



Amotherby Community
Primary School Tel: 01653 693675

PE POLICY

SEPTEMBER 2020

Amotherby PE Policy

Overview

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

Funding

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer. We use the premium to:

- Develop or add to the PE and sport activities that we already offer;
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that we should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;
- The profile of PE and sport is raised across the school as a tool for whole-school improvement;
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to all pupils;
- Increased participation in competitive sport.

As part of the funding criteria we are required to publish details (on our website) of how we plan to spend the monies and a review of the impact on pupil outcomes.

Aims/Objectives

In order to promote active and healthy lifestyles all children should:

- be physically active
- adopt the best possible posture and appropriate use of the body
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance

- understand the need for personal hygiene in relation to vigorous physical activity

In order to develop positive attitudes all children should:

- follow the conventions of fair play and honest competition
- cope with success and limitations in their performance
- persevere with and consolidate their performances
- be mindful of others in their environment

Strategies

At Amotherby CPS, PE will be taught through;

- Exposition (demonstration, explanation and instruction) by the teacher to the class, groups or individuals
- Practical activity and related discussion
- Co-operative group work
- Consolidation and practice of fundamental skills
- Opportunity to discuss and reflect on their work through a plenary
- Use of professional/qualified coaching to enhance current provision within school
- Links made to Mental Health and Healthy Schools (to be renewed 2020)
- Extended high-quality provision through after school activities making use of professional / qualified coaches
- Use of community facilities - local swimming baths

Curriculum Statement

Intent

Amotherby Community Primary School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

- 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

Implementation

P.E. is taught at Amotherby Community Primary School as an area of learning in its own right as well as integrated where possible with other curriculum areas. It is taught at a minimum of one PE session a week for two hours. We teach lessons so that children:

- Have fun and experience success in sport

- Have the opportunity to participate in P.E at their own level of development
- Secure and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.

Impact

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities. At Amotherby, we provide opportunities for children 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.

Teaching and Learning

Teaching styles and strategies provide opportunities for children to participate in a range of activities and evaluate their own performance. Careful planning ensures time is spent in organising and resourcing lessons and activities. Children experience a range of opportunities to work individually, in pairs or in groups over time. Staff will use Real PE scheme to deliver lessons. Using Jasmine- an online learning platform teaches will have access to lesson plans.

Lesson Structure:

- At the beginning of each lesson, the teacher explains the intention of the lesson and informs as to how the children can be successful in achieving the lesson aims.
- There may be a 'hook' drawing children into the lesson and to engage and excite them. Lessons then commence with an introduction/warm up to prepare children physically for exercise.
- There is direct teaching of skills and subsequent skills practice by the children, under the supervision of the teacher.
- Children are then provided opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare children to return to a normal-state both physically and mentally.

- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at Amotherby is in accordance with the National Curriculum 2014 attainment target for each key stage:

KS1

Children 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.

KS2

Children 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.

Planning and Resources

P.E. equipment is stored safely in the P.E. cupboard. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE subject leader to check its tidiness and organisation. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered.

Primary Sports Funding

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Amotherby Community Primary School website under 'PE and Sport Premium'.

Organisation

Under the new 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. Amotherby Community Primary School does however; acknowledge the DfPE recommendation of 2 hours per week.

Fitness sessions and MSC

Every half term one class (Y2-6) will take part in fitness sessions with a qualified fitness trainer. This will cover the fitness cog of Real PE. Every half term one class (Y2-6) will travel to Malton Sports Centre and will be taught by qualified coaches and teachers a range of sport. Children will have access to high quality equipment and resources. This will not be used as teachers PPA but allow teachers to observe qualified coaches.

Swimming provision

At Amotherby Community Primary School children attend swimming lessons at Dewernt swimming pool in Year 4. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

Many of our children will access further extra-curricular activities through Malton Sports Centre (MSC) to enhance the work that goes on in curriculum time.

EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Moving and Handling and Health and Self-care.

- **Moving and Handling:** Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- **Health and self-care:** Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. They participate in activities where they can practise moving in different

ways and at different speeds, balancing, target throwing, rolling, kicking and catching. These skills can then be built on when children enter KS1.

KS1 and KS2

KS1 Attainment Target

Children 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. Children are 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.

KS2 Attainment Target

Children 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.

Children are 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

Children are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

Equal Opportunities

At the School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities.

Inclusion

At the School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL than not being inclusive.

Targeting

At Amotherby, competitive sporting events via providers such as MSC are released every half term. The PE subject leader will liaise with staff to ensure that a range of children are selected for events. For other events, we target SEND children or Gifted and Talented children where appropriate.

Role of the Subject Leader

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum with the guidance of North Yorkshire Sport.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- Seek further training and support from specialist teachers and coaches, MSC, and via the SGO (School Games Organiser).

- Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum

- Complete the Curriculum Map annually.
- Timetable specialist teachers and coaches (liaising with Head Teacher and Admin).
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- Register the school for various borough sporting events (via MSC and SGO).
- To register and apply for the School Games Mark
- To report on school swimming attainment annually and record this online.
- Complete Risk Assessments for sporting events.
- Organise Sports Day(s) annually.
- Report to the Head Teacher and Governors on PE.

Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

Parents

Parents are encouraged to inform Amotherby Community Primary School if they have a certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons/clubs or events. Parents are encouraged to attend Sports day to celebrate and promote physical activity, as well as support groups to travel to sporting events as support. In terms of reporting on progress, annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's Risk Assessments. All staff have a copy of the Health and Safety Policy in school documentation file.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance through the lesson
- All jewellery should be removed and stored safely before each lesson
- If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently
- All long hair should be tied back
- Suitable clothing should be worn for each lesson (see school prospectus for correct clothing) Children should not engage in physical activity without correct kit
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE (pumps not trainers)
- For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)
- All children with verrucas should wear pumps
- Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. Parents will be informed after two consecutive occasions of no PE kit.
- Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term for cleaning. Children will not be allowed to share or borrow PE kits from siblings or other children in school.
- Staff must wear PE kit and can come with PE kit on for that day
- Children in Year 5 and Year 6 will get changed separately depending on gender

When travelling to sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

- All children wear seat belts
- All supervising adults to be aware of risk implications
- All supervising adults that attend swimming to hold a current DBS
- All transporting adults to be fully insured
- Parent permission for taking children out of school obtained
- Parent permission for children to be transported by other parents

- After school competitions children to be transported by their parents or a responsible adult who the child's parents have given permission. School to be informed.

Covid-19

Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

Schools should refer to the following advice:

- [guidance on the phased return of sport and recreation](#) and guidance from [Sport England](#) for grassroots sport
- advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)

Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.

Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.

Out of School Hours Provision

Depending on the time of the year, Amotherby provides opportunities for children in wide variety of areas. These after school clubs are updated and changing according to the interests of the children.

After school clubs are available for children to attend from Reception to Year 6.

All sports clubs are open to both girls and boys and are delivered by qualified coaches or teachers who deliver high quality lessons. The provision of Out of School Hours sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.

Policy Agreed: September 2020

Policy Review Date: September 2021