



PE Policy. Greenlands CP School.

Rationale

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Physical education is a statutory requirement of the National Curriculum, it is the only subject whose primary focus is on the body and, in this respect, it uniquely addresses the physical development aim of the curriculum and it also makes a significant contribution to the spiritual, moral, social and cultural development of children. Through the schools high quality physical education programme all pupils will be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Physical Education will develop pupil's physical competence and confidence through a combination of entitlement and choice of activity. Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

Aims:

Purpose of study of the national curriculum for physical education (2014) state:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims of NCPE (2014)

The national curriculum for physical education aims to ensure that 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.

School Aims (INTENT)

At Greenlands, we understand the impact that PE can have on our mental, emotional, social and physical well being. We believe a high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.

We aim to provide a broad balanced and relevant curriculum that meets the needs of the National Curriculum and provide pupils with appropriate challenge and acceptable risk. We focus on

promoting values including respect, trust, compassion, resilience and perseverance. These are all values needed in PE.

Our whole curriculum is designed to promote physical learning. We are committed to promoting one hour of physical activity per day at home and school. We do this through our PE provision, extra curricular sport, engaging lunch time activities, an active curriculum and holiday clubs.

The School's aims for Physical Education are:

- Provide a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk
- Focus on our school values-respect, compassion, trust, resilience, perseverance, aspiration. Key focus on perseverance and resilience through the delivery of PE
- Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school
- Provide an out of school hours programme of activities which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make sufficient progress to access curriculum sessions with greater success
- Provide opportunities for competition appropriate to the stage of the individual pupil's development
- Ensure that pupils enjoy PE and school sport and establish community links and pathways for pupils to engage in life-long participation
- Provide links to other areas of the curriculum and wider school, county and national agendas

PE and sport premium funding:

We use our sports premium funding to buy in high quality PE coaches to help teach the PE curriculum. Some of the coaches time is spent upskilling teachers in areas they have identified as requiring support for. They also provide extra curricular support for sport at lunch times and after school. We heavily subsidise holiday club which runs every half term (with the exception of Christmas). We use the funding to buy into PE passport which includes all the Lancashire plans and resources to support the scheme of work. It is a way of assessing and evidencing PE across school ensuring progression of skills. All teachers have a class ipad to plan, assess and evidence progress for each child. Some of the funding is used to keep resources replenished for PE and also to provide resources for active lunchtimes.

We buy into the PESSPA programme to attend CPD cluster meetings and be involved in a wide range of fully inclusive sporting activities for all age groups and abilities.

Our detailed plans are attached as appendices / available on our website.

Provision - Curriculum

All pupils are entitled to a progressive and comprehensive physical education programme which embraces current Statutory Orders of the National Curriculum and takes into account individual interests and needs.

The school provides all pupils with the entitlement of 2 hours high quality Physical Education a week. This is delivered through 2 lessons of one hour.

Pupils have access to a balanced curriculum programme of study. We use the Lancashire scheme and the PE subject lead attends regular updates. A copy of the long-term curriculum map is available on the curriculum page of the website.

Foundation Stage: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. FMS development is a huge priority in EYFS and KS1 to help support PE skills progression.

Key Stage 1 (x 2 lessons – 1hr duration each lesson)

Key Stage 2 (x 2 lessons – 1hr duration each lesson)

At key stage 2 (Year 5) swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

Lessons are enriched by planned access to after-school / lunchtime clubs to allow the pupils to extend their learning and develop towards excelling in sport. This is further enhanced by links to outside sports clubs wherever possible.

Team Theme provide a lunch time and after school club across the year groups. Team Theme provide high quality PE on a timetable to ensure all classes have access and all staff have the CPD required.

Provision – Physical Activity

Our whole curriculum is designed to promote physical learning. We are committed to promoting one hour of physical activity per day at home and school. Throughout the year we promote events such as hosting the Race for life to engage all our children. Our links with PESSPA ensure all the year groups in KS1 and KS2 enjoy sporting events outside of school. We are currently in a football league.

Provision – Out of School Hours Learning

The aims of the out of school hours learning programme are to extend and enrich the work being done during curriculum PE and to provide some pupils with opportunities to enable them to develop the skills they need to access curriculum PE. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

The school offers a range of lunch-time and after school activities. These are open to any pupil in the relevant year group. Team Theme operate a rota to ensure all year groups have the opportunities. PE and sport premium funding is used to increase the range of opportunities available to pupils and in combination with Pupil Premium and SEN Funding to ensure any barriers to engagement /

participation are removed. The PE subject leader will monitor uptake and report back via the PE and sport premium reporting template.

A diverse weekly programme will be provided which suits the needs of all pupils. Out of school hours learning takes place both before and after school, and at lunchtime.

All out of school learning opportunities are developed in consultation with pupils and the programme will:

- Provide a balance of competitive and non-competitive activities through intra and inter school events
- Provide specific movement/general physical activity clubs, which develop health and fitness.
- Ensure that the school regularly participates in SSP and County-wide events which promote competitive opportunities and physical activity.

Curriculum Planning:

Where appropriate PE is organised in themes to promote greater cross-curricular planning, teaching and learning. OAA is used for maths problem solving and staff ensure active learning across subjects.

PE can also support 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 the task and terminology used to express it*
- *act on advice given*
- *learn from others*
- *ideas exchanged, team tactics, peer evaluation*

Personal, social, health and citizenship education (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 cooperatively across a range of activities and experiences. They learn to respect the views and abilities of others.*
- *Considering our school values through the curriculum.*

Numeracy / Maths

- *Children learn to apply numeracy skills when counting, measuring and timing.*
- *They are also encouraged to use mathematical terminology for shapes, space and position.*

Links to other curriculum subjects are made where meaningful.

The time-table and scheme of work is centrally planned by the PE coordinator.

The school follows a progressive scheme of work provided by Lancashire County Council. Lancashire units are available to all staff who teach them and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation. Teachers must ensure that when evaluating and improving performance, connections are made between developing skills, understanding and applying these skills, tactics and compositional ideas.

Leadership & Management

The Subject Leader is the Head Teacher and she ensures that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget and PE and Sport Premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole school development plan.
- Reporting on the allocation of the sports premium and its impact on the school website
- Auditing, ordering and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well taught and protected
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and impact on the children is achieved.
- Make all resources available to all staff, including policy, schemes of work, assessment materials, resources to support learning
- Carry out risk assessments in line with local authority procedures
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any National, Local Authority and School Sport Partnership developments where appropriate
- Organise the school residential visit to promote active lifestyles and team building activities.

Teaching and Learning:

The organisation of PE in the school promotes learning through physical activities and sport. Lessons are blocked in units of work that are age appropriate and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and the ability to perform reflectively. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams.

The structure of the Lancashire scheme of work promotes teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of fundamental movement skills and sport specific skills, knowledge and understanding.

The planning and delivery of each unit of work in the scheme will be adapted by the individual teachers to meet the learning needs of the children of their class.

Lessons will be planned to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress.

Monitoring of Standards of Teaching and Learning:

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement
- Pupil interviews
- Action plan and inclusion on the SDP when appropriate.

Link Governor: To be decided following re structure.

Staff Development

Staff training is provided by Lancashire and by the TT coaches. We are part of the PESSPA partnership and this also provides CPD opportunities.

Assessment & Recording

Pupils are assessed in each units using the tools on the PE passport. Progress is monitored by TT and the class teacher using the APP. This is then used to provide support through planning and intervention and highlight children who are working above ARE.

Assessing Progress

To assist in formative assessment, teachers use the following:

- Y1 Baseline Fundamental Movement Skills and Y2 end of KS Fundamental Movement Skills test.
- Lancashire core tasks and PE passport assessment tool.
- Watch children work, talk to them about what they are doing and listen to them describe their work.
- Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets.
- Use of the APP provides photographic and recorded evidence of children's work in physical education to show progression and quality of performance.

Recording & Reporting

Records are selective and brief and teachers should have a clear reason for recording information. Significant achievements or weaknesses may be noted on an evaluation of the lesson and used to:

- Inform future planning for themselves or a new class teacher
- Form part of the statutory annual reporting process, and in discussions with parents
- Help children as a basis for future target setting
- Inform during transfer between classes and key stages to ensure continuity of progression

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated to meet the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabilities, gifted and talented pupils and those who have English as an additional language.

Lesson planning, delivery and assessment tries to ensure that pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress

Differentiation

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as

set out in the SEN Code of Practice. Some children may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Adults Other Than Teachers (AOTTs) working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
 - Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

Safety Issues – Safe Teaching, Teaching Safety

All teachers are aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the “Safe Practice in Physical Education, Physical Activity and School Sport” (2016) guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety

Risk Assessment/Managing Risk

Good teaching and therefore safe teaching in PE are achieved where a balance between appropriate challenge and acceptable risk is illustrated and the likelihood of injury occurring is minimised.

Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as ‘forethought’, is an essential part of effective teaching, managing and learning.

Where this process reveals a risk that cannot be sufficiently managed, then the planning needs to be reviewed.

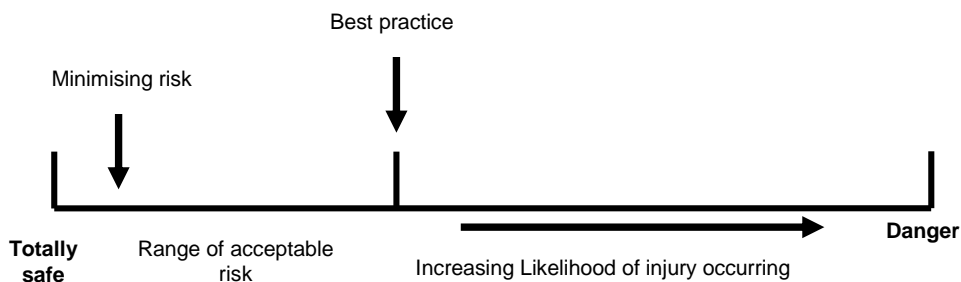


Figure 2: Managing Risk

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Adults Supporting Learning (ASL)

ASL include classroom assistants, teaching assistants, HLTA, learning mentors, visiting coaches, sports apprentices and volunteer parents but not trainee teachers

Additional support staff will be used during curriculum and non curriculum time in order to:

- Support the delivery of high quality PE
- Enrich or enhance an activity pupils are undertaking
- Contribute to any LA or SSP developments e.g. support the School Games Framework

All ASL and coaches will receive appropriate access to School, LA and SSP training and support to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice.

No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL.

External Sports Coaches

Our sports coaches are fully qualified to at least level 2 in all areas they cover.

The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well being of the pupils.

Clothing & Personal Effects

Introduction

Students should wear clothing that is **fit for purpose** according to the physical education, school sport and physical activity (PESSPA) activity, environment and weather conditions.

Indoor PE kit is white t shirt and dark shorts and pumps. Outdoor PE kit can be a hoodie or sweatshirt and dark joggers and trainers in adverse weather. PE kits can be worn in finer weather. At sporting events kits will be provided by school.

Clothing for PE - staff

Clothing and **correct attire** for a particular PE activity represent important features of safe practice that apply in equal measure to both staff and students. Staff should always endeavour to **change** into appropriate clothing for teaching physical education. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

Footwear

All **staff and students need to change** into footwear that is appropriate for the lesson location and, ideally, for the PE activity being taught. Children need footwear that is capable of transmitting feel for the movement and the surface they are working on.

In gymnastics, **barefoot work** is the safest, whether on floor or apparatus, because the toes can grip. Barefoot work in both gymnastics and dance can improve aesthetics by allowing the foot and toes to move through a full range of flexion and extension, which in turn strengthens the muscles, bones and joints.

Training shoes should not, however, be worn for gymnastics activities for the reasons of 'feel' described above.

Staff will avoid situations where a wet-weather indoor alternative activity means that some children wear training shoes and others have bare feet. This situation needs to be managed correctly (eg all students in bare feet or all students in trainers, or students being set different tasks that are appropriate for their footwear).

Outdoor footwear for games and athletics may vary according to the playing surface. All footwear should be of the correct **size** and correctly **fastened** in the manner of its design to ensure appropriate support for the ankles. It is important that teachers check to ensure footwear has the required specification and provides the necessary support for safe participation.

Personal effects, including jewellery and cultural or religious adornments

Personal effects, such as jewellery, (including body piercings), religious artefacts, watches, hair slides, and sensory aids including glasses, should ideally always be **removed** to establish a safe working environment.

The following procedure should be applied at the commencement of every lesson:

- **All personal effects** should be removed. Staff should always give a verbal reminder to students and, where necessary, visually monitor the group and/or individuals. Particular vigilance may be required when dealing with body jewellery.
- If items cannot be removed, staff need to take action to try to **make the situation safe**. In most cases, this may mean adjusting the activity in some way or, where a risk assessment allows, making the item in question safe.

Earrings: Students unable to remove earrings should be required to make them safe by taping, front and back, which may offer a measure of protection. The taping should be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received (eg from someone or from equipment such as a ball).

This taping may be done at home for younger children or prior to the lesson for older students. Staff are not required to remove or tape earrings for students.

Where taping is utilised, the teacher supervising the group maintains the legal responsibility to **ensure the taping is effective** for purpose. Where staff consider the taping to be unsatisfactory to permit safe participation, they will need to consider alternative involvement in the lesson for the student.

The use of **retainers** (flat studs that retain the piercing when earrings or studs are removed) is becoming more common as a form of acceptable substitution where total removal is not possible. Provided these are flat and cannot cause damage if a blow or ball hits the side of the head, the level of risk is clearly reduced.

Sensory aids: The decision as to whether it is safe or possible to wear **glasses** or **hearing aids** will usually be determined by the nature of the activity.

Where the sensory aid needs to be worn for safe participation by the individual, then the staff, wherever possible, need to **amend** the activity (such as providing more space and time) or the equipment (such as using a soft ball instead of a harder one) in order to try to make participation while wearing a sensory aid as safe as possible for the wearer and others in the group.

In all cases, where removal of personal effects or making safe an item is not possible, strategies to enable safe participation in the lesson need to be introduced. The student should be involved in all the learning, but adaptations will need to be made in terms of how they take part in the practical aspects of the lesson. The student can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (eg individual skills practices, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context).

Ongoing risk assessment needs to determine what action will be appropriate. Staff should always try to avoid complete exclusion from a lesson due to the student being unable to remove personal effects.

Staff also need to be mindful of their own adornments, and remove them prior to teaching physical education. The wearing of **rings** and large hooped or drop earrings, for instance, has been responsible for unnecessary injury in the past, and represents a hazard to both staff and students involved in the lesson.

Long hair worn by both staff and students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent vision being obscured.

Nails for staff and students need to be sufficiently short to prevent injury to self and others.

Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

Foul Weather:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Equipment & Resources

The majority of PE equipment is stored in the PE cupboard with the exception of some equipment, which is kept in the hall. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (Staff to supervise)
- Be told of any safety procedures relating to the carrying or handling of resources.

Review of Policy: January 2027

Policy agreed by Staff: Jan 26

Governors: Feb 26

Review Date: Jan 2027