

	Offley Endowed Primary School and Nursery Policy	Date Jan 2025 Review Date: Jan 2027
Policy Title:	Physical Education	Users: Staff, Governors Parents

Introduction

This policy outlines the teaching of PE at our school. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the PE co-ordinator.

Intent

At Offley Endowed Primary School and Nursery, we recognise the importance physical activity plays in our general well-being and its effect on raising achievement across the whole curriculum. We also recognise the importance physical education plays in enabling pupils to move efficiently and safely, giving them confidence in the control of their bodies. In addition, pupils will, irrespective of their ability, enjoy success and be motivated to further develop their individual potential.

1.1 Physical Education at Offley aims to:

- develop pupils' physical competence and confidence and their ability to use these to perform responsibly in a range of activities, independently, as a group or as a team.
- promote physical skilfulness, physical development and knowledge of the body in action.
- provide opportunities for pupils to be creative, competitive and to face up to different challenges as individuals as groups and teams with increased levels of resilience.
- promote positive attitudes towards active and healthy lifestyles.
- learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.
- to promote understanding of safe practice, develop a sense of responsibility towards their own and others safety and well-being.

Through the teaching of PE we can also:

- develop pupils' thinking skills
- promote awareness and understanding of gender, culture, spiritual and moral issues
- develop pupils as active citizens
- develop an understanding of British Values

Entitlement and Equal Opportunities

All pupils are entitled to access the PE curriculum at a level appropriate to their needs arising from ethnicity, gender, ability or disability. In line with our **Equality Scheme**, **School Vision** and **Christian Values** we are committed to providing an environment conducive to learning. Each child is valued, respected and challenged regardless of ethnicity, gender, religion, social background, culture or disability. PE teaching and learning is in line with the school's **Teaching and Learning Policy**, where provision is made for all learning styles.

Implementation

Planning

A balanced P.E. programme will be taught in accordance with the National Curriculum 2014, end of Key Stage 1 and 2 attainment targets and school policies. Reception pupils are taught in accordance with the Foundation Stage curriculum, in particular, the physical and creative areas of learning.

Approaches to teaching and learning

Teaching

Pupils will be taught through:

- organised opportunities for a range of physical competencies in a variety of settings.
- guidance during practise, experimentation and consolidation.

Approved and adopted by the Governing Body



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- demonstration
- appropriate tasks set by the teacher and ideas generated by the pupils.
- the use of appropriate resources, equipment and apparatus.

Learning

Pupils will be provided with opportunities to plan, perform and evaluate their work through:

- responding, selecting, practising, devising and adapting.
- working on their own, with a partner or in a group.
- sharing with and watching others
- listening, talking and questioning
- taking responsibility, handling of equipment and apparatus

Cross curricular opportunities

Physical Education provides opportunities to develop language and communication, numeracy, science and other curriculum skills and knowledge, for example, a series of lessons on dance linked to the Victorians.

In Foundation Stage, children will cover a core programme of skills development related to the Physical Development area of learning.

Planning for progression and continuity

Progression and continuity will be achieved through competent teaching of a core programme of skills in Foundation stage followed by the National Curriculum 2014.

Reception children learn the basic skills of undressing and dressing, recognition of body parts and to follow basic instruction safely. They experience P.E. indoors, using simple arrangements of the agility apparatus; through movement activities; outdoors through play; structured activities. There is a general progression from what the pupil can do to how the child does the activity in line with the physical activity and creative areas of learning in the Foundation stage profile. This will lead to pupils understanding the principles of hygiene and taking responsibility for safe exercise.

At Key Stage 1 pupils are taught games, gymnastics and dance. During Key Stage 1, pupils will initially work on their own and then work alongside showing, sharing and eventually working with others. They will work co-operatively and in competitive situations.

At Key Stage 2 pupils are taught games, gym, dance, and athletics. At Key Stage 2 pupils will link and sequence skills and actions on their own and with others. Pupils will initially learn names of equipment and basic codes of practice working towards understanding and applying safe practice in a variety of settings. Pupils will be given opportunities to follow tasks set by the teacher, make up their own ideas, problem solving, creating ideas with others and talking about their performances.

Swimming is taught in years 3 and 4. If this provision is not sufficient to gain the National Curriculum certificate, arrangements are made for pupils in upper key stage 2 to improve their swimming ability.

Resources

Learning areas

Physical education is taught indoors in the hall, outdoors on the field and playground and off site, for example swimming. In the Autumn and Spring terms the field is marked as a football pitch, in Summer a running track and rounders/cricket pitch. The playground has a small netball court marked out.

Equipment

P.E. equipment is stored in the hall cupboards. Apparatus is stored and sited around the hall. All equipment should be counted out and in and put away following a P.E. session. Netball posts are located on the playground. Portable football nets are stored inside and erected for matches and at times during the Summer Term. Teaching resources are stored in the resources area. An audit of resources and equipment will be reviewed and replacements made as necessary, according to need and the School Plan.



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Routine practices (including those for safety)

Carrying equipment

Pupils should lift, carry, assemble and check apparatus correctly to ensure a safe environment for all. There should be the correct number of pupils carrying equipment and they should be facing the correct way.

Changing

Staff should be appropriately dressed for teaching P.E.

Pupils must change into their kit as quickly as possible, with adult help if required. Classes may go to their working area when everyone is ready. Children should not be left in classroom changing without adult supervision.

Valuables

Pupils should remove all jewellery, including earrings, necklaces and bracelets. They can be kept by the class teacher. In cases where these cannot be removed (due to medical or religious reasons) they should be taped up safely by the pupil or parent.

Staff supervision

Staff should be present in the changing and working areas at all times when pupils are present. It is each member of staff's responsibility to ensure the safety of pupils. A qualified teacher should always supervise unqualified student teachers when delivering P.E. sessions.

Non-participation

Pupils who cannot participate in lessons should inform their class teacher. Notes should be written by parents/guardians explaining non-participation. Those pupils who cannot participate due to lack of inappropriate kit may be offered alternative kit.

All pupils who cannot participate in lessons must remain with their class and should be integrated as fully and effectively as possible into lessons, e.g. feeding balls, collecting equipment etc. are all tasks that can be undertaken.

Clothing and footwear

In order that pupils can work safely appropriate P.E. kit must be worn. For indoor activities pupils will wear shorts and T-shirt. For outdoor activities pupils will change and wear clothing appropriate to the activity and the weather. Pupils must wear the appropriate P.E. kit for extra-curricular activities. All P.E. kit should be clearly labelled with the pupil's name. Pupil's footwear should be appropriate to the activity undertaken. Dance and gymnastics should be carried out in bare feet, unless there is a given reason. For games, athletics and outdoor activities appropriate footwear should be worn (e.g. plimsolls, trainers). In all instances footwear should be tied up correctly in order to avoid accidents.

Medical and first aid

Teachers will know of children with specific medical conditions and will have access to the required treatments. Our school first aid area is located with the office.

Children who get asthma on exercise and/or when on the field should take their medication out with them.

There is a qualified First Aider on the staff.

Emergency procedures

If an emergency occurs a child is sent to alert the school office and/or head teacher. For emergency procedures outside school, risk assessments include details. At the swimming pool the teacher will notify the headteacher of the action taken by the staff at the pool: see paragraphs below.



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Outdoor and adventurous activities

When planning outdoor and adventurous activities staff, should refer to the document 'Safety Policy and Guidance for Visits, Journeys and Related Activities within the Education Service' in Hertfordshire County Council Health and Safety Policy and Guidance file in the school office.

Supervision of Swimming Pools

There are strict guidelines on health and safety in and around swimming pools. The school follows the guidance of the County Council. Teachers taking children swimming are advised to read Chapter 4, Section 1 of 'Safe Practice in Physical Education, School Sport and Physical Activity' (2016), a copy of which is held in the Staff Room.

The use of outdoor play equipment

Children should be supervised and wear the appropriate footwear. Shoes with raised heels are unsuitable. Children should not be allowed to climb onto the top of the higher parts. During icy weather the equipment is out of bounds. If a member of staff is unsure of any aspect of Health and Safety in P.E. they should consult the P.E. subject leader

Equal Opportunities

All pupils have access to the full range of P.E. opportunities offered. However, staff are sensitive to cultural and gender-related issues that may arise.

Special Education Needs

Appropriate provision will be made for pupils who need activities to be adapted in order to participate to the fullest extent in P.E.

Impact

Assessment procedures key into the school's overall policy for assessment and the end of Key Stage descriptions for Physical Education in the National Curriculum and where appropriate the Foundation Stage profile.

Assessment will focus on the direct and immediate response to the pupil's performance and:

- record keeping will be manageable and formative.
- pupils will be encouraged to engage in self-review, reciprocal teaching and learning opportunities.
- coherent assessment across the school is achieved using a tracking tool giving descriptors in each discipline for an age-related standard.

Monitoring and Evaluation

Monitoring and evaluation will be carried out in three stages:

- Day-to-day monitoring of PE will be carried out by the class teacher in their evaluation of individual lessons.
- The PE subject leader will be responsible for ensuring breadth and depth of curriculum coverage through inspection of medium-term plans, discussion with class teachers and observations of lessons in the Foundation Stage, Key Stage 1 and Key Stage 2.
- The PE subject leader will also liaise with staff to evaluate the on-going effectiveness of long-term plans in meeting National Curriculum, End of Key Stage Requirements and the wider aims of physical education.