview on TEAMS under PE scheme of work). There are 2 cycles A and B.
- ❖ **Medium term:** All staff use the LCP, Val Sabin, Dance Notes, PPP and Jungle Journey medium term plans (These are all in cupboard next to the staff room except for PPP as it is an online resource.)
- ❖ **Short term:** class teachers produce a short-term plan for each P.E. lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. Most of the schemes of work provide a lesson plan for the teachers to follow.

Teachers must plan so that children have the chance in most lessons to reflect on both their own and the achievements of others.

Every lesson should commence with a 'warm up', involving a five-minute session of vigorous activity, relating to the lesson and there should be an opportunity to 'warm/cool down' at the end of each session. Sports Leaders will be asked to complete warm up and cool downs.

Teaching and Learning

Good lessons should contain the following elements:

Purpose: lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson; learning objectives should be taken from the Medium-Term Planning Documents and children should understand the objectives for each lesson and unit of work.

Progression: pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills; It is also important to make links of learning in and beyond the sequence. (See Assessment grid for progress)

Pace: lessons should be appropriately paced depending on activity, with suitably challenging activities.

Differentiation: is achieved through using tasks and equipment that enable pupils to be challenged appropriately, and which ensures good progress for all ability groups;

Pupils' responsibility: in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practise and repeat movements in order to improve efficiency and the quality of their performances.

Support Staff: Should be well deployed and used to support individuals or groups of pupils.

Resources: Should match the needs and ability of the children and should only be used for the purpose of which they were designed.

Cross Curricular Links

Opportunities within our P.E. curriculum are used to develop other areas of the curriculum.

These are:

ICT: To aid the teaching of key skills, peer assessment, analysis of performance, self-evaluation, record of progress and as a stimulus. Various resources are available e.g. digital camera, digital blue camera, espresso, internet resources, video clips etc.

English: Speaking and listening skills are prompted through evaluating and appraising work produced by themselves and their peers. Children are encouraged to offer constructive criticism and discuss methods to improve their work. Literacy can also promote through the children recording their sequences, games and ideas as reminders; or as a working document for other groups of children to use.

Maths: Elements of problem solving are approached through creating dance sequences and new games. Dance and gymnastics also extends opportunities for shape and pattern. Number work can also be promoted through practical games and warm up tasks.

Science & Personal, Social and Health Education; and Citizenship:

Physical Education contributes to the children's personal and social skills throughout the subject, encouraging children to interact with all and abiding by game rules. It offers the children opportunities to develop acceptable behaviour in a variety of situations. Health Education is promoted through delivering the benefits of exercise and healthy eating. Physical Education gives the children the opportunity to experience how their body works in different situations. The structure of our Physical Education curriculum, and after school clubs expects children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

Special Educational Needs and More Able and Talented

Consideration is given to supporting a full range of Special Educational Needs including: physical, sensory, emotional, behavioural and cognitive difficulties as well as More Able and Talented pupils. Where appropriate teachers adapt lessons to ensure the abilities of all pupils are taken into account. This may involve appropriate arrangements for an additional adult and consultation with the subject leader and SENCO. It is the responsibility of the SENCO to inform the class teacher of any known limitations or expectations and information relating to the child's educational needs in the context of PE and Sport.

Learning Resources

There is a wide range of equipment available for indoor and outdoor use. Outdoor equipment is stored in the P.E. shed on the playground and indoor equipment is stored in the indoor store at the back of the school hall. Pupils should be trained to select, collect and replace all equipment tidily, but it is the responsibility of the staff to ensure that this is done properly. The hall store contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely.

Unsafe accommodation, playing surfaces, surrounds and equipment must be put out of use and reported to the Head Teacher immediately. The Local Authority arranges an annual check of large apparatus. The children use the school field for games and athletics activities and this should be risk assessed prior to commencement of activity by the staff in charge.

Health and Safety

All personnel who work with children must be alert to the need for taking appropriate precautions based on the process of risk analysis and management. An appropriate risk analysis will enable the responsible adult to make wise and sympathetic judgements with regards to the organisation of the activity.

We encourage the children to consider their own safety and the safety of others at all times. Safety aspects are discussed with pupils prior to and during P.E. sessions, when they are asked to identify risks to themselves and others e.g. appropriate noise/voice levels, use of space, distance, environment. Pupils are taught how to improve their own abilities to assess risks.

It should be noted that, in the event of an emergency, phones are within a short distance of all P.E. lesson locations and First Aid Boxes are available throughout school. For Outdoor activities the lead member of staff is expected to take a portable first aid kit and a Walkie Talkie (ensuring that another member of staff is listening, in case the need of assistance arises). All staff know what action to take, including calling for

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assistance in the event of an accident. Inhalers for pupils suffering from asthma should be taken where ever the P.E. activity is taking place and teachers should remind children of this before leaving the classroom.

Adults leading activities

The Headteacher is responsible for ensuring that:

Teachers, coaches, volunteers etc. are qualified in accordance with the regulations and that all staff know and understand the appropriate Council safety regulations.

Physical Education activities will only take place under the control of a qualified person who has:

- Undergone initial or specialist training in teaching organisation and control of the activity:
- As a specialist PE teacher
- As a non-specialist teacher
- Students on teaching practice may take a P.E. Lesson, but the duty of care remains with the class teacher at all times. Teachers should check student plans before activity commences and the teacher must be present at all times.
- HLTAs- working without direct supervision, is an established aspect or regular current practise. Such staff are working in association with the teacher, who will have been involved in appropriate risk assessment and planning of the activity. **The qualified professional must be in a known place throughout the activity.** HLTAs should not assist in higher risk activities unless they have additional qualifications in line with regulations.
- Volunteers or paid sports coaches: when school identifies an interested adult without appropriate teaching qualification the following questions should be addressed:
 1. What activity will be offered
 2. What experience do they have in terms of:
 - Personal performance?
 - Working with young people?
 - Working with the specific age group?
 - Coaching qualifications?
 - What opportunities will be offered?
 - What age groups will be involved?

The school will remain responsible for:

- The activity
- Context
- Informing parents/guardians of activity details
- Ensuring staff presence- supervision
- Induction of the coach/volunteer to school procedures and practices.
- **Completion of an Enhanced DBS check.**

Teachers' roles and responsibilities

- Ensuring an appropriate atmosphere is created by the teacher's manner and attitude to this important part of the Curriculum operating under a suitability disciplined framework.

- Co-operating in looking after accommodation, apparatus and the checking of equipment and reporting all damage and deficiencies. Unsafe accommodation, playing surfaces, surrounds and equipment must be put out of use and reported to the Head Teacher immediately.
- Teachers have been requested to check that all children are wearing appropriate clothing and footwear, and that all jewellery has been removed before each lesson. T-shirts should be tucked in and hair should be tied back as in swimming lessons. Teachers should act as good role models in this.
- Teachers act in loco parentis and are expected to carry out a higher duty of care.
- A member of teaching staff will supervise activities directly in curriculum time, monitoring supervising and providing support for assisting personnel.
- Teaching staff will ensure that a risk assessment (see staff of server: PE scheme of work, PE Risk assessments) has been satisfactorily completed before activity commences; as well as performing a general risk assessment following the 5 points set out below:
 1. Look for Hazards
 2. Decide who might be harmed and how
 3. Evaluate risks and decide whether existing precautions are adequate or whether more should be done.
 4. Record findings
 5. Review assessment and revise if necessary,
- Comply with notes and the most recent guidance set out in: Shropshire Council Guidelines for Safe Practice in Physical Education and Sport.
- Appreciate the importance of suitable warm-up activities.
- Matching the competencies of the participants and task or activities set.
- Knowing how to deal with emergencies, accidents and injuries in each particular activity.
- A final safety check must be carried out by the teacher every time before activity commences on any apparatus, and this must be seen to be done by the class.
- Teachers must ensure they make themselves aware of any medical condition their pupils may have such as epilepsy, asthma and diabetes and what the condition entails.

External coaches roles and responsibilities

- To know understand and implement the school's procedures for ensuring safe practice.
- To know understand and implement the school's behaviour policy.
- To know understand and implement the school's accident or emergency procedures.
- To adhere to the school's code of conduct at all times.

Dress and Jewellery

Earrings

All jewellery and watches **MUST** be removed for physical education and related activities. This means that children need to remove their earrings for swimming, all P.E. sessions and any after-school clubs that are of a physical nature.

Staff are not permitted to remove children's earrings, so parents should either remove their child's earrings before they come to school on a swimming/P.E. day or the children should be able to independently remove

them before their P.E. lessons. Any child wearing earrings to school on a P.E/swimming day, should bring in a small pot or bag to store their earrings in.

If children have only recently had their ears pierced and are therefore unable to remove them, parents should write a message on Seesaw or Tapestry to inform the class teacher of the date that the ear piercing took place and what date they will be able to remove them.

If it is not possible to remove the jewellery, parents will need to apply tape to cover the earrings. The tape needs to cover the front and back of the earring. However, they are not allowed to wear tape for swimming. Teachers will need to reduce the risk to others, the child should be given other learning tasks to ensure participation within the lesson in a non- active capacity (observing, evaluating, responding to questions etc.)

P.E. Kit

Children must come to school dressed in their PE kit on the day of their lesson.

They should have:

- a white round neck T-Shirt
- navy shorts
- a pair of plain white ankle socks
- All children need to ensure that they have suitable sports trainers for their outdoor P.E. lessons
- All children may wear plain, navy blue tracksuit bottoms (no logos and not shell suits) in colder weather outdoors as an extra layer, when teachers think it necessary.

Swimming

Plain navy swimming costumes or trunks should be worn and are available through school or from our online school uniform shop. Trunks and costumes should not have logos or trimmings. Children will require a nylon swimming bag and a pair of named armbands or a flotation belt if they are non-swimmers. Armbands should be blown up ready for the lesson.

Any child that does not have their P.E. kit in school with them on the day of their P.E. lesson will be offered a spare school P.E. kit to wear for the lesson and a note will be sent home to parents informing them about which items of kit were missing (this can be found on the Staff server: templates, missing PE kit letter).

Other sports and Out of Hours Clubs

In addition to the allocated curriculum time children throughout Early Years Foundation Stage and both Key Stage 1 & 2 benefit from additional P.E. related events such as sports days, festivals and after-school clubs. The aim is to involve all children in all activities and challenges, allowing both individual and group successes. The overall target is enjoyment and celebration of personal achievement. There are also a wide range of extra-curricular activities available throughout each term, ensuring there is the opportunity for all pupils to enjoy out of school P.E./sport. These clubs/sports are signposted in school and letters are sent out termly.

The Daily Mile

Since September 2018, classes throughout the school have participated in the Daily Mile three times per week, on the days when they do not have a timetabled PE session. The Daily Mile marked track on the external perimeter of the playground is used during playtimes and lunchtimes on a rota basis. Children have personal

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'Daily Mile Passports' to record the progress throughout the academic year, to promote the idea of improving upon their own 'personal best'.

Sport Funding Premium

Each year the school is allocated additional funding to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport we offer.

This premium is used to:

- develop or add to the PE, physical activity and sport activities that our school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Each year we evaluate our impact against five key indicators:

- **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.
- **Key indicator 2:** The profile of P.E., School Sport & Physical Activity being raised across the school as a tool for whole school improvement.
- **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils.
- **Key indicator 5:** Increased participation in competitive sport

A copy of the school's annual report on the impact of the primary PE and Sport Premium is available on the school website.

Appendix 1: Long-term plan (Cycle A)

Physical Education Long-term Overview (Cycle B)
 2025-2026, 2027-2028, 2029- 2030, 2031-2032

Class Names	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Notes
Reception	Jungle Journey (9 weeks)	Jungle Journey LCP EYFS resources Text Unit 1	PPP (Online) Gymnastics 7 lessons LCP (TEAMS) EYFS resources Text Unit 1	LCP (TEAMS) EYFS resources Text Unit 2	Swimming	Swimming LCP EYFS resources Text Unit 4	Unit 5 has fine motor skills lessons which might be useful

KEY STAGE ONE

	AUTUMN	SPRING	SUMMER	
Wrens (Y1)	Dance	Gymnastic – Cycle B	Invasion Games	There are swimming plans available which may be useful
Sports Coach or swimming	Tag Rugby and Hockey	Swimming	Kwik Cricket Rounders	
Robins (Y1/2)	Dance	Gymnastic – Cycle B	Striking and Fielding	
Sports Coach or swimming	Swimming	Football and Basketball	Kwik Cricket Rounders	
Owls (Y2)	Dance – Cycle B	Gymnastics – Cycle B	Net & Wall Games	

Long-term plan (Cycle B)

Physical Education Long-term Overview (Cycle A)
 2026-2027, 2028-2029 2030-2031, 2032-2033

Class Names	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Notes
Reception	Jungle Journey (9 weeks)	LCP EYFS resources Text Unit 1	LCP EYFS resources Text Unit 2	LCP EYFS resources Text Unit 3	Swimming	Swimming LCP EYFS resources Text Unit 4	Unit 5 has fine motor skills lessons which might be useful

KEY STAGE ONE

	AUTUMN	SPRING	SUMMER	
Wrens (Y1)	Gymnastics – Cycle A	Dance – Cycle A	Striking and Fielding	
Sports Coach or swimming	Invasion Games	Swimming	Net and Wall Games	
Robins (Y1/2)	Invasion Games	Dance – Cycle A	Gymnastic – Cycle A	There are swimming plans available which may be useful
Sports Coach or swimming	Swimming	Net & Wall Games	Striking & Fielding Games	
Owls (Y2)	Dance – Cycle A	Net & Wall Games	Gymnastics – Cycle A	
Sports Coach or swimming	Swimming	Invasion Games	Striking and Fielding	

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