

# P.E Policy

## Yew Tree Primary School



<b>Date of Policy:</b>	June 2024
<b>Responsibility:</b>	Danielle Beardsmore (PE & Sport Leader)
<b>Review Date:</b>	June 2027
<b>Consultation:</b>	This policy was reviewed in consultation with staff and governors.

### ETHOS STATEMENT

It is the aim of the Governing Body of Yew Tree Primary School to develop policies and procedures which support the school's vision of:

***“Learning Without Limits”***

### Introduction:

Physical Education offers an equal opportunity to all pupils to develop physical and social competence, confidence and skills. PE helps promote positive attitudes towards life-long active and healthy lifestyles. It also provides the potential for personal development across the range of areas of activity, by making particular demands, not easily replicated in other subjects.

This ethos applies to all children in school regardless of age, gender, race and faith and is inclusive to children of all abilities and needs. The school aims to ensure that all children have access to a varied programme that allows them to meet the National Curriculum criteria.

### Aims:

- Develop children's enjoyment of physical activities through creativity and imagination, and increase their participation
- Ensure pupils have knowledge and understanding of how the body works in terms of exercise, and the importance of healthy and active life-styles
- Instil team work and co-operation when working with others
- Develop a whole school approach to promoting physical activity
- Develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations. To cope with losing and to retain the proper sense of perspective in competition
- Offer pupils opportunities to experience a range of activities they would possibly otherwise not encounter

- Foster an appreciation of rules and regulations- related to both the specific rules of games and activities, and also to Health and Safety aspects of PE. Pupils are urged to apply safety principles to their work area and equipment
- Develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- Develop cross curricular links, where possible and practical.
- Provide children with an opportunity to work together as a team in competitive sports.

### **Teaching and Learning**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group, e.g. different games
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

### **Curriculum Planning**

PE is a foundation subject in the National Curriculum. Our school uses the 'PEHub' scheme of work as the basis for its curriculum planning in PE. Teachers have previously worked alongside Aspire to enhance their subject knowledge and therefore training teachers to teach P.E with more confidence. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus swimming and water safety (for year 5 only), athletics and tennis/badminton.

The curriculum planning in PE is carried out in two phases (long-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our short-term plans, which we have adapted from the 'PEHub' scheme of work, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term and ensure each year group has consistency. The subject leader monitors these plans by being able to see who had been using/editing them to their class' needs.

We plan the PE activities so that they build upon the prior learning of the children. Whilst 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.

We follow the 'Cross Curricular Orienteering' for children to take part in OAA sessions. This is included in all the teaching long term planning so each year group get the opportunity to develop and practise these skills before leading into map work during upper KS2.

### **Early Years Foundation Stage**

We encourage the physical development of our children in the Reception class as an integral part of their work. Children in Nursery & Reception are part of the Early Years Foundation Stage so we plan the physical development of the children in this phase to the objectives set out in the Early Years Framework inc. Development Matters, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control in the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

### **SEND**

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children regardless of any additional needs they might present with. Work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs) and/or Education Health & Care Plans (EHCPs).

### **Monitoring, Evaluating and Assessment**

Part of the PE Leader's role is to observe PE lessons and ensure that SoW are being followed and all teachers are supported in their efforts to make lessons fun, inclusive and progressive. Observations of PE lessons by the Leader take place as the programme of release for subject leaders allows and constructive feedback is given soon afterwards. Photography and video can be used to provide an example of children's work throughout the key stages in each area of PE, highlighting good teaching points, progression and quality of performance. There are opportunities to comment on the progress and attitude toward the work within the class, to allow for future planning and differentiation.

When assessing pupil progress, teachers may use a range of techniques. They watch children work, talk to them about what they are doing and listen to them describing their work. Feedback from pupils during lessons means future targets can be set for individuals.

Teachers 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.

### **Break/Lunchtime provision:**

There is a rota which gives children in all key stage 1 and 2 year groups the opportunity to play games in the MUGA with a WBA member of staff, our outdoor gym and use a range of resources in multiple areas. At lunchtime our lunchtime supervisors and play leaders manage games and activities.

### **After-school provision:**

The school offers a wide range of after school activities and we aim to encourage as many children as possible to participate in these clubs. These are open to any pupil in the relevant year groups.

### **Resources available for PE**

The areas available for PE are 2 halls, playground (including the MUGA), the school field and our outdoor gym.

In our larger hall, we have a wide range of gymnastics equipment available that includes fixed apparatus, moveable apparatus, benches and mats.

There is one central PE cupboard along with trolleys in the hall; this stores both indoor and outdoor equipment. Children should never be given unsupervised access to the cupboard. A method of differentiating the task is by providing a range of PE resources within a lesson, so pupils can use equipment that suits their ability to meet the task. Apparatus can be modified to allow pupils to work at different levels and in their own time.

### **Health & Safety (including dress code)**

Any defects in the equipment must be reported immediately to the PE subject leader and/or Site Manager who will take steps to ensure the safety of the pupils is not compromised until the defect is corrected. PE equipment is regularly checked and any dangerous equipment is discarded and replaced.

### **The school should:**

- Ensure the apparatus is examined regularly.
- Have competent first aid readily available.
- Comply with the safety regulations of the Health and Safety regarding swimming and carry out specific risk assessments.

### **To ensure safe practice, teachers should:**

- Have an understanding of the subject/activity being taught.
- Train the children to be quiet, well behaved and respond promptly to instructions.
- Be good role models by wearing suitable footwear and appropriate clothing themselves and advising any adult helper to do so for the lesson in progress, so as to ensure their own mobility and the safety of themselves and the children.
- Plan to use the apparatus most suited to the individual theme as well as the age and experience of the children.
- Check all the equipment before the children use it. Site it sensibly and see that no obstructions are in the way of the use of the apparatus.
- Check the floor is non-slip/dry.
- See any equipment used inside or outside the school is counted and put away to prevent loss of equipment and any accidents happening to unsupervised children.
- Have first aid kits to hand if necessary. If an issue arises a child is sent to find a SLT/First aider.
- Know of any child that may have any medical conditions and take the blue inhaler box during any physical activity (the form must be completed if any inhalers are administered).
- Teach the pupils safe practice and an understanding of:
  - The importance of being concerned with their own & others' safety at all times.
  - The importance of warming up for exercise to prevent injury.
  - Lifting, carrying and using apparatus & resources appropriately.

- The rules of good hygiene.
- The safety elements of wearing appropriate clothing & footwear.

**The children should:**

- Wear PE kit – black shorts & white t-shirt
- Ensure they remove footwear so that they have bare feet for dance and gym work. We also allow trampoline/gymnastic non slip socks.
- Wear trainers for running activities and games.
- Remove all jewellery during PE sessions (no earrings, rings, necklaces, bracelets or watches). However, we do encourage parents to cover earrings, when circumstances mean they can't be taken out, with plasters.
- Tie long hair back.
- Wear grip trampoline socks or trainers for indoor PE sessions during the period of treatment where they have verrucas.

Any clothing worn to comply with a faith commitment must be appropriate to the activity being taught. It should be comfortable and allow for freedom of movement. Clothing that is loose and free-flowing is generally not suitable for most physical activities and may compromise both the safety of the wearer and others in close proximity. Any religious artefacts must be removed or made safe. Wherever removal is expressly forbidden and the article cannot be made acceptably safe by taping, padding or covering, then the activity and involvement of the wearer must be suitably modified to mitigate undue risk.

**Swimming**

- All jewellery must be removed including stud earrings. Waterproof tape/hats will be worn to cover “newly-pierced” ears in swimming.
- Children who have verrucas are allowed to swim.
- Children are not allowed to wear two-piece swim suits.
- Goggles will be allowed when chemicals in the water may adversely affect eyes.

There is a legal expectation for pupils to participate in PE. For pupils to be excused from Physical Education lessons there must be a medical reason which is confirmed with medical evidence.

N.B. It is the teacher's responsibility to ensure children adhere to the above.

## **Appendix 1: Changing for PE**

We aim for all of our children to be able to change clothing as independently as possible, ensuring they feel comfortable and safe while doing so.

At Yew Tree Primary School, children from Reception to Year 4 will change together in their classrooms with the teacher, who is responsible for the class at the time to be within the room to help with any issues or problems. The staff member follows any appropriate guidance from the Department for Education guidance at all times (inc. Keeping Children Safe in Education and other safeguarding protocols). When changing for PE sessions, it is not expected that children change completely and that they wear their undergarments at all times (i.e. no underwear should be removed).

Children in years 5/6 will get changed separately, organised into girl or boy groups, utilising space in the classroom or nearby breakout spaces.

Where there are individuals who may be gender questioning, or have medical/personal reasons which make them uncomfortable changing in a group situation, school leaders will discuss this with parents/carers to work to find a suitable resolution.

When children go swimming, regardless of age, they will always change in separate gender changing areas using facilities available at the swimming baths (i.e. individual cubicles or gender separate group changing areas). During swimming sessions, staff will be present in order to supervise for safety reasons. However, unlike PE session in school (where they are in the room), staff will be present within a doorway/an open area near the changing space rather than directly in the changing area.

Children, at all ages, are expected to fold and place their uniform carefully so that it is ready for when they return from PE. Of course, staff will support children to become independent in this expectation based on the age or stage of development for the child.

### ***Additional Guidance on Supervising Pupils in Changing Rooms***

The Department for Education, published guidance on safer working practice for adults who work with children and young people in education settings. Page 22 of the guidance addresses the issue of supervising changing rooms. It says: There are occasions where there will be a need for an appropriate level of supervision in order to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

This means that adults should:

- Avoid any physical contact when children are in a state of undress
- Avoid any visually intrusive behaviour
- Announce their intention of entering changing rooms

This means that adults should not:

- Change in the same place as children
- Shower or bathe with children
- Assist with any personal care task which a child or young person can undertake by themselves

Reasonable adjustments must be made for children who have an additional need which means they need more time or support while getting changed.