

Lanesfield Primary School



Physical Education Policy Autumn 2023

Review Date: Autumn 2024

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Physical Education (PE) Policy

INTENT

We aim to provide high-quality physical education through 2 hours of physical education a week with at least one hour being delivered by a PE specialist where a range of sports, gymnastic and dance activities are on offer throughout the year. Additionally, year 3 children receive swimming lessons once a week and then further booster lessons in year 6. These activities allow the children to develop physical literacy so they are confident, competent and motivated movers. The use of iPads in lessons also supports the children's critical and evaluative skills to reflect on their performance to help them achieve their personal best. Throughout school life the children will have opportunities to increase their physical activity and school sport throughout the school day and extra-curricular activities. Through extra-curricular activities the children are able to be part of competitive sports teams where they will embed the school games values: passion; self-belief; respect; honesty; determination and teamwork. Through experiences in school we allow children to recognise the opportunities of sport and physical activity in the wider world of work. By the end of year 6 we believe our children will have experienced a range of sporting and physical activities to increase their physical confidence, personal development and to recognise the relevance of physical activity to maintain life-long health and wellbeing.

IMPLEMENTATION

Physical Education at Lanesfield Primary School is led by Mrs Biddle, who will teach at least one lesson a week to each class, the other lesson will be delivered by the class teacher who will have support from Mrs Biddle in their delivery. When children attend swimming lessons in year 3 and year 6 they will be delivered by qualified swimming teachers.

Our principal aim is for children to develop physical literacy so they are confident, competent and motivated movers. To allow our children to develop physical literacy we use a variety of teaching and learning pedagogies in PE lessons. Throughout each lesson teachers will 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 and against each other. Throughout the

various areas of the curriculum children will use a variety of equipment to help their development of key fundamental movement skills (running, throwing, catching, kicking, hitting, and jumping). To aid the children's reflective practice the use of iPads in lessons will allow them to record performances and use observation skills to improve their future performance.

In all classes there are children of differing physical ability. Whilst recognising this fact, 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:

- ✎ setting common tasks that are open-ended and can have a variety of results
- ✎ setting tasks of increasing difficulty, where not all children complete all tasks
- ✎ providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

PE CURRICULUM

PE is a foundation subject in the National Curriculum. At Lanesfield Primary we have adopted the National Curriculum and Early Years foundation stage statutory framework with the use of National Governing Body resources to support our planning. To further support class teacher delivery of PE, the PE Passport app is used. The subject leader will review planning annually to make sure it is inline and up to date with government and the Association of PE guidance (AfPE).

Physical Development is one of the prime areas of learning in the EYFS framework. It involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. In light of this, we give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. To support the development in EYFS the nursery that is linked to the school also receives provision to support children with the gross and fine motor skills.

Throughout the PE curriculum children will take part in sports, dance and gymnastic activities. During lessons the children will have the opportunity to participate in competitive sports through house competitions. The curriculum is mapped out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term for each year group. The PE learning journey shows the progression and overall commitment to Physical Education, School Sport and Physical Activity at Lanesfield Primary School.

Swimming is included in Year 3 and Year 6 with lessons taking place at a local pool (with a voluntary contribution of a £1) to allow them to obtain the expectation of the National Curriculum of children to swim 25m unaided. At the end of each term of swimming the children will be assessed and assessment will be recorded. The children in Year 6 will continue to attend swimming lessons until they meet the requirement of swimming 25m using front crawl, back stroke and can complete a safe-self rescue.

CONTRIBUTION OF PE TO TEACHING IN OTHER CURRICULUM AREAS

English

PE contributes to the teaching of English in our school through the development of speaking and listening skills. We encourage children to describe what they have done and to discuss how they might improve their performance. There will also be opportunities through the curriculum for the children to explore vocabulary and language to extend their knowledge of words with movement.

Computing

We use computing to support PE teaching when appropriate. In all areas of PE children make video recordings of their performance, and use them to develop their movements and actions. Older children can compare each other's performance from recordings such as during athletics and use these to improve the quality of their work. Through the use of I-pads we are able to build a portfolio of examples of good work and achievement.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They also improve their social skills and recognition of fairness and sportsmanship. There is

also a Lanesfield Lunchbox policy to support parents and carers to provide a healthy lunch for all children.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Throughout the school curriculum School Games Values will link to support the children's moral and social development: passion, self-belief, respect, honesty, determination and teamwork. Their work also enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

EQUAL OPPORTUNITIES

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE considers the targets set for individual children's needs and abilities. We include a range of resources to assist staff with the inclusion of all pupils in lessons.

ASSESSMENT

Mrs Biddle and class teachers will assess children's work in PE by observing during lessons and will record evidence through the use of filming on Ipads throughout lessons and upload evidence to Showbie. At the end of a unit of work, the teacher will make a judgement against objectives covered in the unit of work and will identify each child's strengths and weaknesses in line with the National Curriculum expectations. The information recorded will be used to plan the future work of each child. These records also enable the class teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. These judgements should be logged on the PE Passport looking at the different criteria under personal/social, performance and competition objectives.

RESOURCES

There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the storage cupboard behind the hall. When appropriate, sensible children are selected to collect and return equipment, after appropriate instruction. The main hall contains a range of large apparatus, and we expect older children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons.

There is a variety of physical opportunities and resources that are used during lessons, break times, lunch times and after school. The school hall, the main playground, Early Years playground, DART activity, MUGA, Adventure playground and the field. These spaces and equipment can only be used with close adult supervision.

HEALTH AND SAFETY IN PHYSICAL EDUCATION

P.E. Kit

All children are expected to wear P.E. kit on the days the children have PE. Each lesson teachers should record who is missing or wearing the incorrect kit. If this happens on **3 consecutive occasions** a letter is then sent home to remind parents. If children forget to wear their PE kit on the correct day there will be kit provided to borrow during these sessions to support them in joining in the lesson.

Children must wear suitable clothing for P.E. Lessons may be inside or outside, children should attend school in their school PE hoodie, House top, black shorts or black jogging bottoms. Children's footwear should be a black sports trainer.

Staff when delivering PE should wear black jogging bottoms, a purple Lanesfield polo or plain sports t-shirt with a Lanesfield hoodie with sports trainers. This is to set the example to the children and what our expectations are for PE.

All jewellery, must be removed for PE. lessons. If there are religious items of jewellery they must be covered with a sports sweat band to protect the child and other children who may interact with them in lessons. Long hair (past shoulders) should be tied back.

Children must work in a safe and suitable environment. This means:

1. The removal of unnecessary furniture from the working space.
2. A clean, splinter free floor surface so that bare feet work can safely take place.
3. A safe, outdoor surface for playing of games.
4. Floor markings for games are sufficiently far away from fences and walls to prevent accidents.

Suitable and safe organisation of apparatus will mean:

1. Easily accessible gymnastic apparatus (spread around the hall to allow for its safe and efficient handling) and not blocking the fire exit doors.
2. All children should be taught how to lift, carry and set out apparatus correctly under supervision.
3. Games apparatus is stored throughout the school.

Risk Assessment:

1. All teachers make a regular check, of the safety of equipment.
2. Annual safety checks and repairs are carried out on gymnastic equipment and staff check as it is taken out for every lesson.
3. If a potential hazard is identified it is immediately taken out of use.

Risk assessments and policy is based on the guidance within the document below:

Safe Practice in Physical Education & Sport

Think Safe Practice - This section sets out the rationale for the book and gives explanations of the models included.

Teach Safe Practice - Identifying and making decisions about the level of risk is the day-to-day responsibility of all physical education teachers. This section helps you build fundamental safety principles into your teaching and planning.

Manage Safe Practice - When an accident or incident occurs, this section of the book will help you not only consider the immediate causes but also how the underlying management system should be analysed.

Inspire Safe Practice - Safety education is about developing students' knowledge, skills and understanding of hazards, risks and precautions. This section tells you what you need to know to encourage students to protect themselves.

Apply Safe Practice - This section outlines how the safe teaching and organisation principles are applied to specific areas of activity. Some of the areas include adventure, aquatic, athletics, combat activities, dance, movement and creative development.

MONITORING AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Those teachers who deliver PE lessons will meet with the PE lead to discuss assessment and learn about assessing children in PE using the school's structure.

EXTRA-CURRICULAR

The school provides a range of PE-related extra-curricular activities. These encourage children to further develop their skills in a range of activity areas. As a school to support delivery of extra-curricular activities with outside agencies such as Wolves Foundation, LTA and Top Hat. When possible the school also plays regular sports fixtures against other local schools and is part of fixtures through the School Games. This introduces a competitive element to team games and allows the children to put into practice the skills

that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

LUNCH TIME ACTIVITIES

During lunch times children also have extra opportunities to participate in physical activities. On a rota basis the children play different games such as football, basketball, netball, skipping and go onto the obstacles on the field. Year 6 children will receive play leader training then will deliver playtime activities for key stage 1 each lunchtime and will be assigned to a class during wet lunches.

GIFTED AND TALENTED

We identify our Gifted and Talented pupils and endeavour to provide a range of activities to extend and enhance their skills. Also communicating with parents to make them aware of these skills e.g. recommending going to an out of school specialist club. There is a clear notice board available to parents to refer to if they are unaware of sporting clubs that are available in the local area.

Member of staff responsible for Physical Education Policy s Mrs J Biddle

Member of staff responsible for Physical Education in school s Mrs J Biddle

Date of Policy s September 2023

Review date of Policy s October 2024

Appendix 1- PE Kit Letter

Dear Parent/ Carer,

It has been recorded that your child has not had a PE kit in school. It is really important the appropriate kit is worn for all P.E. lessons, as we want all children to take part in lessons and they cannot do so if the correct kit is not in school. If there is a problem in sourcing PE kit please let the school know as we may be able to assist.

Each child should have the following in school:

- Black shorts
- Black jogging bottoms (for outside activities when cold)
- A T-shirt in your child's house colour
- Purple Lanesfield Hoodie
- Trainers

Please can we remind you also that we have a no jewellery policy in school. Only watches, stud earrings and religious jewellery can be worn; however during P.E. lessons the earrings and watches **must** be removed. If children are not confident in removing their own earrings they should not wear them to school on days when they have any P.E. or a sport related after school club.

Kind regards,
Mrs Biddle
P.E. Lead

Appendix 2 s Lanesfield Lunchboxes Lanesfield Lunchboxes Policy

We at Lanesfield want to ensure children develop healthy eating habits to ensure they get the energy and nutrition they need across the day. We have introduced this guide to allow our children to be ready to learn and actively engage in all activities in the school.

We have created some guidance for packed lunches and what they should include:

- Base a packed lunch around a starchy food (a sandwich, pasta, wrap, pitta, bagel)
- Includes at least one portion of vegetables or fruit
- Include a dairy food (milk, cheese, yoghurt)
- No sweets or chocolate coated products
- Limit cakes and biscuits to 2 -3 times a week
- No nuts
- Suitable drinks: water, milk, pure fruit juice



Pupils with special diets

The foods and drinks included in the policy guidance will be suitable for most therapeutic diets. However, if you have any queries about this then please contact the school to see how we can assist.

Monitoring:

Packed lunches will be monitored by teaching staff and lunchtime supervisors. Healthy lunches will be rewarded by house points. No child will be made to feel ashamed of their lunchbox contents. However, if a packed lunch regularly does not follow these guidelines, this letter will be sent home as a reminder. We want to work with parents and carers to help educate our children about healthy dietary choices, so that they can make their own informed choices independently when they are older.

Dear Parent/ Carer,

Following our Lanesfield Lunchboxes Policy I wish to inform you that today your child's lunchbox was not deemed healthy due to:

Please refer to the attached Lanesfield Lunchbox policy which outlines how to ensure your child's lunchbox is healthy.

If you need further advice please contact the school



Appendix 3 s Club Policy

Extra-curricular clubs

Our extra-curricular programme extends and enriches our curriculum provision. We want our children to develop their talents beyond the curriculum, and inspire them to further develop themselves as aspiring learners. Our extra-curricular club offer has a range of activities which encompass sports, games, arts, cookery

and STEM areas. We use outside agencies (Wolves Foundation and LTA Tennis coach) to support our extra-curricular provision to widen the opportunities for our children.

Teacher Expectations:

- Each teacher is required to undertake at least one club for six weeks.
- The club will run for either Autumn 1, Autumn 2, Spring 2, Summer 1 and Summer 2. We do not complete clubs in Spring 1.
- The club will run after school from 3:30 till 4:15pm.
- If a teacher is unable to run a club for a particular week they should find another teacher to lead the club. We do not want to cancel clubs.
- Each club will allow
- A register should be taken on the PE Passport to identify children's participation. If a child has not attended the club for two weeks, the adult running the club should ask the class teacher if the child wants to attend the club. If the child does not want to attend the club the leader of the club should inform Mrs Biddle so she can ask the next child on the list to attend.

At the end of the summer term, teachers should inform Mrs Biddle of what club they intend to run the following academic year so a timetable can be sent to the parents at the beginning of the year.

Club Selection

Parents will be able to select clubs for their children on Parent Mail. A post will be shared on social media before announcing when the club form will go live. Parents will then receive a text to say whether their child has a place or not. In the first Autumn term children will receive a club on a first come first served basis. In Autumn 2 and sequential terms, if a child has not received a club in the previous term they will get first priority, then the children will receive clubs on a first come first serve basis.