Barwic Parade Community Primary School

PHYSICAL EDUCATION POLICY

Headteacher	Miss Sarah Dixon
PE Subject Lead	Mr Nathan Vickers

Policy Review Dates

Date	Changes Made	By Whom	Date Shared with Staff
October 2012	Created	Mrs Julia Hardy	
August 2015	Reviewed	Mr Darrell Williams	
August 2015	Review on behalf of Governors	Mrs Dawn Hardy & Mrs Rebecca Thompson	
September 2015	Approval & Ratified	FGB	
October 2016	Reviewed and edited	Miss Sophie Lewis	
April 2020	Reviewed and edited	Mrs Sophie Hind & Mr Nathan Vickers	
March 2022	Reviewed	Mr Nathan Vickers	
January 2023	Reviewed and edited	Mr Nathan Vickers	
November 2026	Reviewed and edited	Mr Nathan Vickers	

Signed: N. Vickers

Role: PE Coordinator

Date: 18/11/26

Next Review Date: November 2027

Intent:

At Barwic Parade Community Primary School, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles and well-being. The intent of our PE curriculum is to provide all children with a range of high-quality PE and sport provision. We intend to provide a balanced curriculum that builds both basic skills and offers a games-based environment for children to be able to apply such skills. We strive to improve our children's participation in competitive sports outside of school by providing opportunities to be successful and thrive through our games-based area of our curriculum. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We have very much taken on a child centred approach to the delivery of PE lessons that challenges and supports every child across the school. This approach is achieved through the use of Pe Pro's scheme of work, which starts from EYFS all the way through to the end of Key Stage 2. From this, children at Barwic are able to develop and focus on their agility, balance and coordination, promotion of healthy competition and cooperative learning. PE will allow pupils to learn, think and make decisions in different ways in response to creative, competitive and challenging activities. It will also help pupils to develop personally and socially through working in teams and undertaking different roles and responsibilities.

Aims:

- To deliver an entitlement to all pupils through a planned and progressive curriculum for PE.
- Provide opportunities for all pupils to take part in a range of competitive, creative and challenging activities as part of the curriculum or through enrichment opportunities.
- To develop pupils' self-confidence in a range of physical environments.
- To develop physical skillfulness, physical development and a knowledge of the body in action.
- To promote positive attitudes towards active and healthy lifestyles.
- To encourage the pupils to reflect on their actions in order to improve the quality of their actions, performance or composition.
- Provide opportunities for pupils to think about what they are doing and make the appropriate decisions for themselves.
- Provide an environment for pupils to be committed to PE and Sport both in and out of school.
- Provide an out of school hours programme which extends and enriches the curriculum and which encourages pathways to lifelong participation in physical activity.
- Provide an opportunity for pupils while in KS2 to participate in a residential / outdoor and adventurous experience.

Implementation:

PE is taught at Barwic Parade as an area of learning in its own right as well as integrated where possible with other curriculum areas. Every class across the school are undertaking two hours of PE per week, one outdoor session and one indoor session (EYFS one lesson per week). Barwic follows the PE Pro scheme of work and cover Fundamental Movement Skills, Gymnastics, Dance, Invasion Games, Striking & Fielding, Ball Control and Athletics.

We teach lessons so that children:

- Have fun and experience success in sport
- Feel challenged
- Can develop the following in order to be successful within PE – Creativity, cognitive skills, health and fitness, physical skills, social and personal skills

- Develop good sporting attitudes
- Understand basic rules
- Experience positive and healthy competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.

Opportunities for children to compete in sport are organised throughout the year which help build character and embed values such as fairness and respect. Children across the school, especially in Key Stage Two, are given the opportunity to take part in internal and external competitions.

PE and sporting activities are inclusive at Barwic Parade, where every child has the opportunity to perform and compete. External coaches, local clubs and organisations and educational visits are also planned to support the PE curriculum and to enrich the pupil's sporting experience.

Impact:

PE is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At Barwic Parade, we provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities within after school clubs and external competitions help to develop good sportsmanship and team work.

Teaching and learning style:

High-quality lessons should include:

• A clear learning objective
• Teaching the children to warm up safely
• The teaching of fundamental skills and techniques
• The application and adaptation of learnt skills in games activities
• Modelling of correct technique
• Use of correct and specific technical vocabulary
• Performance and evaluation of each other's work
• Work which reflects the learning objective
• Teaching the children to cool down safely
• Teaching the children the impact PE has on their bodies

Assessment for learning:

Teachers assess children's work in PE by making judgements as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. Teachers make formative assessments during each lesson to challenge or support children where appropriate. These observations also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. Teachers also complete summative assessments of their children using the PE Pro assessment tool at three termly intervals throughout the year. The teacher passes this information on to the next teacher and the PE coordinators at the end of each year.

PE Curriculum Planning:

PE is a foundation subject in the National Curriculum. Our school uses the PE Pro scheme of work as the basis for its skills-based curriculum planning in PE. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach compulsory dance, games and gymnastics, swimming and water safety (Year 4), outdoor adventurous activities/competitions and athletics.

Across Key Stage 1 and 2 each class has two hours of PE per week, one hour indoor and the other hour outdoor, weather permitting.

The curriculum planning in PE is carried out in two phases (long-term and medium-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises the long term plan for each year group. The medium-term plans are broken down into weeks; these are very detailed and outline each aspect of a PE lesson.

Early Years Foundation Stage:

We encourage the physical development of our children in the nursery and reception classes as an integral part of their work. As the nursery and reception classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of 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; both gross and fine motor.

Contribution of PE to teaching in other curriculum areas:

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

Mathematics

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately and compare these measurements.

Personal, social and health and citizenship education (PSCHE)

PE contributes to the teaching of personal, social and health education and citizenship.
Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They also learn to work co-operatively and collaboratively, solve problems and take account of each other's needs. Barwic Parade encourages all children lead an active and healthy lifestyle. Children are encouraged to walk or cycle to and from school. Understanding of a healthy diet and the importance of regular exercise and fitness is embedded into the curriculum and children are encouraged to bring in healthy snacks for playtimes. PE is supported by OPAL lunchtimes where children are encouraged to engage in active and respectful play with a choice of different activities. PE and OPAL lunchtimes promote a respectful and imaginative approach to play and physical and social development. We challenge children to take responsibility for their continual physical and social development throughout their time at school.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's Policy on PE levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

PE and ICT

Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera and the PE I pad can record experiences during outdoor activities.

Health and Safety:

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

• All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher

• Children should be given health and safety guidance through the lesson

• If a child has a serious accident then they are to be taken to a school first aider

• All jewellery should be removed and stored safely before each lesson

• If children wear stud earrings they should be taken out by the child. If these cannot be removed they must take a non-active role in the lesson.

• All long hair should be tied back

• Suitable clothing should be worn for each lesson. Children should not engage in physical activity without correct kit

• For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)

• All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE (pumps not trainers)

• For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)

• All children with verrucas should wear pumps and verruca socks for swimming.

• Children without a PE kit will be required to borrow spares if appropriate or participate in the lesson as an observer. If this happens on multiple occasions then parents will be informed. If children do not have PE kit, they must observe the lesson and take a non-active role: offering support, evaluation and targets to their peers for further success.

• Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term for cleaning.

When travelling to sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

• All children wear seat belts

• All supervising adults to be aware of risk implications

• The school uses reliable transport companies with the correct insurance

• Parent permission for taking children out of school obtained

• Appropriate risk assessments are obtained and given to the school office

PE and Inclusion:

At Barwic Parade Community Primary School we teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. This can be achieved by employing the following strategies:

- Having equal expectations of boys and girls – not letting girls opt out or boys dominate team organisation for example,
- Teaching mixed gender/ability groups and pairs,
- Structuring activities so that all are fully involved,
- Providing opportunities for children to present their work to others,
- Recognising the need to extend more able children and targeting them for school clubs/signposting to borough clubs,
- Anticipate needs and provide support as required. This could be the provision of specialist equipment, adult support or modified teaching programmes,
- Targeting particular children during playtimes and supporting them in physical play.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Special Educational Needs:

At Barwic Parade Community Primary School PE activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. PE is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most PE activities work well as class lessons and are appropriate for all children of any ability.

Equality of Opportunity:

At Barwic Parade Community Primary School all children have an equal opportunity to become independently active. The children' needs and interests will be protected regardless of gender, culture, ability, disability or aptitude. All children will be given the opportunity to develop their capability in the attainment targets for PE. Quality and excellence should be the target for all children. Physical Education experiences will reflect the school policy on promoting equal opportunities for all children in terms of organisation, opportunities and access to resources.

Extra-curricular provision:

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term. The school also plays regular fixtures against other local schools. 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. These opportunities foster a sense of team spirit and cooperation amongst our children.

Resources:

At Barwic Parade Community Primary School equipment is stored in the outdoor PE shed and Indoor PE cupboard appropriately for the corresponding indoor and outdoor requirements. All equipment is catalogued and a list is available from the PE coordinator. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning. Children and staff are encouraged to:

1. Look after resources
2. Use different resources to promote learning
3. Return all resources tidily and to the correct place (Staff to supervise)
4. Be told of any safety procedures relating to the carrying or handling of resources.

Role and Responsibilities of the PE Coordinator:

- Support and advise colleagues in the planning, delivery and assessment of PE,
- Inform colleagues of changes that occur regarding teaching and policy,
- Provide resources for use by staff that is accessible,
- Keep up to date with current developments through attending courses and disseminate this information to staff through INSET and informal meetings,
- Be responsible for auditing resources available for use in all PE activities,
- Report any broken or ‘defect’ equipment to the Headteacher,
- Order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum,
- Use, share and increase awareness in the teaching of PE,
- Monitor the quality, development and delivery of PE throughout the school,
- Ensure that children have the opportunity to become involved in extracurricular clubs to further develop skills and talents,
- Monitor completion of risk assessments by staff each term.

Adults other than teachers (AOTTs):

- The school values the contribution of external providers/coaches and encourages the opportunity to liaise with the wider community. Appropriate CRB/safeguarding procedures must be carried out before external providers begin any work in school – this includes:
  - -Enhanced CRB
  - Public Liability Insurance up to £5 million
  - Suitable level of qualification appropriate to activity
  - Photo identification
- If coaches are used in curriculum time, the class teacher still retains overall responsibility for the pupils and should be present to monitor and evaluate delivery.
- Support Staff/ASLs may be used in curriculum time to support the delivery of PE, however the class teacher always maintains overall responsibility for what is taught and for the H&S. and wellbeing of pupils. Direct or distant supervision of support staff is acceptable according to competence levels. This should be determined through a risk assessment.