



# Physical Education Policy





# Contents

1. **Philosophy, Aims and Objectives**
2. **Staffing, Teaching and learning Style, Inclusion and Facilities**
3. **Curriculum Organisation, PE Planning and The Foundation Stage**
4. **Contribution of PE to teaching in other curriculum areas**
5. **Health and Safety**
6. **Extra Curricula Programmes and Out of Hours Learning**
7. **Adults Other Than Teachers (AOTTs)**
8. **Monitoring and Reviewing**
9. **Swimming**

## 1. **Philosophy, Aims and Objectives**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physical challenges. It should provide opportunities for pupils to become physically confident in a way with 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.

### **– The National Curriculum**

At Bridgewater Primary School we believe that Physical Education is an integral part of every child's education and when delivered in a safe and supportive environment becomes a unique and fundamental contributor to their physical development and well-being. A broad and balanced physical education curriculum is a medium through which children can develop their knowledge, skills and understanding so that they can perform with increasing confidence in a range of physical/movement activities and thus build a bridge onto further sporting activities and opportunities. Furthermore, our primary objective is to provide pupil's with '**high quality PE**' which they enjoy and motivates them to making healthy choices throughout their lives.

Bridgewater Primary School ensures that progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavor to provide stimulating, enjoyable, satisfying, and appropriately challenging learning experiences for all children. It is our philosophy that every child is valued and respected; therefore, physical education should be made accessible and enjoyable for all irrespective of their: innate ability, age, gender, cultural or ethnic background. We aim to achieve this by employing carefully differentiated and logically structured lessons which appropriately challenge all individuals and motivates them to reach their own potential.

A wide variety of activities are offered through a child's schooling at Bridgewater Primary School which include: games, gymnastics, dance, swimming, athletics, multi-skills and outdoor and adventurous activities. These seek to provide children with opportunities to develop their creative and expressive abilities alongside their motor competence, through improvisation and problem solving. Furthermore, pupils are encouraged to appreciate the importance of a healthy and fit lifestyle and consider the factors that influence and affect both health and fitness.

In the current climate of rising obesity levels and children spending their free time in more sedentary ways, it is important that at Bridgewater we strive to find ways for children to be active during the school day. We understand the impact of being active on physical, mental and emotional health and wellbeing. We endeavour to inspire children to live active lives now and in the future.

Finally, whilst maintaining its distinctive and unique contribution to a pupil's movement education, at Bridgewater Primary School we view physical education as also having immense potential to contribute to the whole curriculum and a pupil's wider learning. Therefore, we consider it imperative to integrate PE into the other curriculum subjects.

1.1 The aims of PE are:

- To enable children to develop and explore physical skills with increasing control, fluency and co-ordination in a range of physical activities and contexts.
- To ensure that children are physically active for sustained periods of time at least 30 minutes a day
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- Develop children's understanding of how to succeed in a range of physical activities by improving their observational skills and the ability to verbalise simple judgments regarding their own and others work. Then use these judgments to improve their work.
- Encourage children to work, communicate, co-operate and play positively with others in a range of group situations.
- Teach children to recognize and describe how their bodies feel during exercise.
- To set targets for themselves and compete against others, individually and as team members.
- Develop children's enjoyment of physical activity through creativity and imagination.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising and a healthy lifestyle.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.
- To develop and foster positive attitude to lifelong habits of exercise and keeping fit and how these habits can support the children in leading healthy, active lives.

These aims are met through the provision of carefully planned, differentiated activities to ensure optimum skills progression.

## 2. Staffing, Teaching and learning Style, Inclusion and Facilities

### 2.1 Staffing

The physical education curriculum is managed by the PE and School Sports Coordinator whilst extracurricular activities and competitions will be managed by the Clubs and Competition coordinator. The leaders will work together to ensure a balanced curriculum and a wide variety of activities are available to the children.

Their roles and responsibilities are:

	School Sports Premium & Healthy Child Improvement Team Leader	Clubs and Competition Coordinator	P E Lead – Curriculum Lead
To be enthusiastic about P.E and demonstrate good practice at all times.	✓	✓	✓
To undertake the role of Primary Link Teacher (PLT) within the SS Co initiative	✓		✓
To lead the development in the PE curriculum by assessing and implementing the long term curriculum plan and units of work.			✓
Encourage, help and support staff in all areas of PE	✓	✓	✓
To keep under review the written policy document for PE and Scheme of Work in line with Curriculum, including regular monitoring and evaluation of the content and method.	✓		✓
To manage the PE budget and order PE equipment.	✓	✓	✓
To care for, organize and maintain the PE equipment (including sports wear/uniform).		✓	✓
Arranging appropriate inset for PE.			✓
Arranging fixtures and organizing sporting events		✓	
Liaise closely with staff running		✓	

extra-curricular sporting activities and support as appropriate			
Organise and arrange extra-curricular clubs associated with sporting activities.		✓	✓
To be responsible for AOTTs (which includes paid coaches, volunteers and parent's) who run sporting activities within the school and in an after school club	✓	✓	
Collate evidence to allow the school to enter the School Games Award	✓	✓	✓
Collate the annual report as required in line with the School Sports Premium Funding.	✓		✓
To report to governors as required with information	✓	✓	✓
Young Leaders Rota and supervision		✓	
Sports Crew duties	✓	✓	
Maintenance of the PE cupboards		✓	✓

### Class Teachers and Swimming Teachers

All class teachers teach physical education at Bridgewater Primary School including swimming in Year 5 (where necessary). To support the deliverance of our swimming curriculum we also employ a qualified ASA swimming instructor.

### Student Teachers

Student teachers will be supervised at all times by their designated classroom teacher.

## **2.2 Teaching and Learning Style**

At Bridgewater Primary School we use a variety of teaching and learning styles in PE lessons. In order to achieve our aims outlined in section 1.1 we utilize 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 children the opportunity to both collaborate and compete with each other. A wide range of resources is made available to assist in the teaching and delivering of PE. A balance of individual, paired and group activities; co-operative, collaborative and competitive ensures that all children gain the optimum PE experience.

## **2.3 Inclusion**

Differentiation:

**“The appropriate match between the curriculum, the content and the characteristics of the pupil.”**

***Freeman, J (1998) Educating the very able. London, HMSO.***

In all classes there are children of not only differing physical ability but of cultural and ethnic diversity. Whilst recognizing this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and wherever possible encouraging children to select their own level of challenge. We aim to give every child the opportunity to experience success in PE and to achieve their potential as PE forms part of the school curriculum policy to provide a broad and balanced education to all. We achieve this through a range of strategies:

- Choosing the knowledge, skills and understanding from the programmes of study which best meet the need of the pupils;
- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events;
- Setting personal, individualised and agreed targets;
- Setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- If deemed necessary - grouping children by ability and setting differentiated and suitable activities for each individual group;
- Providing a range of challenge through the provision of different resources e.g. different gymnastics equipment.
- Teachers take into account the targets set for individual children in their Individual Education Plan (IEP).
- Ensuring all children are challenged within lessons extension activities are made available for these children to develop at their skill level.
- Allowing children to record and improve on their personal bests.
- Allowing children the opportunity to lead other groups of children.

At Bridgewater Primary, we also incorporate ‘personal challenge’ into all PE activities and ensure that children aim to beat their own personal bests as opposed to comparing themselves to others.

## **2.4 Ethnic Diversity**

Bridgewater Primary School follows the guidelines stipulated by the NCC Code of Practice April 2003 which states:

“Physical education should take account of cultural diversity in an atmosphere of mutual respect and understanding. Changing and clothing – Pupils should wear appropriate clothing to enable them to participate safely in physical activities. Muslim girls having reached the age of puberty are required to wear loose modest clothing. At the request of the parents should consider the wearing of loose tracksuits for PE and pajamas for swimming. Trousers however are not suitable for apparatus work in gymnastics when gripping from the knees is likely. Fasting – abstinence from food and drink for certain periods is a common feature of many religions and teachers should ensure that they are aware of any pupils who may be participating in fasting.”

## 2.5 Facilities

Indoor		Outdoor	
Ignite	Inspire	Ignite	Inspire
<ul style="list-style-type: none"> <li>✓ Multi purpose hall</li> <li>✓ Dance/drama studio</li> </ul>	<ul style="list-style-type: none"> <li>✓ Dance/drama studio</li> </ul>	<ul style="list-style-type: none"> <li>✓ Large hard court area with markings (Large Playground)</li> <li>✓ Small hard court area with markings (Lower playground)</li> <li>✓ Large multipurpose field with markings.</li> <li>✓ Outdoor play area for foundation stage.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Large hard court playground (MUGA)</li> </ul>

There is a KS1 PE cupboard situated next to the cleaning cupboard (current Year 3 shared area) and (until such time as a suitable alternative is found) additional items are stored in the pod adjacent to the old reception area. KS2 cupboard is located within the Inspire studio. It is the responsibility of all staff to ensure items are returned to the correct cupboard and that the cupboards are neat and tidy. Children should only access these cupboards with adult supervision.

When either indoors or outdoors it is imperative that the area is made safe so prior to the PE lesson commencing the class teacher is responsible for assessing the potential risks and making all areas safe. Similarly, children are only allowed to access the above facilities under the supervision of the class teacher.

### Identified risks in the hall (Ignite):

- ◆ Stacked benches
- ◆ C.D centre
- ◆ Computer Screen and Cupboard
- ◆ Piano and Stool
- ◆ Displays
- ◆ Staging (when erected for concerts)

### Identified risks in the dance/drama studio (Inspire):

- ◆ Keyboard
- ◆ Lighting
- ◆ Computer Screen
- ◆ Chairs and tables
- ◆ Displays
- ◆ Piano

## **2.6 Resources**

There are a wide range of resources to support the teaching of PE across the whole school. We keep most of our small equipment and movable apparatus i.e. benches, gym mats in the PE stores, and this is accessible to children only under adult supervision. The hall within Ignite contains two large pieces of wall mounted apparatus. We expect children to help set up and put away this equipment as part of their work. By doing so the children learn to handle and work with apparatus safely and carefully.

## **3. Curriculum Organisation, PE Planning and The Foundation Stage**

### **3.1 Curriculum Organisation**

Each Year group from Reception to Year 6 (when appropriate) has, **per week:**

1x Indoor Hall session

1x Outdoor session

1x swimming session – for Year 5 only (+ Year 6 Top up Swimmers)

### **3.2 PE Planning**

Bridgewater Primary School follows the GetSet4PE planned curriculum and makes use of a range of other websites and resources to supplement the curriculum. Staff are not limited to these and can access alternative PE planning in order to support any further planning as required. As required, we teach dance, games and gymnastics in Reception, Key Stage 1 and Key Stage 2.

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 teaching staff work this out for each year group. Teachers can work directly from the schemes of work and annotate as required or use the schemes to plan accordingly.

We plan the PE activities so that they build upon the prior learning of the children. While 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. This progression is outlined in the vocabulary pyramids, knowledge organisers and skills ladders.

### **3.3 The Foundation Stage**

We consider and encourage the physical development of our children in the reception classes as an integral part of their work. As the reception class is part of the Foundation Stage Curriculum, we relate the physical development of the children to the objectives set out in Early Years Foundation Stage Curriculum. We encourage the children to develop confidence and control of the way that they move, and the way that 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 stimulating resources to support specific skills. Their physical development is continuous and is integrated into their continuous provision as well as having specific physical development challenges set out to be accessed in the classrooms, art room and outdoor learning areas. The children also access one separate physical education slot within the timetabled week, where specific skills are taught.

## **4. Contribution of PE to teaching in other curriculum areas**

PE can have a significant effect on other curriculum areas and by using PE as a stimulus and medium to deliver other subjects it further promotes creativity and understanding which we are committed to foster and deliver.

### **4.1 English**

PE contributes to the teaching of English in our school by encouraging the verbalisation of how their bodies feel and move when performing physical activity. Children are also encouraged to discuss and evaluate their performances; consequently, enhancing their speaking and listening skills. Furthermore, opportunities are made for children to write about their experiences and feelings when engaged in physical activity whether it be inside the PE lesson or an extra-curricular activity.

### **4.2 Information and communication technology (ICT)**

We use ICT to support PE teaching when appropriate. In dance children make video recordings of their performances and then use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work, e.g. recording their personal times. Video clips and the internet are used as a stimulus' and examples of certain physical activities. Children also use the I pads to take photographs which can also be used as a stimulus or evaluative tool. GetSet4PE uses video and sound clips as stimulus for PE lessons.

### **4.3 Spiritual, Moral, Social and Cultural Development**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings will allow children to work with a variety of others and take various roles within that group e.g. passive or leadership, dependent on the activity. Their work in general enables them to develop a respect for other children and their levels of ability. PE places the children in environments and situations that the classroom cannot; therefore PE develops children's ability to cope with a range of emotions and feelings that are derived through physical activity. They learn the importance of: fair play; team work; losing graciously; the feeling of success and winning; beating their personal bests, being considerate of others and aspiring to those who are their role models and sporting icons as well as developing a greater understanding of themselves and others.

#### 4.4 Numeracy

PE can be integrated into various aspects of the Numeracy curriculum, for example: children can measure the distance of a long jump, high jump, 100m sprint. Or find the perimeter/area of a football, netball or rugby pitch. Outside Adventurous play activities such as orienteering lend nicely to answering numeracy questions to find the next clue. They can time each other and compare these results recording them on various computer programs. Children are also encouraged to work on personal best challenges enhancing their counting skills and understanding of number.

### 5. Health and Safety

#### 5.1 Health and Safety

The general teaching requirement for health and safety applies in this subject and please consult the: **Bridgewater Primary School Health and Safety Policy**. We encourage children to consider their own safety and the safety of others at all times.

#### 5.2 Clothing

We expect children to come to school dressed in appropriate PE kit on their designated PE days and remain sensible throughout all activities under the close supervision of the class teacher.

<u>Indoor and Outdoor (nice weather)</u>	<u>Outdoor</u>
<ul style="list-style-type: none"> <li>➤ Blue shorts</li> <li>➤ White T-shirt</li> <li>➤ Bare foot (only indoor gymnastics and dance.)</li> <li>➤ Plimsoles/Trainers – for indoor games (or when a child has a verruca.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Navy blue or black, plain jogging bottoms</li> <li>➤ White T-Shirt</li> <li>➤ Navy blue or black plain jumper</li> <li>➤ Socks</li> <li>➤ Trainers or Football boots if required. (If football boots are worn, shin pads must also be worn)</li> </ul>
<ul style="list-style-type: none"> <li>➤ <u>Swimming</u></li> </ul>	
<ul style="list-style-type: none"> <li>➤ A once piece swim suit</li> <li>➤ Swimming cap</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Trunks (Not knee length or Bermuda type)</li> <li>➤ <i>Goggles should not be worn unless for a specific reason</i></li> </ul>	
--	--

If a child forgets their kit once, a friendly reminder will be given to their parent/carer.

If the child frequently forgets their kit within a half term then a written reminder will be sent home to the parents/carers.

Footwear needs to be **fit for purpose**.

### 5.3 Teachers and Health and Safety

Teachers must assess the activity area before the lesson and ensure that it is safe. It is also the recommendations of the governing body that all teachers wear appropriate clothing when delivering the PE lesson. All staff should be either barefoot or wear appropriate footwear, i.e. plimsolls, trainers or exercise shoes when conducting a P.E lesson. If they are not able to change into trousers, then a skirt which does not restrict movement can be worn.

### 5.4 Jewellery

At Bridgewater Primary School we follow the guidance from Safe Practice in Physical Education, School Sport and Physical Activity that states on page 180:

*Students unable to remove earrings should be required to make them safe by taping front and back. **The taping should be sufficient to prevent the stud from penetrating the bone behind the ear.***

***This taping may be done at home for younger children or prior to the lesson for older students. Staff are not required to remove or tape earrings for students.***

*Where taping is utilised the teacher supervising the group must ensure the **legal responsibility to ensure the taping is effective** for purpose. Where staff consider the taping unsatisfactory to permit safe participation, they will need to consider **alternative involvement** in the lesson for the student*

As a result if a child cannot remove their own earrings and the parent has not taped or the taping is not sufficient then the teacher has the right to exclude the child from the class physical activity and provide a safe alternative. **Teachers will not tape the child's earrings for them.**

### 5.5 National health and safety publications

The following publications can be found in the Staffroom for all staff members to refer to:

- Safe Practice in Physical Education (BAALPE)
- ASA Guidelines for Swimming (digital on Whole School Share)
- Adventurous Activities Licensing Regulations, 1996 (HSE) (digital Whole School Share)
- Health and Safety on Educational Visits (DfE)

## **5.6 Accidents during the PE lesson**

If an accident occurs during the PE lesson and a child becomes injured or distressed. A member of staff should remain with that child and another adult if possible (or alternatively a sensible child) is sent to alert an adult who in turn will alert a designated **First Aider**. It will then be left up to their professional judgment regarding the appropriate medical action and attention required. All incidents should be noted and recorded on Medical Tracker (school's online accident book). If a child receives a 'bump' to the head it is imperative that a Medical Form is completed and sent home with the child. If the injury is of a serious nature and the child requires hospital treatment then a senior member of staff including the Head should be notified immediately.

## **5.7 Medical equipment**

It is the responsibility of the class teacher to ensure that children have their correct medical equipment e.g. inhalers, epipen etc with them when undertaking physical activity. A list of children who have such medical requirements is stated on the medical list kept in each class register.

## **5.8 Lifting and Carrying**

Bridgewater Primary School follows the Val Sabin guidelines for lifting and carrying. Children are taught right from the start how to lift and carry equipment properly and this is reiterated and affirmed at the beginning of each academic year.

## **5.9 Hair**

All long hair should be tied back when undertaking PE.

## **5.10 Verrucae**

Pupils with verrucae should keep them covered and wear suitable footwear.

## **5.10 Non-participants**

Children not participating should be given appropriate activities to suit their needs.

## **5.11 Off Site Activities**

If children are to go off site as part of the PE lesson or curriculum then a risk assessment form must be completed. Appropriate risk assessments can be found within the (Whole school Share – Trips)

## **6. Extra Curricula Programmes and Out of Hours Learning**

At Bridgewater Primary School we strongly believe that PE should not stop when the school day finishes. Extra-curricula activities and sporting clubs are a fundamental vehicle in enhancing children's enjoyment and participation in physical activity; therefore, many

sporting clubs are set up and run before, during and after school. All pupils regardless of gender or innate ability are welcomed to the clubs; however, there are situations where a limited amount of places are available. The children chosen are either done so by collecting all children's names and randomly allocating the places or trials are held and the children chosen to compete attend the competition. This is predominately due to the amount of children attending Bridgewater Primary School and often the clubs become over subscribed. However, as we feel that it is vital children get an opportunity to participate in clubs after school we endeavor to offer a wide range of sports and inter completions to allow all children to compete at some level.

The school sends details of the current club activities to parents/guardians via ParentMail, the newsletters and our website. We currently have regular competitions in a variety of physical disciplines against other local schools within the local community. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. Furthermore, these opportunities foster a sense of team spirit and co-operation amongst our children.

## **7. Adults Other Than Teachers (AOTTs)**

Bridgewater Primary School appreciates the valuable and extensive support which AOTTs can provide the school. They not only enhance but enrich the curriculum too. As a result we employ several AOTTs and have clubs set up which are run by external coaches. Overall, it is the role and responsibility of the Clubs and Competitions Co-coordinator and Head to monitor, screen and ensure activities run by AOTTs is done so adhering to the requirements recommended in the School PE Health & Safety Policy. The school currently employs Pacesetters coaches to organize and run a variety of clubs before, during and after school that are available to children of all ages and abilities across the school.

## **8. Monitoring and Reviewing**

The monitoring of the standards of the children's work and of the quality of teaching in PE is the responsibility of the PE lead, Curriculum Leader and management team. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

## **9. Swimming**

Swimming is an integral part of our PE curriculum and takes place at an external pool. Each class in Year 5 has a 40 minute swimming lesson each week, which is delivered by a qualified instructor and the class teacher. If a child forgets their swimming kit they remain at school or the pool under the supervision of the parallel class. The children supply their own swimming cap which they must wear throughout the swimming lesson. Children who forget their swimming cap must attain one from the class teacher before entering the water. Every child is assessed within the first swimming lesson. We currently take a coach to the swimming pool (PLEASE REFER TO THE SITE SPECIFIC RISK ASSESSMENT FOR SWIMMING) with appropriate adult to child ratios to the location. The register is taken before they leave the school, when they get there and when they are leaving the swimming pool.

## **10. Healthy Child Improvement Team.**

As part of the above the PE leaders will be working together with PSHE, online safety and SENCO leaders to ensure the children are encouraged to continue their healthy lifestyles. We ensure children receive at least thirty minutes moderate or vigorous exercise per day. Children have 15 minutes break time where they have access to play equipment as well as time outside at lunchtime where the Lunch Time Supervisors and Young Leaders run active lunchtime activities. Lunchtime supervisors will receive further training in order to support and provide additional lunchtime games. Children have staggered break times at lunch but should receive at least half an hour of play. Initiatives such as the 'magic mile' have been introduced in order to encourage more active hours during the school week, which contributes to improved mental health and wellbeing.

There will also be a greater focus on mental health through our Magnificent Mind programme. 15 Year 5 children will take part in this.

For further details refer to the PE leader or the Year 5 Leader.

## **11. Sports Premium**

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer and to provide greater opportunities to participate in sport and physical activity.

At Bridgewater we use the Sports Premium to:

- develop or add to the PE and sport activities that our school already offers
- make improvements that will benefit pupils joining the school in future years
- improve the quality and understanding of how to teach PE
- ensure all children are engaged in regular physical activities
- invest in progressive schemes of work and resources to improve school provision
- support CPD for teaching staff, including clubs and initiatives which impact more widely on families, such as Change4Life
- increase the out-of-school activities and sports available to all
- encourage children to get involved in competitive and team sports
- develop responsibility and resilience through the use of the Young Leaders
- take part in the School Games and retain our Gold status.
- Supporting families to enable their children to attend sporting activities on residential or school trips.

We monitor the effectiveness of our actions by:

- ensuring that we plan strategically and have clear, measurable targets for improvement
- evaluating the impact that the premium is having on improving PE and sports provision
- ensuring that the professional development of staff is systematically planned and tailored to the individual needs of all colleagues engaged in delivering PE and sports
- monitoring the impact of Sports Premium and the effectiveness of CPD approaches to ensure consistent and sustainable high quality learning and teaching of PE

- Reviewing targets and current practice with key stakeholders.

The Sports Premium statement and evaluation is available annually on the website.

**Signed** (PE Coordinator) **S Holmes**

**Signed** (Head Teacher) \_\_\_\_\_

**Date:** September 2023