

Guiseley Primary School

PE Policy

Our school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

At Guiseley Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith or disability. The school will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

School Vision for PE

At Guiseley Primary School we strive to ensure that all children enjoy taking part in PE, learning how to be active and healthy whilst having fun at the same time!

We believe that if this ethos is embedded throughout school as a whole, each child will have the drive to lead active and healthy lifestyles throughout their lifetime.

PE and sport promotes teamwork, imagination and personal health and fitness in a fun and encouraging environment. Children of all abilities develop, achieve and are given a chance to shine. Here at Guiseley Primary School, we want PE and Sport to enable our pupils to develop their knowledge and understanding and gain the necessary tools to make a positive impact on their own health and well-being.

Sport Premium Funding

The government is providing additional funding to improve the provision of Physical Education (PE) and Sport in primary schools. This funding - provided jointly by the Departments of Education, Health and Culture, Media and Sport - has been 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 with a focus on sustainability. Schools must spend the additional funding on improving their provision of PE and Sport, and are given the freedom to choose how they do this. Please see the school website (Curriculum/PE Sport & Physical Activity/Sports Funding) for more detailed information of how we have used this funding, and how we plan to use it in the next academic year.

Rationale and Ethos

This policy was updated in November 2017. The original policy was written in September 2015 in consultation with staff, governors, and the collected thoughts and views of parents. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement through impacting on attendance, behaviour and pupil attainment.

This policy, along with the Physical Activity policy and Sports Funding Report, is available for parents on the school website and there is a child-friendly version available for pupils, written by pupils.

Guiseley Primary School believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The Physical Education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work (REAL PE) is based on progressive learning tasks which focus on the fundamental movement skills of **Agility, Balance and Co-ordination (ABC)**. It gives each child the opportunity to challenge themselves or work in a zone where they feel comfortable. With varied and flexible teaching styles, we endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme also aims to promote an understanding of the many benefits of exercise, as well having a key focus on the physical, social and emotional development of pupils. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims of PE

The National Curriculum for Physical Education aims to ensure that all pupils:

- 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.

At Guiseley Primary School our aims are to:

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
- Introduce a wide range of sports to all of our pupils e.g. boxercise, quick-sticks hockey, cheerleading, table tennis, golf
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle
- Develop positive attitudes towards participation in physical activity
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement

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- Promote equal opportunities for all and value the contribution of others irrespective of gender, ability, social/cultural background
- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance (and value) of exercise in their lives
- Be given a firm foundation for life-long participation in sporting activity

Outcomes

Intended outcomes that we deem to be desirable from the PE include:

Skill acquisition	Skill application	Movement appreciation
Movement observation memory	Knowledge	Understanding
Health/fitness principle	Awareness of safety	
Competition	Rules how to officiate	Leadership
Challenges	Enjoyment	Creativity
Problem solving	Self-control	Tolerance
Respect	Honesty	Self- esteem
Responsibility	Sense of achievement/well being	
Communication skills		

Entitlement and Progression

In the **Foundation Stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

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- literacy
- mathematics
- understanding the world
- expressive arts and design

Reception Class has a structured PE lesson every week which focuses on the fundamental movement skills along with many opportunities for **physical development** using the outdoor learning area where children have free flow access at timetabled periods during the week. Children have access to large equipment including bikes, trikes and scooters. Teaching is often done through play, where the child learns through people and games.

Children in Key Stage 1 and Key Stage 2 have 2 x 1 hour PE sessions per week (one indoor and one outdoor slot). There is a timetable for indoor and outdoor PE displayed on the Hall door and staffroom notice board.

Each year group has a long term plan, which shows the coverage of skills across each Key Stage. The PE leader is responsible for ensuring coverage of the NCPE and all activity areas including swimming as well as ensuring the progression of key skills.

Key Stage 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In **Key Stage 2** pupils should continue to implement 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, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, 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 children must have access to swimming instruction in either Key Stage 1 or 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

We aim to provide swimming lessons in Year 4, dependent on availability of facilities. Children who are unable to swim at least 25 metres at the end of Year 4 will continue to go swimming in Year 5 and Year 6 until they are able to meet the NC requirement.

Out of school hours learning (OSHL)

OSHL activities are an important part of Guiseley Primary School. We feel they enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport.

At Guiseley Primary school, we currently offer a broad variety of activities including dance, football, multi-sports, basketball, cricket, dodgeball, netball and gymnastics. Most take place as an after school club although lunchtime clubs are also on offer. We look forward to increasing the range of opportunities that we offer as Guiseley Primary School expands and our grounds are developed.

Pupils are provided with information about local clubs and exit routes through coaches, leaflets and the school sports board. Local coaches support in some PE lessons. As well as provide professional development for staff, they also encourage children to take part in community clubs and events.

We continually seek to offer a variety of alternative clubs such as table tennis, golf, orienteering and cheer leading to encourage children from all backgrounds and abilities to take part in physical activity.

School council and pupil questionnaires are used to involve children in the decision making of future clubs.

Safe Guarding in PE

At Guiseley Primary, keeping our children healthy and safe is vital. When changing for PE, staff are vigilant and report any unexplained bruising/swelling or behaviour such as a reluctance to get changed and unhealthy weight gain/loss to Mandy Jeffery or Maxine Bell (designated persons for Child Protection). Please see Child Protection and Safeguarding policy documents for detailed information.

Safe Practice

In all areas of PE safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by the Association for Physical Education. A copy of the document is kept by the PE Subject Leader and can be found with the PE resources in the cupboard outside the subject leader's classroom. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

When changing for PE, KS1 and lower KS2 pupils will change together in their classrooms where as upper KS2 pupils will change in separate areas. Staff are present during changing times to ensure children are safe at all times. In the interest of health and safety appropriate kit should be worn for PE activities.

Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

INDOOR CLOTHING

It is important that pupils are dressed in the appropriate attire at all times during their PE lessons. For Reception, KS1 + KS2 the indoor kit is very simple and worn without exception from reception, all the way through to Y6.

Girls and boys: plain white round neck T-shirt, black shorts and black pumps. Pumps are to be worn for indoor PE lessons but are removed once in the hall during dance and gymnastics lessons.

OUTDOOR CLOTHING

Pupils from Reception to Year 6 should bring outdoor kit for PE lessons.

Girls and boys: plain white round neck t-shirt, Guiseley Primary School hooded jumper, black jogging bottoms and shoes which are appropriate for the season (black pumps or trainers).

Children should not be wearing any jewellery, although if they are it must be removed prior to the lesson and long hair should be tied back.

As PE is one of the compulsory subjects of the National Curriculum, children may only be excused from these lessons in case of illness or injury. Parents should contact school to let us know when this is the case.

If pupils forget their PE kit, they should seek to borrow PE kit in the first instance. Further instances may involve teachers contacting parents but this should be done at the teacher's discretion.

Staff Dress

Staff should also wear appropriate clothing when teaching PE. Staff should act as a role model for children in PE lessons. It is therefore expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include a Guiseley Primary School hooded jumper, suitable footwear, hair tied back and if possible jewellery should be removed to set a good example.

Accident Procedure

For school based activities, staff should follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits and be put through the website **Evolve**. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use the emergency drill. There should be frequent practices involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment - all equipment to be stored safely and tidily in the PE stock area in its appropriate place after use, so easy access and availability are ready for the next group.
- Annual safety equipment check by a recognised maintenance contractor which at present is carried out by Sport Safe UK and who inspect all PE equipment.
- Equipment is to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader/ Head Teacher.
- Knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- Pupils should be taught to manage and use apparatus safely and effectively whenever opportunities arise.

Equal Opportunities and Inclusion

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The PE curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials evident on teacher's planning.

Facilities, Equipment and Resources

The school has a hall for use in PE lessons however the hall is used at lunchtime for dinners. There is one playground which is also used for outdoor PE sessions, as well as a large grassy area. Year 4 upwards will visit Aireborough Leisure Centre for swimming lessons until they are able to meet the National Curriculum swimming requirements.

The PE leader is responsible for purchasing and maintaining equipment in school and they are stored in the PE stock area. Further resources can be found in the PE subject leader's cupboard and each year group have a PE folder, including class based resources.

All staff take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support by either informing the PE leader or through the PE staff questionnaire so that appropriate support can be given by either the subject leader, the PE Adviser or through INSET. Any staff who attend a CPD course must provide feedback/ disseminate the information during staff meetings.

Staff questionnaires inform the PE leader of the strengths and areas for development across school and inform future CPD opportunities.

Parents are encouraged to support their children at competitions or events and provide transport where necessary. A number of school staff are qualified to drive a mini-bus to transport groups to and from events and hold the necessary insurance documentation for this.

Students and volunteers, from colleges and universities are encouraged to run physical activities at lunchtimes and older children are trained Playground Leaders and organise activities for the younger pupils.

Sports Day

An annual Sports Day is held each year, with a separate carousel of activities for Key Stage 1 and Key Stage 2. The activities are age-related and suitable for the year groups taking part and there is an emphasis on participation rather than competition, particularly for the younger children.

Parents are encouraged to spectate and support their children while they take part.

Each child works as part of a mixed age group team to gain points towards an overall score for their team. Once they have completed all of the activities, the scores are added and a winning team is announced.

Cross Curricular

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

Numeracy In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems. In the dance scheme (iMoves) teachers have access to numeracy based concepts which can be taught through dance.

Problem Solving Through an open-ended approach in OAA (KS2) and team games, pupils will develop their ability to find ways of answering questions.

Literacy and Communication Skills will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement.

Personal and Social Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

ICT Use of smart board technology, iPads, cameras, CD ROMs (REAL PE lesson skill demonstrations), videos, cross curricular science - physical changes in the body, to enhance learning.

Leadership and Management

The Governors are aware of current and projected expenditure of the Sport Premium funding on the school website and will regularly scrutinise current and projected expenditure with the Head Teacher and understand the impact the grant is expected to make. An end of year report to governors, written by the PE leader, explains the impact of the funding each year, as well as celebrates success and identifies areas for future development.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra- curricular activities. She will:

- Regularly share current and projected expenditure with Governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra -curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile within the school
- Assist with recording keeping and assessment of the subject
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Have a formal, long term strategy for PE, sport and physical activity. This should be aligned with the SDP and have been informed with pupil and staff feedback
- Ensure all coaching staff delivering PE and OSHL on the school site are quality assured
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Contact local sports clubs to establish new community links with the school

Teachers should:

- Communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model

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- Have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- Plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for the planning and teaching of PE as set out in this Policy

The Teaching Assistant (TA), when available during PE lessons, will:

- Support the class teacher in delivering PE and, in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher

Assessment and Reporting

By the end of each Key Stage pupils' are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of studies. Pupils are therefore assessed according to these attainment targets.

Assessment information is collected termly and analysed by the PE leader. End of year assessments are discussed at handover meetings to help ensure progression year on year.

Review

This policy is to be reviewed every three years and modified as necessary.

Date Policy Formally Approved: November 2017

Date Policy Becomes Effective: November 2017

Review Date(s): November 2020

Person(s) Responsible for Implementation and Monitoring: PE/Sport Leader - C Adair

Signed & Date: _____ Maxine M Bell - Headteacher

Signed & Date: _____ Jason King - Governor

Signed & Date: _____ Chloe Adair - PE Subject Leader

Links to Other Relevant Policies and school documents: *Physical Activity, SEN, Inclusion, Gifted and Talented, School Travel Plan, Healthy Schools, School Development Plan.*