St Margaret's CE Primary School

PE Policy
2025

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1. INTENT

Aims

We aim for our children to develop the knowledge, skill and appreciation for a varied range of physical activity. Through our first quality teaching and resources they learn to perform with increasing proficiency and confidence.
We aim to instil a passion and enjoyment of physical activity, which equips our children to continue their participation into adulthood.

Principles

This will be achieved through four hours of physical activity over a fortnight, which will include indoor and outdoor PE lessons and a running/ fitness focus on our daily mile track. Children are taught a varied curriculum with activities including: gymnastics, dance, invasion games, bat and ball games and athletics.

2. IMPLEMENTATION

Roles, Responsibilities and Resources

The subject leader, Miss Norcross. oversees and manages Physical Education throughout our school. The role involves teaching PE from Years 1 - 6 as part of our PPA package, while supporting class teachers with their delivery, implementation and resourcing their lessons. We continually tailor our PE curriculum to meet the needs of our children. The subject leader is responsible for monitoring standards in the subject, both with the children's learning and knowledge and how the subject is taught, keeping up to date with both National and County priorities.

Organisation

Early years children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have timetabled PE lessons.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

In **Key Stage 2** pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Planning and content

Planning in EYFS - please refer to the EYFS policy for more detail on the curriculum. Teachers in Early Years use the Revised Statutory Framework for the Early Years Foundation Stage to plan a unique curriculum that covers all aspects of learning including opportunities to develop their skills in Physical Development. The Educational Programmes in the framework set out the activities and experiences for children under this area. Teachers use the Development Matters Non-statutory curriculum guidance to set out the pathways of children's development and provide checkpoints throughout the year to assess progress through these stages.

Long term planning ensures coverage of the PE curriculum suitable for each year group. This has been planned to show progression and development of skills from previous years and build on what has already been leant. Teachers are currently utilising lessons from 'Twinkl Move' for outdoor and Indoor PE sessions.

Links with other subjects

Contribution of PE to teaching in other curriculum areas

English - PE contributes to the teaching of English in our school by encouraging children to orally 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.

Personal, social and health education (PSHE) and citizenship - Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. 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 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. The teaching of sportsmanship plays a vital role within our PE lessons.

Knowledge and skills

The intent part of the EYS policy details the skills and knowledge at three checkpoints in the year e.g. by the Autumn, Spring and Summer and this is what the children will be able to do in the area of Physical development. By the end of the year, the children need to reach the Early Learning Goal for this area of learning.

In Key Stage One pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending;
- perform dances using simple movement patterns

In Key Stage Two pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:
• use running, jumping, throwing and catching in isolation and in combination;
• play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
• compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and Water Safety

All children must have access to swimming instruction. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

A unit of Swimming takes place in Year Four – children visit the Littlehampton Swimming Centre and are instructed by coaches provided by the swimming centre.

Wider opportunities
With the introduction of the Sports Premium funding, PE offers a range of wider opportunities. We are fortunate to have strong community links with a range of coaches who support the teaching and learning in PE. We also have strong links with our local cluster of schools through the Angmering School Sport partnership where children have many opportunities to represent their school in a wide range of sporting competitions including football, netball, basketball, multi-skills, rounders, swimming and many more. The school also offers a range of extra-curricular sports clubs run by staff and coaches from local clubs.

Inclusion and Extension
All children have opportunities to meet individual and team goals. We work hard to ensure our children have high aspirations and believe in challenging themselves. Our lessons are accessible for all through prior planning by task, and/or by adapting equipment and space. We adapt activities to challenge, while breaking down some tasks into progressive stages, depending on the needs of each child. For children who need more individual and specialised provision, Learning Support Assistants and Individual Needs Assistants are used to aid and support achievement.

Non Participants
Children will on occasion not be able to participate physically in a PE lesson. Parents/ Careers need to provide a note if and when their child is not able to take part. This note should be dated and where possible give an indication of the reasons and timings as to why their child can not participate. Teachers use their discretion if a situation arises on the day as to whether the child is able to participate in their PE lesson. Not having appropriate footwear or clothing should never be the reason for non-participation. Footwear and clothing will be sourced within school. Children who frequently forget their kit will be a priority call home to ascertain the reason and the school will work with the parents/ careers to rectify this situation.

Taking part in PE is a very important part of children's physical development. If children are excused they should watch the lesson to keep up with the progress of the class, and given tasks that involve them in coaching and evaluating performance.

Health and Safety
See Appendix 1

1. IMPACT

Assessment
The main method of assessing progress in PE is made through a continuous process of teacher observation. Evaluations of lessons should be noted to inform planning. At the end of each unit, assessments are made against specific skills criteria, and on their understanding of health and fitness.
In years 1 to 6, class teachers informally assess the children's attainment in PE each half term/term as appropriate, looking at the objectives for the unit of work and noting those children who have exceeded these or have not met them. This is recorded on a spreadsheet that can be used by teaching staff, subject leaders and SLT.

Monitoring and evaluation
The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:
- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's progress and observes PE lessons.

Reporting to parents and governors
All teachers are required to discuss the children's progress in PE with parents as part of the consultation evenings (twice a year) and through an annual report which outlines the children's effort and attainment. Subject leaders are required to give feedback to the curriculum governors every year.

Appendix 1

1. Children should wear suitable clothing for PE. Well-fitting shorts (Blue and T-shirt for indoor wear with St Margaret's logo . Barefoot work is encouraged as this allows for full extension and flexion of muscles and tendons, and fosters aesthetic and expressive movement when in the hall. Children with verruca's are encouraged to wear bare feet as these are not spread on dry floors. Verruca's can be covered with a plaster. Warm clothing, track suits and sweatshirts are encouraged outdoors. Footwear should have a grip suitable for the surface being used. A trainer type with sufficient grip should be sufficient. Staff should wear suitable footwear and PE tops provided with tracksuit bottoms, which allow freedom of movement and are suitable for the environment.

2. All jewellery must be removed for PE. Pierced earrings, if not removable, should be taped, by the children themselves and provided from home. If tape has not been provided masking tape can be used.

3. Long hair should be tied back.

4. Children should work in a safe and suitable environment. This means:-

(a) The removal of unnecessary furniture from the working space
(b) A clean dry floor so that bare-foot work can safely take place.
(c) A safe outdoor surface for playing games. No loose stones or gravel or badly uneven surfaces.

5. Suitable and safe organisation of apparatus will mean:-

(a) Easily accessible gymnastic apparatus to allow safe and efficient handling, and not blocking fire exit doors.
(b) Games apparatus and equipment stored safely in suitable containers.

6. Risk assessment:-

(a) Regular checks and risk assessments should be made by teachers before each lesson.
(b) Annual safety repairs are carried out on gymnastics equipment.
(c) If a potential hazard is identified it should be immediately taken out of use and the co-ordinator informed.

7. Procedure for dealing with accidents:-

(a) Children should be sent to the office with another child where there is a member of staff and with first-aid qualifications.
(b) Accidents are recorded.

Organisation and Safe Handling of Apparatus in Gymnastics

It is each teacher's responsibility to ensure the hall is clear of any obstructions, and the floor is checked.

When lessons are in progress no one should walk through the hall.

Apparatus handling Policy:

1. Never touch the apparatus unless instructed to do so.

2. Carry apparatus never drag it along the floor.

3. When lifting children should know:

a) How many children should be holding it.
b) Where they have to grip the apparatus
c) To have knees bent, straight back and head up ready to lift.
d) Only lift when everyone is ready.

Benches and movement tables

All children are taught the buddy system of lifting.

The teacher should use as many children as necessary to lift a bench but it is essential it is lifted like this:-

(a) Children are placed along the sides of the bench and not at the ends as this will mean a child will have to walk backwards.
(b) They all prepare, bend knees, straight back, heads up, hold the bench firmly with thumbs on top and all fingers underneath.
(c) Children say 1, 2, 3 lift so they all lift at the same time.
(d) The bench is pointed in the direction in which it is to travel, so no child walks backwards.
(e) When it has been carried to its appointed place, children say 1, 2, 3, down, and then sit on the **floor** away from the apparatus.

In the Infants: There should be 6-8 children with a piece of equipment.

In the Juniors: There should be 4 children with a piece of equipment.

Mats

Should be carried by the long sides and not at the corners as this causes sagging and damage. Infants should have 6 children to a mat and juniors 4, depending on the size of the mat. All walk forwards when carrying.

Teachers are in control of the mat trolleys, as children remove and return mats.

Surfaces should be free of holes or tears.

Wall bars/Climbing frame

Teachers must make sure they are fully confident and show children how to get it out and secure it.

All teachers must ensure that the:-

- cables and bolts have good tension
- benches and planks etc. are hooked on safely to other pieces of equipment
- apparatus is suitably and safely spaced
- apparatus is appropriate for the task set, ability and age of class

Although the ultimate responsibility of the arrangement and spacing of the apparatus is the teacher's, children should, from reception upwards, make decisions on the placing of equipment to increase their awareness of safety and space.

Only apparatus that has been officially provided and approved should be used.

Insecure or broken equipment should not be used and any concerns regarding equipment should be reported to the Premises Manager or Subject Leader.

Children should not be asked to jump from a height that is higher than themselves.

No-one should get onto apparatus until told.

Apart from benches there should only be 1 person at a time on high boxes and movement tables and no helping touching or pushing should occur when children are working on the apparatus.

There should be a clear signal of "**and stop**" At this instruction the children should be trained to descend safely without jumping and sit on the floor away from the apparatus, including mats.

Apparatus, including mats should never be carried over the heads of children.

The teacher should ensure they can see the whole class at all times, even when assisting a child.