

PHYSICAL EDUCATION POLICY

‘Together we unlock potential and learn for life’



Moor First School

**This policy was approved by the Governing Body of Moor First School at
their meeting on 25th October 2023:**

SignedChair of Governors

SignedCo-Head Teacher

SignedCo-Head Teacher/Subject Leader

Review Frequency: Every 3 years

Next Review: Summer term 2026

PHYSICAL EDUCATION POLICY

Overview

This policy provides a concise outline of the whole school's commitment to physical activity both within the curriculum and outside of lesson time. This policy represents the consensus of opinion of the whole teaching staff and the implementation of this policy is the responsibility of all staff. This policy also needs to be read in conjunction with the physical education curriculum Intent document on our website. This policy will be presented to the governing body at the next termly meeting.

Purpose

To ensure that all members of our learning community experience a varied, challenging and enriched Physical Education curriculum which promotes a healthy and active approach to life.

Moor First School believes that Physical Education and physical activity, experienced in a safe and supportive environment, is a unique and vital contributor to a child's physical development and well-being. Our Physical Education curriculum is broad and balanced with progressive learning objectives applicable to individual children's needs. Moor First School provides a stimulating, enjoyable, progressive and appropriately challenging learning experience for all pupils, irrespective of age, gender, disability /ability, cultural or ethnic background. The curriculum is taught through subject related connecting concepts which are displayed on our website and help children to make links to learning over time.

Our Aims and Responsibility

At Moor First School, Physical Education should:

- Develop and promote active and healthy lifestyle;
- Provide opportunities to experience a diverse and wide range of physical sports and activities;
- Encourage and promote good sportsmanship within competition and help children to understand the importance of rules;
- Encourage the need to take personal responsibility for the safety of those engaged in physical activity;

- Develop physical skills and knowledge and understanding of performance/tactics in a variety of different sporting disciplines;
- Celebrate talent, skills and achievements of all learners;
- Provide at least two hours of well planned physical education through enrichment programmes and extended schools;
- Make effective use of our extensive outdoor spaces;
- Help children to understand British Values linked to law, democracy and tolerance;
- Provide a pathway to excel at sport beyond the school grounds – at school games level and beyond;
- Make reference to connecting concepts (see concepts within the curriculum areas.
- Make links to ‘hands, heart, heard’ Bee Active focus.

Opportunities

Learners from across the phases will have regular access to a wide range of Physical education opportunities. Examples include:

- 2 year carefully planned cycle;
- Physical education focused lessons;
- Physical education through the creative curriculum topic learning in order to help children access 1hr of physical activity per day (30 minutes in school);
- Multi-skills and a range of sports and disciplines through professional sports coaching;
- Lessons to help build fine and gross motor skills;
- Extended learning/after school sports activities;
- Access to games and outdoor play activities and equipment during lunchtimes (Bee Active)
- Educational visits to Outdoor education centres – encourage outdoor adventurous activities;
- Actively taking part in activities, workshops and festivals developed by Biddulph Schools’ Sports Partnership;
- Fundraising events such as Jump Rope for Heart –(BHF)
- Inter/Intra school competitions;
- Sports days and house team challenges;
- Local School Games competitions and virtual events;
- Sports leadership (Y3/4.)
- Assemblies to showcase sporting heroes/role models and to celebrate successes.

Responsibilities/Non-negotiables

The PE Curriculum leader will take overall responsibility for the implementation of this policy and the practice within it.

All staff/coaches involved in the delivery of physical education will be expected to:

- Have a sound knowledge of any activity that they teach or lead; following the 2 year cycle of PE content.
- Know what kind of activity, level of physical challenge and organisational procedures are appropriate to a particular developmental stage/age range by following Bee Active progression maps;
- Have appropriate knowledge of the needs of both individuals and groups of learners;
- Ensure that working areas, equipment and storage meet acceptable standards for reliable and safe use – reducing risk at all times by complying annually to the schools PE related risk assessments;
- Follow the teaching and learning policy expectations.
- Provide non participants with a PE related task – evaluating or officiating.
- Share example of physical activity on Twitter/Seesaw (following GDPR permissions)
- Check that participants and adults wear appropriate clothing for tasks in order to participate safely. If a child has no P.E kit then at least a change of footwear should take place dependent on the activity.
- Demonstrate a clear understanding of risk assessment and management procedures to ensure safe practice;
- Report any safeguarding concerns to DSL/DDSL;
- Follow school and LA guidelines and policies;
- Ensure that teaching and learning activities are carefully planned and relevant to the intended outcome.
- Report any P.E concerns as soon as possible to the P.E Curriculum Leader;
- Give all children the opportunity to be part of a school team, class festival/workshops, irrespective of their ability;
- Provide time and space for EYFS/Y1 pupils to enjoy energetic play daily, either indoors or outdoors. Pupils in EYFS are encouraged to move freely between indoors and outdoors;
- Ensure that Activities and opportunities are also planned to help children develop their fine motor control; particularly in EYFS;
- Offer targeted intervention.
- Reward and discipline through the schools behaviour policy. Dojo's and team points should be regularly used.
- Embed the 6 school values throughout lesson.
- Teach the safe carrying of equipment such as gym mats.

- Plan lessons which start with a warm up and end with a cool down (pulse raiser, moving stretches and static stretches appropriate to the activity.)
- Know the needs of children such as SEND/PP and those who may require medical support – asthma care plans.
- Access high quality CPD if needed via the subject leader.
- Observe Bee Active coaches for good practice.
- Share the learning objectives and revisit this throughout the lesson.
- Model good practice.
- Send text messages home via the office if children have issues with PE kit.

All teachers work to accepted codes of practice in Physical Education. (Safe Practice in Physical Education and School Sport 2020)

All pupils participating in physical activities will be expected to:

- Display a healthy attitude towards competition and challenge, understanding the importance of rules;
- Follow instructions carefully and give regard to their own and others safety;
- Begin to take responsibility for their own and personal effects, clothing, footwear and equipment in order to meet safety expectations;
- Be involved in the risk assessment process for activities that they participate in;
- Behave appropriately to support learning and safe practice – following our school Motto;
- Contribute to the P.E action plan- Our School Council members find out about pupils' feelings about PE lessons, playground activities and after school clubs. They also make decisions when ordering or re-placing any lunchtime equipment and decide what to purchase for the school with any relevant supermarket vouchers.
- Get changed silently for PE lessons
- Remove jewellery such as watches.
- Know why it is important to warm up and cool down
- Evaluate and improve their own and others performances.

All parents/carers will be expected to ensure that:

- They provide their child with a P.E kit which is clearly labelled with their child's name;

P.E Kit

- A plain royal blue t-shirt or polo shirt
- Traditional navy P.E shorts
- Pumps/trainers (sometimes pupils may take part in bare feet)
- White PE socks.

-Winter jogging bottoms and a sweatshirt when the weather becomes inclement.

- For gymnastics, pupils take part in bare feet. Pupils do not have to wear pumps if they have a verruca, but may do so if it is causing pain. Good quality trainers are recommended to be worn outside for Games and Athletics. Long hair must be tied back on days when your child participates in P.E.
- If a child is to be excused from P.E for any reason, a letter/phone call is required from the parent, stating the reason why the P.E sessions is to be missed (it may still be expected that your child watches and helps to coach during these lessons);
- Inhalers must be in school and available before participating in any activity, if your child suffers from asthma;
- No jewellery to be worn during P.E. Ear piercing is confined to summer holidays only and the school adopts a no jewellery policy.

The governing body will be expected to:

- Ensure that regular equipment inspections and risk assessments are carried out via health and safety reports;
- Ensure that health and safety information is communicated effectively;
- Have an overview of the Sports premium plan
- Ensure that the curriculum subject leader rigorously monitors the subject and makes links with the school improvement plan.
- Ensure that CPD is clearly evidenced.

The PE curriculum leader will be expected to:

- Establish and monitor exciting, progressive and consistent P.E curriculum throughout the school (Termly monitoring of Bee Active);
- Track and evaluate progress and achievement within P.E throughout the school on the 'Honeycomb Digital Programme';
- Establish systematic review procedures to encourage safe practice;
- Carry out risk assessments;
- Inspect apparatus and equipment regularly;
- Ensure that equipment is ordered and purchased to fulfil the curriculum demands – in line with the budget;
- Review and update the sports premium development plan;

- Ensure that appropriate safeguarding provision is made during P.E lessons – review ‘My Health and Safety’ incident logs;
- Lead on professional development in P.E and safe practice;
- Communicate relevant safety information to all staff;
- Ensure an inclusive approach and access for all for physical education activities;
- Manage and oversee the use of volunteers and coaches;
- Ensure that Midday Supervisors are delivering activity sessions at lunchtimes and continue with CPD.
- Oversee the impact of sports coaches running playground games at lunch. Break-times play a crucial role in helping children to meet the recommended activity levels. Through a range of differentiated tasks, games and activities pupils enjoy success and hopefully will be motivated to continue involvement in physical activity on a ‘life long’ basis;
- Ensure that end of year assessments of children are passed up to the next teacher for the next academic year;
- Continue with the Travel Plan Committee. Moor First School’s Travel Plan Committee promote WOW (walk once a week) which encourages pupils to walk to school, car share, park safely and to stay safe when out and about. The Committee hold regular assemblies to keep the school informed and write letters.
- Keep up to date with P.E updates – attend Creative learning partnership Trust meetings, Biddulph Schools’ meetings and local authority courses.
- Update the Curriculum Intent documentation for the subject on the website.

Sports Premium Grant

Our school has a Sports Premium document on our website which demonstrates our use of the government grant. The grant aims to develop the profile of the ‘School Games.’ And the funding is used to improve the quality of P.E and sport activities which we offer to pupils. This is reviewed annually with governors.