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PE Policy

Date Policy Approved by FGB	**July 2022**
Frequency of review	**2 years**
School Lead	**Amy Nye & Ashley Simmonds (Kate Hooker is on Maternity Leave)**
Governing Body Lead	**Charlie Grimble**
Date of next review by Policy Leads	**May 2024**
Date of next FGB approval	**May 2024**
Statutory and/or trade union basis	Statutory

Cradle Hill Community Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

In order to ensure the safety and welfare of our children in all aspects of the curriculum the school will:

- Ensure appropriate risk assessments are completed for all trips and visits inside and outside of school.
- Ensure all curriculum resources are ordered from preferred suppliers and any substances used are COSHH assessed.
- Ensure that our school rules are positively reinforced at all times.
- Ensure that all parent helpers and other visitors to the school have undergone the DBS process and that staff and regular helpers have undergone the school's induction process.

At Cradle Hill Community Primary School, we aim to identify and support all children following the guidance as laid out in the East Sussex Dyslexia Policy.

Every Child Matters

- **To ensure that every child reaches their full potential in a stimulating environment where children enjoy their learning through a creative curriculum.**

1.1 Introduction

This policy document aims to reflect the philosophy of our school in relation to how PE is both taught and learnt. It provides a basic framework through which all staff, teaching and non-teaching, can approach PE and gives guidance in areas such as curriculum content, planning and evaluating.

This policy is intended to cover the key Early Years Foundation Stage and National curriculum areas.

1.2 Purpose of subject

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.

2.1 Early Years Foundation Stage

Within the EYFS the focus should be on Moving and Handling and Health and Self-care.

2.2 Moving and Handling

'Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

2.3 Health and Self Care

'Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.'

Daily opportunities will be given to develop fine and gross motor skills. This will be achieved through weekly PE lessons, Sticky Kids (music to movement sessions) and opportunities for physical development in the outside area (bikes and scooters, balancing equipment such as crates and opportunities to experiment with PE equipment such as tennis rackets, bean bags and balls).

Key Stage 1 and 2

3.1 Aims

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.

Attainment targets

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

3.2 Objectives for End of Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

3.3 Objectives for end of Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each

other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

3.4 Swimming

This is led by Level 2 Swim Teachers from Wave Leisure Trust and supported by teachers from Cradle Hill Community Primary School. Wave Leisure Trust (Seaford Head Pool) provide two lifeguards who all have a National Pool Lifeguard Qualification.

The office, PE Co-ordinators and the supervisors from Seaford Head pool lease times and organise the swimming lesson rota in the Spring and Summer terms. Cradle Hill CP School has bought into the ASA Scheme of work to help support teachers and ensure that the children's progress in swimming is efficient.

The aim is for all pupils to be able to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

At the end of the swimming course PE co-ordinators are to analyse how many children can swim 25 metres and which certificates pupils managed to achieve. This data will allow us to see which Year 6 pupils need to participate in an intense week of swimming lessons before the schools residential.

4.1 Competition

Competition is encouraged within PE lessons, after school and inter school competitions. Cradle Hill are always involved in football, netball, basketball, cricket, swimming, gym, tag rugby – tournaments friendly and league matches.

PE has two Curriculum Co-ordinators. The Co-ordinators receive any information/resources which arrive in school but decisions regarding PE work and the development of the PE Curriculum involve all staff.

4.2 Clothing for PE activities

- Appropriate clothing is worn for all PE activities.
- No jewellery to be worn for any physical activity. Earrings may only be studs or sleepers and these should be taped.
- House T Shirts are available for inter school competition events.

4.3 Extra-curricular Activities

These are an important part of a child's primary education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. It helps to introduce a competitive element to team games and promote co-operation and a sense of good sportsmanship.

Extra-curricular activities currently offered are:

- Netball
- Football
- Karate
- Dance
- Athletics
- Tag Rugby
- Cricket

Outside providers support with these extra-curricular activities.

Our school is a place where we have a clear, structured approach to our teaching and learning.

5.1 Curriculum and School Organisation

- Planning and evaluation of PE work is undertaken by the class teacher / year group and can be seen in his/her short-term plans. The PE Coordinators are always available to help class teachers with their planning if needed.

- Planning at a Key Stage and whole school level ensures continuity and progression within the subject and avoids unnecessary duplication or omission. Each year group has skills progressions for all areas in PE.

- Real PE is a scheme we are implementing throughout the school. This ensures we are delivering a holistic approach and focusing on the development of the whole child (Social, Physical, Personal, Health & Fitness, Cognitive, Creative).

Our aim is to develop the key abilities children need to be successful within PE and Sport and across the curriculum.

We ensure that:

- All lessons are thoroughly planned taking into account different learning styles (Visual, Auditory, and Kinaesthetic).
- All resources are ready well in advance of lessons.
- All equipment is easily accessible.
- Wherever appropriate, lessons are cross curricula and part of a creative curriculum.
- Key questions are carefully considered and differentiated in order to extend and reinforce learning.
- Frequent opportunities are provided for the use of technology and Speaking and Listening.
- Good behaviour is encouraged and the school's behaviour policy is always followed.
- Teaching Assistants when used should have a clear role to support learning.
- Tasks are appropriately differentiated.

A typical lesson would have:

- A Learning Intention and Success Criteria outlined orally.
- A stimulating introduction / warm up possibly building upon previous learning.
- A main activity. The teacher leads the learning, then children work individually, in pairs or in-groups.
- A plenary where the Learning Intention and Success Criteria are revisited to identify the learning.
- A warm down activity

CPD opportunities are available for teachers to develop their teaching skills of PE. PE co-ordinators will also leas with staff to ensure that staff feel happy and comfortable teaching different aspects of PE.

CPD is also readily available for the PE co-ordinators.

5.2 Time Allocated

All classes have 1 lesson of PE lasting 60 minutes each. Within this time, it is expected that all the relevant Attainment Targets and Programmes of Study are covered at each Key Stage. The other 60 minutes are made up of: active brain-break activities daily, mile-runs, sport specific sessions (outside coaches) and in class movement breaks.

5.3 Resources and Accommodation

A wide variety of PE resources are available in school. These include teachers' resource books and notes, dance tapes, teachers' lesson plans and PE equipment. All resources are shared.

The majority of PE equipment is kept in the school. The store is only accessible to members of staff and children under adult guidance.

Resources are replaced and purchased by the PE Co-ordinators following the general school ordering procedures. Staff are asked to submit to the PE Co-ordinators lists of any resources they require to be added to the existing stock. Staff are asked to inform the team if any resources are damaged or need replacing through wear.

The PE Co-ordinators review the use of resources and their storage annually in consultation with the rest of the staff.

6.1 Assessment

Class teachers make assessment after each module of PE on given sheets and at the end of each Key stage. End of year assessments are inputted in Arbor.

6.2 Reporting

Reporting to parents takes place annually and during parents evening.

6.3 Health and Safety

- Health and safety issues are set out by B.A.L.P.E (the documentation can be found with the Head teacher, in the staff room or with the PE co-ordinator)
- Bulletins are posted on the staff room wall
- Any issues when arisen are discussed with the staff – parents may be informed via news letters

- Staff are regularly emailed to remind them of health and safety expectations.
- Equipment is checked , repaired and replaced by an outside agency annually
- The equipment, fields, playgrounds, etc. are constantly monitored by the PE co-ordinator and on a more formal basis once per year
- The children are also encouraged by their teachers to assess for hazards before and during PE lessons
- Any PE activity that takes place out of the Cradle Hill grounds will undergo a risk assessment which can be found on the staff drive in a folder – risk assessments. This is always signed off by the Head Teacher/ EVC.
- Swimming at Seaford Head Pool school – children are walked to the school with an appropriate number of adults to ensure supervision. At the pool during the first session children are made aware of swimming pool rules. A fire practice will also be undertaken during this first session. There will be qualified swimming teachers and two qualified Lifeguards will be present.
- See Covid-19 Risk Assessment

6.4 Supporting children with additional needs.

See Policy on SEN. All children at Cradle Hill School will be given the opportunity to develop skills to the very best of their ability. Wherever possible, all children will be able to participate in and through the whole Physical Education Curriculum which we offer. For children who have physical disabilities, some modification may have to be made to this area of the curriculum. This modification is made in consultation with the SENCO, support staff, physiotherapists and other agencies as appropriate.

6.5 Monitoring and Review

Evaluation is carried out to enhance teaching and learning and is the responsibility of the class teacher in conjunction with the PE Coordinators. The class organisation and teaching style of this policy will be subject to evaluation each year.

This evaluation will focus on:

- Content (requirements of the National Curriculum).
- Pupils' progress and influencing factors
- Teaching
- Accommodation
- Resourcing
- Organisation and teaching methods
- INSET effectiveness

The methods of evaluation will include:

- Assessing pupils' achievements

- Reviewing the Programmes of Study coverage
- Analysing teacher planning
- Staff discussion

The policy is reviewed by the subject leader and ratified by the staff and the Governors. The senior leadership team, the subject leader and the other staff members will monitor this policy and practice in different ways as reflected in the School Improvement Plan.

6.6. Playtimes and Lunch times

Children are encouraged to participate in friendly active games at lunch times. Physical education equipment (skipping ropes, balls, goals, bikes, hoops and bats) are readily available to encourage an active playtime. Sports Crew members are used to plan and run games for KS1 pupils at break times.

Signed and agreed by staff:

Signed and agreed by the governing body:

Date: