Procedures for PE

Walton-on-Trent CE (C) Primary and Nursery School

At Walton-on-Trent CE (C) Primary and Nursery School our policies and procedures have been written to comply, appropriate, with the General data Protection Regulations – GDPR 2018. Further information regarding GDPR is available on the school website.

This procedure was written by the PE and presented to the Governing Body on 8th March 2023. This procedure will be reviewed during the Spring Term of 2025 or when there is a significant change in the curriculum.

Vision Statement

To be a vibrant learning community aspiring to celebrate God's love and the uniqueness of each individual. This means offering kindness, honesty and respect

to our local and global community and demonstrating courage, perseverance and ambition in order to flourish in the joy and hope of "Life in all its fullness" (John 10.10)

Walton-on-Trent Primary and Nursery School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced P.E. curriculum to increase children's self confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that P.E. offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation, problem-solving and performance. Children are taught to appreciate the importance of being fit ad healthy, and begin to understand factors which affect health and fitness.

The P.E. Curriculum:

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the P.E. National Curriculum. In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week. Pupils in both

KS1 and KS2 engage in two hours of high quality P.E. during the course of each week.

As a whole school, to instil continuity and standardisation across the teaching, we have adopted the Get Set for PE scheme of work. This is to support the children to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.

In KS1 the curriculum focuses on mastering fundamental movement skills to develop agility, balance and co-ordination, throwing, jumping, running and catching. Curriculum content includes key skills, team games and dance activities. They will be given opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a variety of situations.

In KS2, pupils continue to master fundamental movement skills to improve their throwing, jumping, running and catching in isolation and in combination. They are taught to play competitive games and apply simple defending and attacking principles. Gymnastics and athletics are used as the vehicle to develop flexibility, technique, control and balance. Pupils also are taught a range of movement patterns in dance and take part in outdoor and adventurous activities.

Aims:

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- To appreciate of the value of safe exercising.

Social and emotional development:

- To develop a love of physical exercise.

- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude towards themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important. • To be able to encourage others and give praise for their achievements so that when children perform, they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

Equality and Inclusion

All aspects of P.E. are taught in such a way that includes all children regardless of their gender, background, culture or physical ability. REAL PE also has a platform in which additional resources and videos are available to show the teachers' and , when required, the children how each unit of work and lesson can be adapted in order to ensure equality and inclusivity for all. In addition to this, each of the sporting events that we attend as part of the John Taylor MAT or through South Derbyshire School Sports Partnerships are gender neutral and inclusive. Throughout the year, we have also ensured that each class has had the opportunity to attend extra PE and sporting events, competitions or clubs.

At Walton, we use the are regularly adjusting lesson activities for differentiation, challenge and stretch. Some children with particular needs may require different activities, dependent on needs. We use the STEP approach to doing this:

S = change the space available
T = change the time allowed
E = change the equipment, e.g. softer or larger balls, different sized bats, etc
P = change the people, e.g. size of the groups

Records and Assessment

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self-assessment. Assessment of learning is also made through medium term (summative) assessments and these are recording on REAL PE assessment wheels. We also monitor our progress against the long term whole school PE objectives using an assessment wheel too.

Swimming:

It is National Policy that all children should be able to swim 25 metres by Year 6. Therefore, swimming lessons are compulsory for all children. At Walton-on-Trent, children learn swimming in Key Stage 2 with qualified swimming coaches and school staff who have attended swimming training. Hats and goggles can be worn but are not compulsory. The County guidelines recommend appropriate swimwear i.e. a one piece costume for girls and swimming shorts for boys.

The children in Owls (Year 3/4) undertake weekly swimming lessons for the first three half-terms of the year and then the children in Foxes (Year 4/5) participate in their weekly swimming lessons for the final three half-terms of the year. All

children are assessed on lesson one and then the class are spilt into three groups, based on ability, for the duration of the sessions. All swimming lessons are held at Greenbank Leisure Centre.
The final two swimming lessons that each class undertakes are based around water safety and how to stay safe around water when out in the community.

Staffing/Staff development

Each class teacher takes responsibility for planning, teaching and assessing the P.E. curriculum for their class.
All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/ disseminate the information. At the beginning of the year, a staff survey is used to identify learning and development needs. Training and support is planned after analysing the feedback from this survey.
In addition to the Class teacher led sessions, we have specialist coaches from Derbyshire County Council and the STAR Foundation to deliver sessions.
Care and attention are taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment, skills taught or sports covered before specific competitions.

Health and Safety

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury. Risk Assessments for P.E. are kept in a file in the Office. We aim to develop each pupil's ability to assess potential risk and modify practice accordingly. This will be evident throughout all planning and delivery.

Kit:

- Children should dress in shorts/ skorts/ tracksuit bottoms and t-shirts.
- Children will work in bare feet for all indoor and apparatus work.
- Trainers are worn for outdoor games, together with tracksuits if it is cold.

- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

  Earrings

  Earrings may be worn for school but should only be small studs. Earrings **must be removed for all PE lessons.** Taping over earrings will not enable you're your child to join in with the active, physical parts of the PE lesson. With that in mind, we strongly encourage ear piercing to be done at the start of the 6-week summer break to minimise the impact on your child's learning and access to the full curriculum.

  Watches

  Watches may be worn in school but expensive watches, such as FitBits, are worn at your own risk. The school cannot accept any responsibility for watches lost or damaged while in school. Please no smart watches.

  Other jewellery

  Children should not be wearing any other form of jewellery in school. We have recently seen an increase in pupils wearing rings and necklaces. Please discourage them from doing so. Staff will ask pupils to remove any jewellery that is not a watch or stud earrings to be kept safe in their bags to bring home.

  Make-up and nail polish is not part of our school uniform.

Safeguarding:

All adults working with children in school are to be checked for appropriate DBS Clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. Children in Years 5 and 6 are not expected to change together.

Out-of-School-hours Learning (OSHL)

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. We follow a range of inter-school fixtures, tournaments and festivals within the partnership. Before the beginning of each term, we publish a documented timetable of these events, these can also be found on the school website. The extra-curricular content aims to be varied – including

competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

School Club Links:

The school seeks to make links with local community clubs whenever possible, e.g. link with the local primary and secondary schools and local sports clubs too.
Links with other subjects:
P.E. can link to other subjects, e.g. English, (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

Summary

At Walton-on-Trent, we believe P.E. to be an integral part of the curriculum and to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs. This policy has been distributed to teachers and another copy may be requested from the PE coordinator .

Date approved by the Governing Body

Date to be reviewed by the Governing Body –

Signed