

## **Priestsic Primary & Nursery School P.E & Sport Policy**

### **Rationale**

#### **The importance of Physical Education to the curriculum**

Physical Education (P.E.) 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 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. It promotes positive attitudes towards active and healthy lifestyles. 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 how to make choices about getting involved in lifelong physical activity.

#### **Sports Pupil Premium Funding**

The government has provided additional funding to improve the provision of physical education (PE) and sport in primary schools. The funding – provided jointly by the Departments for Education, Health and Culture, Media and Sport – was allocated to primary school head teachers. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

See our website for full details of how our school has spent the Sports Premium funding.

### **Aims & Objectives**

**At Priestsic Primary P.E educates young people in & through the use & knowledge of the body & its movement. We aim:**

- To develop physical confidence & enable pupils to engage in worthwhile physical activities.
- To help pupils to become more skilful when coordinating their movements and develop their co-ordination.
- To give pupils access to acquire and develop skills then perform them with increasing physical competence and confidence.
- To develop pupils artistic and aesthetic understanding.
- To contribute to the development of a pupils problem solving and interpersonal skills.
- To encourage pupils to develop their ideas in creative ways.
- To develop positive attitudes to participation in physical activity.
- To develop pupils personal qualities in physical activities and competitive situations such as commitment, fairness, playing to the rules and team spirit.
- To support pupils to respond to a variety of challenges in a range of physical contexts and environments.
- To encourage pupils to enjoy being active, taking part and learning new skills through a varied curriculum and through the extracurricular activities on offer.
- To build children's movement vocabulary in order that they can use language to evaluate each other's work.

- To help children to be able to work co-operatively within a range of different spaces and group situations.
- To develop the pupils' abilities to work independently, communicate and respond positively towards others.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others safety and well-being.
- To use physical education to contribute to the spiritual, moral, social and cultural development of each child.

### **Pupil Entitlement**

All pupils at Priestsic Primary School have an entitlement to;

- A broad PE experience which is progressive and differentiated to accommodate all abilities.
- A variety of approaches to teaching and learning which are appropriate to the varied and changing needs of the pupils within it.
- Be consulted and informed about their P.E development.
- Achieve personal success.
- Experience opportunities for social and learning how to interact with pupils of different race, gender, class, religion, creed, age. Stage of development, disability or other personal circumstances.
- A secure and encouraging environment where values and attitudes are explored, which allows for experimentation and which allows pupils to learn from formative assessment and positive feedback.
- An appropriate physical environment for learning.
- Follow programmes of study appropriate to their needs as laid down in the National curriculum.

### **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

## 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

## Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

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

**Teacher Aims:**

Key stage 1 & 2 (taken from national curriculum) –

Teaching should ensure that when 'evaluating and improving performance', connections are made between 'developing, selecting and applying skills, tactics and compositional ideas', and 'fitness and health'.

**Priestsic Primary School Teachers Aims.****To promote healthy lifestyles by:**

- Engaging pupils in a variety of activities that develop coordination, self-control, adaptability & confidence
- Enabling children to improve their own performances & to recognise when they do so
- Allowing children to experience to a range of different sports and physical activities, know the rules and to be able to explain the importance of following them

**To develop positive attitudes that promotes cooperation & fair play by:**

- Providing opportunities for promotion of the Olympic & Paralympic values
- Helping children to learn how to cooperate with others and work as a member of a group or team
- Helping children to develop their own targets through individual challenges and promote responsibility
- Develop ability in children to observe movements and performance of others and appreciate what others achieve

**To ensure safe and healthy practice by:**

- Demonstrating to children how to use and move equipment safely
- Ensuring the correct procedures are followed to ensure the safety of children & colleagues when participating in physical activity
- Develop awareness in pupils of good hygiene and promote an understanding of why particular clothing is appropriate for different activities
- Develop in children an ability to respond quickly and appropriately to instructions, whistle and other signals

**To raise standards by:**

- Providing differentiation within planning and lessons.
- Promoting pupils to become independent learners and develop understanding through exploring, experimenting, selecting and applying skills and observing and evaluating.
- Enabling opportunities of leadership roles with in lessons and extra-curricular sessions (gifted and talented afterschool clubs and events).

## **Planning, Teaching & Learning**

### **Planning at Priestsic Primary School**

- Reflects the school aims
- Indicates where attainment targets or aspects of objective and attainment targets
- Use a variety of teaching styles in order to provide a full range of learning experience for all pupils & provide a full range of learning experiences for all pupils
- Indicates a range of learning activities & provide detail on specific learning objectives
- Indicates how pupils with special needs are to be given access to the curriculum
- Indicates how pupils are to make progress through the key stage & across curriculum
- Indicates how continuity across and between key stages is established

P.E. is a foundation subject in the National Curriculum. Our school uses the National Curriculum as the basis for curriculum planning in P.E.

The curriculum planning in P.E. is carried out in three phases [long-term (LTP), medium-term (MTP) and short-term (STP)]. The LTP maps out the P.E. activities covered in each term during the key stage. See appendix 1.1

Our MTP is taken from the National Curriculum and the QCA Schemes of work and core tasks and includes the following:

- An outline of the pattern of activities across the appropriate number of weeks
- Precise learning intentions / objectives
- Teaching decisions
- Assessment opportunities

STP is supported by a range of planning resources, e.g. Top Dance, Top swimming, KS1 Top Play, Primary School games KS2, Primary School Dance KS2 and Val Sabin resources for dance, gymnastics and games. This is in order to ensure an appropriate balance and distribution of work across each term.

Sports Development coordinator completes the STP for each P.E. lesson for Games & Athletics teachers are responsible for STP of the Gymnastics and Dance and year 6 Swimming (using Core tasks QCA, Tops & Val Sabin) . Short term plans include the following:

- Resources needed
- Objectives
- Recaps and Q&A
- Activities and tasks
- Differentiation within lessons
- Some timing allocation
- Warm ups, skills, games and cool down

Specific learning objectives for each lesson and give details of how the lessons are to be taught.

We plan the P.E. activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression

built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### Curriculum Time Allocation

Key Stage 1	Reception		Year 1		Year 2	
	Weekly lessons	Total per week	Weekly lessons	Total per week	Weekly lessons	Total per week
Autumn	1 X 60	60MIN	1-2 X 60	60MIN - 120MIN	1-2 X 60	120MIN
Spring	1 X 60	60MIN	1-2 X 60	60MIN-120MIN	1-2 X 60	120MIN
Summer	1 X 60	60MIN	1-2 X 60	60MIN-120MIN	1-2 X 60	120MIN
To find the average – add the three total-per-week figures and divide by three						
<b>Average per week</b>		60MIN		120MIN		120MIN

Key Stage 2	Year 3		Year 4		Year 5		Year 6	
	Weekly lessons	Total per week	Weekly lessons	Total per week	Weekly lessons	Total per week	Weekly lessons	Total per week
Autumn	2-3 X 60	120MIN-180MIN	2-3 X 60	120MIN-180MIN	2-3 X 60	120MIN-180MIN	2 X 60	120MIN
Spring	2-3 X 60	120MIN-180MIN	2-3 X 60	120MIN-180MIN	2-3 X 60	120MIN-180MIN	2 X 60	120MIN
Summer	2-3 X 60	120MIN-180MIN	2-3 X 60	120MIN-180MIN	2-3 X 60	120MIN-180MIN	2-3 X 60	120MIN-180MIN
To find the average – add the three total-per-week figures and divide by three								
<b>Average per week</b>		120MIN		120MIN		120MIN		120MIN

*Year 3 go swimming for 2 full terms (autumn and spring), Year 6 go swimming in the summer term for one term.*

**Weekly minutes are subject to the weekly newsletter produced by the senior management.**

**Key Stage 1**

Games - 4 half terms  
Dance – 3 half terms  
Gymnastic – 3 half terms  
Striking & Fielding – 1 half term  
Athletics – 1 half term

**Key Stage 2**

Games – 4 half terms  
Dance – 3 half terms  
Gymnastics – 3 half terms  
Striking & Fielding – 1 half term  
Athletics – 1 half term  
Swimming – Year 6 (summer daily sessions) Year 3 (2 half terms)

**PE assessment and tracking of pupils at Priestsic Primary****Assessment & Recording**

The teachers and Sports Coordinator assess children's work in P.E by observations through the QCA core tasks and Matalan tops games activities. Swimming is assessed externally through the Lammas Leisure Centre.

The progress of pupils is recorded at the end of each year (in game, athletics and striking and fielding at the end of each half term) and as a part of the child's annual reports to parents.

Observations and recordings are used to make a judgement on the planning for future sessions or units. The teachers and sports coordinator and P.E Teacher (from the School sports partnership) pass this information on to the next teacher at the end of the year, & so acts as tracking documents between years, key stages and school.

**The role of the P.E Coordinator at Priestsic Primary School.****Role Description**

- Prepare PE aims & objectives consult with P.E teacher from the SSP
- Prepare schemes of work for each activity in PE across Key Stage 1 & 2.
- Prepare all P.E Long term planning (LTP).
- Prepare all Games, Striking & Fielding and Athletics LTP and MTP.
- Collect resources and make them available for staff to help with their delivery of P.E.
- Oversee / coordinate an on-going programme of Continuing Professional Development (CPD) for all staff
- Liaise with Ashfield district school sports partnership and the SSCO from Sutton Centre and PDM
- Establish and maintain links between schools and Sutton Centre family of schools and Ashfield District Partnership.
- Advise colleagues on matters relating to safety, & be conversant with the BAALPE document 'Safe Practice in Physical Education,' & and other Health & safety issues.

- Maintain and replenish the sports equipment within school.

### **Extra-Curricular Activities**

- Develop and organise school clubs and teams
- Liaise with the SSCO and ADSSP when necessary
- Liaise with school sport links in local area.
- Provide pathways for pupils to access sports clubs in the local area & encourage development

### **Administration & Organisation**

- Advise on assessing and recording pupil performance & progress
- Liaise with staff responsible for PE in feeder schools
- Manage the PE budget.
- Produce correspondence with parents for events, clubs, trips, festivals or competitions.
- Oversee and advise maintenance of facilities used from P.E and sport.
- Advise on the playground markings on the areas used for sport and P.E.

### **School Partnership P.E Teachers Role and Responsibilities**

- To liaise with the school sport coordinator & head teachers to develop P.E and Sport in the school.
- To team teach with staff members to develop their knowledge and confidence to deliver P.E to ensure long term development of P.E and physical activities in school.
- To deliver and develop after school sport and physical activity with the school sport coordinator.
- To update and information from the ADSSP.
- To plan and deliver quality P.E lessons with members of staff.



**Pupil aims:****To be physically active with a healthy lifestyle by:**

- Being physically active & developing a growing physical competence
- Trying hard to consolidate & improve their own performances
- Knowing & understanding the short & long term benefits of regular exercise
- Develop an interest in regular physical activity.

**To display positive attitudes of cooperation and fair play by:**

- Working cooperatively with others as a leader or member of a group/ team
- Playing fairly and responding appropriately to success & failure
- Recognising and adhering to relevant rules for different sports, games or activities. Taking opportunities to make up their own games and to devise their own rules.
- Display a willingness to watch & evaluate the performance of others.

**To observe safe & healthy practice by:**

- Knowing how to lift, carry, place & use equipment safely
- Understanding the reasons for and following safe procedures throughout all physical activities
- Observing the rules of good hygiene
- Wearing appropriate clothing & footwear & remove all jewellery
- Responding readily to instruction & signals within established routines.

**Aims for the parents of Priestsic Primary School****To support the school & their children by encouraging physical activity & a healthy lifestyle by:**

- Understanding the school aims in relation to physical activity
- Encouraging their children to join extra curricula activities provided by school.
- Encourage their children to represent the school in sporting events, competitions and festivals.
- Encouraging their children to join locally organised clubs and/or participate in at least one physical activity outside school.

**To support the school & their children in the development of positive attitudes of cooperation and fair play:**

- Support their child by watching them participate in sports day activities & school team matches / tournaments
- Refraining from making negative comments when watching their child or others participate in physical activities
- Applauding good play & high levels of effort from both sides when watching school team matches
- Reinforce the importance of fair play (Olympic and Paralympic values).

**To support the school in promotion of safe & healthy practice by:**

- Ensuring that their child has the correct and appropriate clothing & footwear for PE activities & that jewellery is not worn on PE days

- Encouraging their child to observe the principles of good hygiene in relation to washing and changing clothing
- Reinforcing the importance of playing safely and rules in physical activity or sport.

## **Health and Safety**

The general teaching requirement for health and safety applies in this subject. 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 each P.E. session when they are asked to identify risks to themselves and others e.g. appropriate noise/voice levels, use of space, distance, and environment. Pupils are taught how to improve their own abilities to assess risks.

We refer to the book – Safe Practice in Physical Education and Sport by Peter Whitlam where appropriate.

Due to the situation of the schools geographically (public footpath between the school and all weather and cage) and because we have to safeguard pupils inside the school (locks and codes on the doors) it is important to have at least two members of staff outside during lessons where possible. This is so that learning can continue (for example a child needs the toilet or any minor injury) and emergencies can be dealt with more efficiently (for example serious injuries or lockdown occurs).

It should be noted that, in the event of an emergency, mobile phone (on vibrate) and walkie-talkies are on each of the P.E staff at all times. Land line phones are within a short distance of all P.E. lessons.

Registers should be taken outside in case of an emergency situation.

First aid boxes are within a short distance of P.E facilities and in each classroom. All staff know what action to take, including calling for assistance in the event of an accident.

New procedures during Lock Down/Shelter are being introduced to the whole school. The procedure (if school is in a lockdown situation and some pupils are outside) is to open the gate and get all the children who are in the P.E lesson to Lammas Leisure Centre as safely as possible. If in the classroom the staff follows the procedure of that room. If in the hall follow same procedure as in the class room – lights off, curtains closed, windows and doors shut and locked if possible. There will be further development and evaluation on each procedure.

Evacuation Procedure for example in an event of a fire see school health and safety policy.

Inhalers or any other vital medication (i.e. epi pens, insulin, sugary snacks etc) needs to be easily accessible for pupils suffering from asthma or diabetes etc are readily accessible.

Children must be dressed appropriately for P.E. lessons. Children must change for P.E. partly for hygiene reasons but also to ensure that the clothing is suitable. The Governing Body expects the teachers to set a good example by wearing appropriate

clothing when teaching P.E. e.g. trainers, tracksuits, which in-part is also for their own safety (no heels or skirts or dresses).

The school has a stock of Physical Education kit, which can be borrowed if a child has forgotten their kit. Children in both key stages should have an indoor P.E. and outdoor kit with them every day, regardless of their regular P.E. day.

All jewellery should be removed before P.E lesson with the exceptions of earrings that have only just been pierced (up until 8weeks) these must be covered with tape as a precaution, however parents are advised to use the summer holidays for the healing process of piercings. Medical bands or tags should be worn at all times. This is the only exception to the rule.

### **PE kit:**

#### **Children are now expected to wear a school P.E uniform.**

- Children need a T Shirt (white), or vest and shorts (black) for indoor P.E.
- They wear no footwear in the hall for gymnastics and dance.
- They will need an additional sweatshirt (black) and tracksuit bottoms (black) for outside P.E. These are essential when the weather is cold.
- Children must wear plimsolls or trainers for games outside.
- Children participating in out of hours clubs must change out of their whole school uniform and wear their Physical Education kits. All regular P.E. rules apply through the clubs.

We advise all clothing to be labelled with the child's name so that items are easily identifiable and can be returned to the owner.

### **Jewellery and Hair:**

- The policy of the governing body and Notts County Council is that no jewellery is to be worn for any physical activity.
- Parents should be informed of the class P.E. timetable so that they can remove earrings for that day. Any items of jewellery removed by the children themselves should be put safely in a box on the teacher's desk (it is still the child's responsibility to retrieve the jewellery and not the responsibility of the teacher if it is lost / goes missing) or tray in the classroom.
- There are some occasions when jewellery cannot be removed. Studs in newly pierced ears are a hazard during physical activity, but infection may result if they are removed. In these cases parents must send in a covering letter and their own plasters or tape to put over the stud to protect the ear (maximum of 8 weeks only). No member of staff should attempt to remove an earring.
- Long hair must be tied back.
- Appropriate clothes and footwear for P.E. must be worn by class teacher at all Times (no shoes with heels or skirts or dresses).
- Members of staff are also encouraged to follow safe guidelines in regard to their jewellery.

### **Equipment & Environment:**

- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

- Pupils are made aware of safe practice when undertaking any activity, (e.g. not jumping or running in front of others, etc).
- Good class control, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.
- Regular checks are made on all equipment. The subject leader makes frequent visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately and the subject leader informed of any faults.
- All large items of equipment are inspected annually by an independent safety expert under a contract set up by the school – Sport Safe.
- Facilities outside (all weather areas are maintained by the site manager and the Notts county council grounds people)

### **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 giving feedback (unless they are in pot – broken limb). 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 has made communication. Every lesson should commence with a 'warm up', involving a five-minute session of vigorous activity, relating to the lesson and an opportunity to 'warm down'. Children should be taught about health related fitness

If the child does not have their kit on three consecutive occasions then a letter will be sent to their parent and guardian to make them aware of the situation.

### **Equal Opportunities**

#### **There are no equal opportunity issues because:**

- All children will follow the same scheme of work irrespective of gender, ability or ethnic background
- Non participants will be enabled to access learning objectives for knowledge & understanding. Skill objectives (whether adapted or not) will be accessed as appropriate
- Majority of afterschool sports clubs are open to all or will target specific groups to suit their needs.

### **Cultural**

#### **Priestsic Primary School ensures that:**

- The sporting achievements of different cultures & races are recognised
- The cultural / religious beliefs / values of children & their families will be taken into account when planning the PE curriculum or setting task for children
- The needs of children celebrating different cultural festivals will be met
- Children who bring skills & knowledge of cultural games & activities will be given opportunities to show & celebrate them.

## **Ability / disability**

### **Prieststic School ensures that:**

- All children have access to learning in PE irrespective of their ability / disability and that their individual needs will be met
- Additional support is provided for any child who needs it in order to participate in PE
- Task will be set (differentiated) in such a way that children of all levels of ability can achieve a successful outcome
- Provision is made to meet the needs of those children who have exceptional skills or talents in PE either by providing opportunities to develop their skills through events (Gifted and talented afterschool clubs / events/ competitions) bringing in specialist expertise into school or by linking with local community clubs.