



Pye Bank CE Primary School Physical Education and School Sport Policy 2019

Agreed by	
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Person(s) responsible	P.E Lead Melissa Drake

Rationale

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore both teachers and children should be aware of its importance. At Pye Bank we provide a broad and balanced programme of physical education and we believe every child should have regular opportunities to take part in activities designed to be enjoyable, vigorous and purposeful. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. A high quality programme is designed to satisfy the needs, abilities and interests for all individual children.

At Pye Bank each class from Year 1 to Year 6 will receive 2 hours of physical activity per week. Each class is timetabled to have at least one Physical Education session indoor and one outdoor per week. We believe it is important to nurture physical growth therefore our Foundation classes are also timetabled to one Physical Education session per week, however physical activity comes through many aspects of the curriculum and continuous provision.

Physical Education sessions at Pye Bank School will contain the essential elements that the New National Curriculum have set; pupils in KS1 will be taught to:

- Master their fundamental motor skills consisting of running, jumping, throwing and catching. Children will also have the opportunity to demonstrate their ability to apply agility, balance and co-ordination in a range of activities.
- Children will have the opportunity to develop teamwork and apply tactics for attacking and defending.
- Perform dance routines using a combination of controlled movement patterns. (New Curriculum).
- 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.

KS2 pupils

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 dance routines using a range of controlled movement patterns.
- _ Participate in outdoor activities that will challenge and develop children's thinking.
- _ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. (New National Curriculum)

Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:
 - by developing a positive attitude and interest in a wide range of physical activities.
 - by raising awareness of issues regarding Health Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child
4. To help establish the individual child's self-esteem and confidence.
5. To develop social skills, co-operating in groups, playing fairly to rules and collaborating with children from other schools.
6. To ensure that every class includes Level 1 competition (competition within the school) at the end of every unit of work.
7. To ensure every child has the opportunity to take part in breakfast, lunch and after school sports clubs, as well as external competitions and tournaments.

Guidelines

Pye Bank School will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 10 / 25m and has basic water skills.
- Ensure every child has the opportunity to represent Pye Bank in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas (e.g. developing map reading skills in OAA, using data collected for
- Develop programmes such as Change 4 Life that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.

- Involve the outside community where possible - e.g. Sports Day - parents, Clubs
- Ensure children wear the Pye Bank's expected P.E. kit. for all lessons. (See below). Also, ensure teachers change into appropriate clothing to teach PE lessons.
- Make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, cooperation, competition and tolerance may develop.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We aim to create an environment in which all children learn to respect encourage and value one another.

This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved.
- Giving all the children an opportunity to share their achievements.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and referring them to the subject leader where necessary.
- Recognising the need to explain to children, parents and staff of safe kit alternatives that could relate to a child's ability or religious beliefs.
- For example: wearing of a sports Hijab during PE lessons (see Health and Safety)
- Staff modelling suitability of kit and making the children aware of the dangers incorrect kit can have during sport activities.
- Children not wearing correct kit will support in the lesson by coaching or invigilating.

Covid-19

Extra measures have been put in place to ensure safety of all pupils. PE lessons will take place for each class and a specified area will be provided to ensure there will be no cross over of Year group / different year group bubbles.

The children and staff will need to wash their hands at the beginning of a PE lesson and at the end of a PE lesson to ensure everyone maintains a high level of safety.

Changing

Due to Covid-19 the changing for PE in Foundation and KS1 will take place in classrooms with social distancing measures in place. As for KS2 the changing for PE will be done as a class/ year group. The girls will get changed in one classroom together at the start of the session and the boys will get changed together in the other classroom with the safety measures of lowering the blinds, locking of the exterior door and social distancing from one another. The boys of the same class will change in the Lavender field again making sure that social distancing measures are in place. This changing routine will continue while Covid-19 restrictions are in place.

Changing areas should be cleaned after every lesson (Wiping of surfaces the child is in contact with). Social distancing measures still apply and marking out areas which cannot be used will help you to manage the area effectively.

PE kit will need to be taken home at the end of the day to ensure that it is washed and clean ready for the next lesson. PE kit should only be brought into school on the day that you are time tabled to do PE. This will be the guidance until the government release a Covid-19 PE update.

Equipment

Equipment used during each session will be wiped down at the end of the session. All pupils hands will be sanitised prior to the PE session and after the PE session..

Indoor PE

Lessons taking part in the sports hall will need to ensure that there is sufficient ventilation- the exterior doors open and windows at the top of the hall open to help maintain a safer environment.

Basic Lesson Plan

Lessons are adapted from the Complete PE Scheme of learning:

1. Warm up - 3 to 5 minutes gentle exercise or stretching.
2. Introduction (or Revision) - individual or pair work.
3. Development - more challenging tasks in small groups.
4. Conclusion - transfer of skill/s learnt to final activity e.g. playing small sided games or performing a sequence in Gymnastics.
5. Cool down/ stretching of the specific muscles used.

Further Points to Consider

- Correct PE kit must be worn for every PE session - see section in Health and Safety.
- Use teacher, pupil and Complete PE video demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games- link to the school values
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders' progressing from: throwing the ball, to using wide tennis bats, to using rounders' bats.
- Count equipment in and out but use pupils, where possible, to help.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.
- All lessons are calm and purposeful. Indoor PE activities other than game playing should only involve partner talk.

Health and Safety

PE Kit

Reception, KS1 and KS2

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency, avoid confusion and ensure the safety of the child:

Games and Athletics:

Plain black shorts or black track-suit bottoms or leggings with a plain white T-shirt and plimsolls for indoors lessons.

Plain black shorts or track-suit bottoms with a plain white T-shirt and/or a plain sweatshirt with trainers or plimsolls for outdoors lessons.

Sport Hijabs must be worn for all PE lessons or tucked into t-shirts for both indoor and outdoor lessons.

Dance and Gymnastics:

As for Games but bare feet.

Swimming:

Swimming costume, children are NOT allowed to swim in underwear. Some pools insist on trunks rather than shorts. Leggings may be allowed depending on the swimming pools rules. Staff accompanying swimming lessons should be aware of the class medical needs and take with them the class medical kit located in the classroom. (Inhalers for asthma and epipens) ensuring that this is made available through transit and throughout the lesson.

Outdoor Activities:

Generally as Games, but otherwise clothing appropriate to the activity.

Please note that unsuitable clothes for physical education have the potential to endanger the children during lessons. As a school we aim to make every session safe and enjoyable for all therefore strongly advice the children's kit is adhered to.

Equipment:

The PE apparatus is checked annually for safety but it is the responsibility of each teacher to ensure its safety before a lesson.

The large apparatus should not be used until the teacher has ensured that all fixing bolts are in place and secured.

Children **must not** be sent to collect or return PE equipment unsupervised.

PE apparatus is prepared and ready to use prior to the lesson.

General Points

- Teachers should also wear and model appropriate clothing.
- Jewellery must be removed. Teacher will make sure this is taken place prior to the lesson. Teachers do not take responsibility for looking after jewellery. If jewellery cannot be removed refer back to the inclusion section that states: children can take part in a lesson but in the role of a coach or invigilator. If children continue to wear jewellery and fail to remove it for PE lessons firstly speak to parents regarding the issue (face to face or by phone call), follow up with a letter. If no improvement speak to phase leader.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern is non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson by invigilating games, peer coaching or doing PE related work.

Children without kit or suitable kit

At the beginning of the school term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with a member of staff. If kit is not in school, name is ticked on a class record chart and dated. If forgotten a second time a message to parents on Class Dojo, reminding them when the child needs their PE kit. If forgotten for a third time a letter and conversation take place. If no improvement speak to phase leader. We are aiming to have suitable spare clothes that children can use if they have forgotten their PE kit. Advice on safe and alternative sport kit will also be provided by the class teacher or PE leads to support parents or guardians who seek guidance.

Changing for PE - Please refer to the Covid-19 guidance section.

For each year group teachers will encourage and praise children who are getting changed quickly and silently. House points to be awarded for the first table ready, with clothes folded neatly. We aim for each class to be changed and ready for PE to begin within 5 minutes.

Foundation stage:

Whole class changed in the sports hall with a least two members of staff present.

Key stage 1 and Lower Key stage 2:

Children are sent table by table to collect PE kits. They return and get ready within a limited time. When ready, children fold up belongings on table and sit with arms folded. Whole class changed together in classrooms with door open and blinds down. Wherever possible two members of staff present during changing time.

Upper Key stage 2:

Children are sent table by table to collect PE kits. Where the PE timetable has both year group classes in the same afternoon, boys or girls will change in same sex groups (as referred to in Covid section). Groups will be supervised by staff. This can be achieved as a year group. During changing times the outside door leading to the playgrounds should be locked with the blinds down. If the PE timetable does not have both year group classes in the same afternoon then the boys will get changed quickly and sensibly in the Lavender field and the girls in the classroom. Boys will re-enter the classroom when everyone is changed and under teachers instructions.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

Medical Conditions

It is the responsibility of the teacher/ cover staff to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers to hand.

Equipment and Resources – Please refer to the Covid-19 guidance section

Safety

Small equipment is checked by the subject leader on an on-going basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established Pye Bank's method of carrying Gymnastics apparatus (to ensure consistency throughout the school, 4 children per mat).

Locating equipment

Gymnastics equipment for all classes is kept in the hall. Core Games equipment is kept in the PE cupboard (the key is available from the School Office). Please keep the cupboard clean and tidy. All equipment should be put back in its correct place in the PE cupboard. Please do not take equipment from the PE cupboard for Playtime and Lunchtime.

Playtime and lunch time equipment is located in the Black container outside next to the Muga (the key is available from the School Office and Pastoral will have a key).

Ordering Equipment

Any new equipment required can be ordered through the PE Lead. The PE and Sport grant has meant that the school has already invested in new equipment to be used in PE lessons and after school clubs.

Assessment and Monitoring

Recording and Assessment

Each class will upload a PE achievement once a week on Class Dojo. The blog can be a mixture of teachers assessing and informing and children self-assessing their learning by commenting units of work. Teachers are responsible for knowing which children are allowed to feature on Class Dojo.

Complete PE progression document will serve as a record of the broad topics covered (units of work) in each activity area for subsequent teachers to refer to. In line with overall school policy, teachers should make notes of significant achievement against the assessment sheets for each PE unit.

During swimming lessons, distances achieved and National Swim Awards passed should be noted and the PE lead informed – ASA certificates will then be presented by the centre.

At the end of each unit of work, the teacher will assess each child's overall ability on the assessment sheets. However, end-of-year reports should remain firmly focused

on qualitative judgements based on observation of achievement and progress made. The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: cooperate, dominate, and withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

Monitoring

The P.E policy is monitored annually. The Subject Leader will look at planning, PE assessments and Class Dojo termly. P.E observations will also take place throughout the year. When appropriate it is also possible that the P.E. Subject Leaders will seek the support of a specialist to evaluate particular areas of the curriculum such as gymnastics and dance.

EXTRA-CURRICULAR SPORT

Pye Bank's fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs (lunch and after-school) available to all age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports through local school arrangements.
- Friendly matches against other schools/groups.
- Play leaders lunch clubs – providing children with the opportunity to lead activities in school

LINKS WITH OTHER AGENCIES

These include:

- Participation in local SFSS sports leagues with other primary schools.
- Participation in Arches competitions with schools across Sheffield
- Visits, and liaison with, outdoor education centres and agencies.
- Team teaching with Arches School Sport Partnership
- Liaison with the Arches School Sports Partnership team
- After school clubs with outside agencies in a variety of sports and for all age groups..
- After school club with Sheffield United Community Football Club

STAFF TRAINING

- The PE lead will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses run by Arches School Sports Partnership and CPD will be provided throughout the year for all staff who deliver PE.
- The PE lead will have a program of team-teaching set out through the year to support staff. This will be targeted to newly qualified teachers, staff and in areas where existing staff feel less confident.

DISSEMINATION and REVIEW

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site and on Sharepoint. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school, through the Head teacher.