



Bassingbourn

Community Primary School

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PE Policy

This policy was ratified on:

Implemented on:

Review date:

Signed by the Headteacher:

Signed by the Chair of Governors

Introduction

This policy document outlines guidance in relation to:

- The provision of PE
- How it is taught and learned
- How it contributes to the physical, cognitive, creative, social and personal development of all pupils
- The care, guidance and support of pupils and the framework through which all school leaders, teachers, and other adults supporting learning, understand and manage their roles and responsibilities in the provision of safe practice.

Aims

To provide an enjoyable and balanced physical education curriculum through which all children will develop an understanding of positive attitudes towards the healthy benefit of exercise, the satisfaction of a personal achievement and heightened self-esteem. Physical education enables children to:

- Develop an appreciation of skilful and creative performances across the areas of activity.
- Understand, recognise, and value the benefits of participation in physical activity whilst at school and into adult life.
- Grow in self-confidence and personal satisfaction through involvement in physical activity and develop positive attitudes towards physical activity.
- Develop planning, performing, and evaluating skills in all areas of the P.E. curriculum.
- Improve personal physical skills as well as team play and performance.
- Be able to follow instructions and rules, and to be able to always put these into practice in the field of play and for safety.

Objectives

- To provide a broad, balanced, and relevant curriculum that satisfies the needs of the current National Curriculum and provides pupils with appropriate challenge with acceptable risk.
- To develop a whole school approach to PE, which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, and to develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- To educate pupils about, and involve them in, the process of risk management, so that they understand their responsibility in this, for them to participate independently in PE and to establish good habits and awareness of safety.
- To ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves.
- To provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems, and overcome challenges, both as individuals and as part of a team or group
- To ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- To develop pupils' stamina, suppleness, strength, and the mental capacity (determination and resilience) to keep going.

- To develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school.
- To provide an out-of-school hours programme of activities which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make sufficient progress to access curriculum sessions with greater success.
- To provide opportunities for competition appropriate to the stage of the individual pupil's development
- To ensure that pupils enjoy and engage in life-long participation in physical exercise.
- to provide links to other areas of the curriculum and wider school, county, and national agendas.
- To develop pupil's individual performance and ability through a range of sports and activities.
- To ensure pupils understand the importance of teamwork and skills to play sports successfully and at competition level
- To provide the recommended time set by the government for physical activity (60 minutes active activity everyday with 30 minutes of this being in school)
- Early Years/Under 5s: Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day.

Provision

Curriculum overview

All pupils are entitled to a progressive and comprehensive PE programme, which embraces current Statutory Orders of the National Curriculum and considers individual interests and needs. The curriculum in place is designed to support the physical development of children from EYFS to KS2. In addition, the curriculum in place shows clear progression of skills, knowledge and physical literacy for a child passing through EYFS, KS1 and KS2.

Throughout their time in school, students will have the opportunity to:

- Acquire and develop new skills.
- Select and apply appropriate skills, tactics, and compositional ideas.
- Evaluate their own and others' performance to improve.
- Gain knowledge and understanding of how PE and sport contributes to staying physically, mentally, and emotionally healthy.
- Experience a range of roles – performer/coach/official/leader/team player.
- To link with other areas of the curriculum e.g. ICT, literacy, numeracy, PSHE and science (Highlighted on each GETSET4PE lesson plan)

EYFS – Curriculum

PE units and lesson plans for EYFS are designed and implemented to help support the following physical developments (gross motor skills), outlined in the EYFS statutory framework:

- “Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing”.

KS1 – Curriculum

PE units and lesson plans for KS1 are designed and implemented to develop fundamental movement skills, increase confidence and competence across a broad range of agility/coordination/balance activities and engage students in co-operative and competitive activities (against others and individually).

As outline in the national curriculum, pupils in KS1 at Bassingbourn Primary School are 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”.

KS2 – Curriculum

PE units and lesson plans for KS2 are designed and implemented to help support the development of a broad range of skills and actions (learning how to progress these into sequences of movement). Students in KS2 will also have the opportunity to develop the ability and skill to evaluate their own progress in PE. Throughout the curriculum students are encouraged to collaborate/compete with others, whilst always communicating effectively.

As outlined in the national curriculum, pupils in KS2 at Bassingbourn Primary school are taught to:

- “Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, 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.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.”

Teaching and Learning

- Lessons will be planned to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support for all pupils to make progress.
- PE lessons follow and adhere to the learning objectives outlined in the schools PE planning scheme (GETSET4PE)
- The learning environment will enable all pupils to recognise their own and others’ strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage the variety learners, providing them with the opportunity to learn from a range of activities.
- Lessons will provide appropriate activities, which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

We understand the importance of the subject contributing to all aspects of health. In the event of weather conditions making, it unsuitable to complete the activity planned, alternative arrangements are made. These include class-based activities around the

activity (e.g. evaluating and improving work based on watching video clips from previous weeks' learning) or rescheduling the activity for another day. If the indoor space is available, the activity is taught inside with modification or adaptation, allowing the learning intentions to be achieved.

On no account is PE used as a sanction.

Assessment & Recording

The agreed targets for PE sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each Milestone.

Teachers should ensure that, when evaluating and improving performance, connections are made between acquiring, developing, selecting, and applying skills. Pupils should demonstrate knowledge and understanding of health and fitness. Pupils should also demonstrate their ability to reflect, evaluate and improve performance.

Refer to National Curriculum documentation for details relating to PE strands and expected attainment. In deciding on a pupil's level of attainment at the end of a key stage, teachers judge which descriptor best fits the pupil's performance.

Assessing Progress

To assist in formative assessment, teachers use the following:

- Assessment statements (Found on the GETSET4PE Scheme)
- Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets.

Recording & Reporting

Teachers should have a clear reason for recording information. Significant achievements or weaknesses may be noted on an evaluation of the lesson and used to:

- Inform future planning for themselves or a new class teacher.
- Form part of the statutory annual reporting process, and in discussions with parents
- Help children as a basis for future target setting.
- Inform during transfer between classes and key stages to ensure continuity of progression.

Equality, Diversity and Accessibility

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabilities, gifted and talented pupils and those who have English as an additional language. Lesson planning, delivery and assessment tries to ensure that pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum. The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, STEP analogy, safe spaces in which to work and differentiated tasks which enable all pupils to make progress.

Differentiation

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages. Using different types of equipment and resources. Use of ICT (cameras, interactive whiteboards, and software) and consider varying the play surface used.
- Pupil groupings, e.g. ability or mixed ability groups; group, paired or individual activities; the opportunity of varying adult support given.
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.
- The use of STEP (Space, Task, Equipment, People) analogy to differentiate between children's ability to perform Adults Supporting Learning (ASL)
- ASL include classroom assistants, teaching assistants, HLTA, learning mentors and volunteer parents but not trainee teachers.

Additional support staff will be used during curriculum and non-curriculum time to:

- Support the delivery of high-quality PE.
- Enrich or enhance an activity pupil are undertaking.
- Provide training opportunities for staff.
- Provide additional opportunities for OSHL
- Contribute to any LA or SSP developments e.g. support the School Games Framework

All ASL will receive appropriate access to School, LA and SSP training and support to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice.

The Headteacher will always maintain responsibility for safe recruitment procedures.

The class teacher will always maintain overall responsibility for what is taught and the conduct, health and wellbeing of the pupils.

No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL.

Staff Development

Opportunities for the development of all staff should be provided to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject, which is undertaken by the designated Subject Leader and should be done in conjunction with the whole school development plan. The Subject Leader should ensure that all teaching staff, ASLs and coaches are aware of the development opportunities available from the Advisory Service, Teaching School Alliances, School Sports Partnership, and other partners. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

Leadership & Management

The Subject Leader is accountable to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan.
- Auditing, ordering, and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well-taught and protected.
- Accessing any funding available that may enhance the quality of PE within the school.
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and setting future targets.
- Make all resources available to all staff, including policy, schemes of work, assessment materials, resources to support learning.
- Carry out risk assessments in line with local authority procedures.
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any Local Authority and School Sport Partnership developments where appropriate.

Monitoring & Evaluating

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement
- Pupil interviews
- The opportunity for EDS / SSP high quality sampling visit.

Safety Issues – Safe Teaching, Teaching Safety, equipment safety

Risk Assessment/Managing Risk

The importance of safety in PE is stressed immediately to pupils that enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk, so nobody gets harmed. This process of risk control is reinforced in the classroom through the production of posters that can be pinned to the wall to highlight these dangers.

Mats/gymnastics equipment

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a

suitable cushioned area for aspects of floor work (e.g. developing rolling). Mats should never be used to protect against foreseeable outcomes of poorly developed skill such as anticipating that pupils will fall while suspended from a horizontal ladder or similar apparatus. Crash mats, springboards and trampettes are only to be used with qualified practitioners who knows how to use the advanced apparatus (This is likely to take place outside of curriculum time)

During the thorough risk assessment of the school which is carried out on a termly basis (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the Head teacher. Also, teachers are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

In summary, schools should consider the following process:

- Decide what requires a risk assessment.
- Identify the hazard – anything that can cause harm.
- Decide who is at risk.
- Evaluate the risk.
- Record the findings.
- Devise control measures to minimise the risk (risk management)
- Inform those affected.
- Periodically review the assessment.

Pupils' involvement in, and responsibility for, their own safety

From the youngest age, pupils will be encouraged to look around them and identify what they perceive could harm them before the beginning of each PE lesson. Continuously, the teacher needs to identify general considerations and question with the pupils whether a situation is safe and what considerations have been addressed. The pupils will have learning experiences, appropriate to their age, that enable them to plan and manage their own activities safely. These will, of course, be managed remotely by the teacher who maintains duty of care.

Pupils will be made aware that chewing and eating during an activity is not acceptable.

PE Clothing/Kits

The importance of appropriate clothing and footwear is implemented immediately when pupils enter the school. Pupils should wear clothing that is fit for purpose according to physical education school sport and physical activity (PESSPA). For indoor sessions clothing should be light and allow good freedom of movement, without being baggy or loose. For outdoor sessions clothing should allow good freedom of movement but will also need to offer some insulation from cold weather in winter months.

Class teachers are responsible in ensuring that all children are wearing the correct school PE kit to ensure children's safety during a lesson. Children with long hair are required to tie their hair back. Equally all children must ensure their nails are kept short to prevent injury to you as a player and your opposition. Shoes are not permitted during gymnastics or dance activities and during all other sporting activities children must ensure they have footwear which is fit for purpose. All children and teachers must have trainers (not plimsolls) to ensure effective grip, support and reasonable protection for outdoor (PESSPA) activities and games. The following list provides an overview of the appropriate clothing that children must bring for PE lessons:

KS1/EYFS:

- Trainers (not plimsolls)
- Socks (white or black)
- White T shirt
- Shorts (blue or black)
- Tracksuit bottoms (blue or black)
- Tracksuit top (blue or black) preferably without a hood or zipper

KS2:

- Trainers (not plimsolls)
- Socks (white or black)
- White T shirt
- Shorts (blue or black)
- Tracksuit bottoms (blue or black)
- Tracksuit top (blue or black) preferably without a hood or zipper

Swimming:

- Swimming costume (no bikinis or long shorts)
- Swimming shoes to walk to and from the pool.
- Swimming hat
- Towel
- Swimming sock (if required. Can be used if child can put this on themselves)
- Goggles (for KS2 only) *If the teacher feels during the lesson that the goggles are obstructing the view of a child or are deemed unsafe for the activity, the teacher has the right to ask the child to remove their goggles.*

For those who persistently forget their kit, they will be reminded of the importance of PE and a note will be sent to their parents asking for their co-operation (available from the PE Subject Leader). Each class will have a note on the school website that parents can see, indicating when PE takes place.

Jewellery

During PE lessons the following LA advice is followed and adhered to: 'The National guidance has always been that jewellery must not be worn in PE and that includes swimming and

physical activity. Children who must wear earrings could participate in low-risk activities but at the point where risks are higher, alternative activities (such as leading, coaching, officiating, working on skills in isolation...etc) should be offered. Children should not be dis-applied from PE because of pierced ears.

- Low risk is where children can work and be secure in their own personal space.
- This could be warming up, skills practices on their own or with a partner, observing and analysing, officiating, coaching...etc.
- Higher risk is where that personal space could be compromised ... this could be by other participants or by equipment.
- This could be games activities where there are elements of 'scrimmage', gymnastics where children are close to each other or where the floor / equipment could come close to the ears, swimming, dodgeball ...etc.

It is not safe to cover earrings / studs / sleepers with tape. The reason is both because of the potential tearing of the ear lobe, but also the very slim chance that the post of the earring could damage the neck which is where the brachial nerve is running directly to the brain.

Personal Protective Equipment (PPE):

It is parental responsibility to provide PPE where suggested. PPE refers to any extra device worn or held by an individual for the protection against safety hazards. In KS2 children can participate in Hockey. We strongly advise the provision below to ensure pupils' maximum protection during lessons, interschool competitions and fixtures. Parents will be informed with reasonable time of the need to supply this equipment.

PPE advised for KS2 children:

- Football boots (these are optional footwear that children are welcome to bring in when playing football). Due to health and safety reasons no metal studs are to be worn.
- Mouth guards (mouth guards are recommended at all levels of participation by England Hockey and are compulsory if attending a inter school competition or fixture)
- Shin pads (compulsory for football and hockey)

At no point should staff proceed with the planned lesson/activity if their planning has identified, based on school policy, that PPE is missing for one or more children. In the event that a child does not have the appropriate clothing/kit/PPE – or if hair cannot tie back / nails are not kept short, teachers need to take action to make the lesson safe to ensure the pupil/s still participate in as much of the learning as possible. In most cases the teacher may need to adjust/modify current plans or plan an alternative activity to enable safe participation without the required items.

This may mean:

- Providing PPE where possible and practical
- Grouping pupils together who do not have the required PPE and assigning them tasks/activities which are safe.
- Rotating groups to take part in different activities, some which require PPE and some which don't require PPE.
- Changing the task for all pupils so those without PPE are not put at risk.

- Assigning children without PPE to an active role within the lesson without putting them at risk, such as peer observation, coach, video recording.

Equipment & Resources

The PE equipment is stored in several areas. The larger gymnastics equipment is stored in Hall behind the curtains. Gymnastics mats are stored safely on a trolley. KS1/EYFS equipment is stored in the two cupboards in the Hall. KS2 resources are stored in the sheds beside the KS2 playground, with swimming pool equipment stored in the swimming pool area. Books and written resources are stored with the PE Co-ordinator/lead within their classroom with staff always access available. Resources are also shared in the central server for staff to access and use. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children to enhance learning.

Pupils are encouraged to:

- Look after resources.
- Use different resources to promote learning.
- Return all resources tidily and to the correct place (Staff to supervise)
- Be told of any safety procedures relating to the carrying or handling of resources. (see school Physical Education risk assessments)

GDPR

GDPR Article 6 1b states that processing of data for assessment is necessary ‘for the performance of a contract to which the data subject is party’. PE data is stored on Classroom Monitor and within teacher’s assessment folders. Please see BCPS Privacy Notice / Data Retention policies for more information.

Child Protection Statement

At Basingbourn Community Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs, and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.