



Physical Education, School Sport and Physical Activity Policy Information 2023/24

Rationale

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals and in groups and teams.

It **further** promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

Aims

We aim to provide opportunities to increase children's self-confidence through an ability to manage themselves successfully in a variety of situations. Children are provided with opportunities to take part in a wide range of sports activities which are carried out in a safe and supportive environment, where effort and hard work, as well as success, is celebrated and enjoyment and working together as a team is promoted.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity. Physical education has the potential to make significant contributions to, and provide substantial support for, many areas of the curriculum.

Aims of the NCPE

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Bradshaw Hall School Aims (Intent)

- Provide a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk
- Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential and develop competence
- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves by challenging pupils to select and use skills, tactics and compositional ideas
- 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

- 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.**
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- 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
- 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
- Provide opportunities for competition appropriate to the stage of the individual pupil's development
- Ensure that pupils **enjoy** PE and school sport and establish community links and pathways for pupils to engage in life-long participation
- Provide links to other areas of the curriculum and wider school, county and national agendas

PE and sport premium funding:

Bradshaw Hall uses the funding to make additional and sustainable improvements to the quality of PE and sport we offer. The Primary PE and Sport Premium plan is available on the school website.

Our PE and Sport Link Governor is Darren Pye.

Objectives

Rules, vocabulary and game skills such as *attack*, *defence* and *fielding* will be taught. Staff encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations. During P.E. lessons, staff can refer to work in other curriculum areas when appropriate. In order to progressively develop, children should follow written and verbal instructions accurately.

The scheme of work (Get Set 4 PE) identifies planned opportunities for pupils to develop a range of skills and to appraise their performance. There are opportunities for individual and/or group activities so pupils can express their feelings verbally and learn how to work cooperatively as well as on their own. Staff encourage pupils to improve in a particular sport or skill over a period of time adhering to the School reward systems in order to encourage pupils to achieve their full potential and experience a feeling of achievement. Pupils are encouraged to share their experiences/culture with others in order to enhance the quality of learning and to develop socially and inclusively.

Time Entitlement

The government recommends that all Primary School children should have access to 2 hours timetabled P.E. curriculum provision per week. In addition, extra P.E. activities can be provided through the schools after school clubs.

The hall timetable is allocated for 1 session per week for each class from Nursery Class to Year 6.

Inclement Weather

Alternative arrangements/timetable shifts are considered in the case of foul weather. This may include class based activity or rescheduling. Focus should always be on the delivery of planned learning; the knowledge, skills and understanding.

Curriculum/links with other subjects

Our Scheme of Work based upon '**Get Set for PE**' and programmes of teaching and coaching resources from P.E. courses attended are used to fuse together and create a good P.E. programme. The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities both in and out of curriculum time. At the beginning of their school life children learn and explore basic movement skills, they develop these skills throughout their time at Birdwell and leave as confident movers able to play a wide range of sports.

Physical Education provides opportunities for pupils to become physically confident in a way which supports their health and fitness, as well as allowing opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.

Experienced Sports Coaches are often invited into school to support our curriculum P.E. lessons and embed their sport and to develop their skills further because at Bradshaw Hall Primary, we recognise the advantages and benefits of working alongside and delivering outside agencies.

The areas of learning include outdoor and adventurous **activities**, multi-skills, invasion games, dance, net and wall games, gymnastics, striking and fielding and athletics.

Staff Development

The needs of the staff are identified through the monitoring and evaluation of the subject, which is undertaken by the PE Subject Leaders and in conjunction with school development planning. The Subject Leader ensures that all teaching staff are aware of the development opportunities available from the School Sports Partnerships 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.

Enrichment activities and club based after school activities

The aims of the out of school hours learning programme are to *extend* and *enrich* our work being done during curriculum PE and to provide pupils with opportunities to *enable* them to develop their skills further.

A diverse timetable of opportunities is provided which suits the needs of all pupils. Out of school hours learning takes place both before and after school, and at lunchtime.

All out of school learning opportunities:

- Provide a balance of competitive and non-competitive activities through intra and inter school events
- Provide specific movement/general physical activity clubs, which develop fitness
- Ensure that pupils are offered the opportunity to attend out of school activity(Key Stage 1 and Key Stage 2)
- Ensure that the school regularly participates in SSP and County-wide events which promote physical activity and support links to community clubs

Swimming

Swimming is provided by the local authority and is delivered for our Year 3 and Year 4 pupils, who have swimming lessons for the final term and first and second term respectively, in order to achieve their National Curriculum badge. These lessons replace one weekly P.E. lesson for this year group.

Boys and girls will use the separate changing rooms at the pool. Male and female members should only enter the changing room of their own gender.

Equality & Inclusion

The Education Reform Act of 1988 gives children the entitlement to all areas of the National Curriculum. The Education Act of 1996 reinforces physical education as a foundation subject for all pupils.

Physical education will not be withheld as a sanction, although individuals may be withdrawn if their actions are deemed dangerous either to themselves or others.

In accordance with the school's Equal Opportunities Policy' all pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. We aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend and provide a greater challenge for more able pupils. A register of Gifted and Talented pupils who demonstrate exceptional performance or talent in a sporting area is kept and updated each year.

Assessment and Recording

Teachers assess children's work in P.E. by making assessments as they observe the children working during lessons. Teachers record the progress made by children against the learning challenge and success criteria for a lesson. At the end of a unit of work, teachers make judgements as to whether a child has met, exceeded or is working towards the expectations for each individual lesson and this should be recorded and can be used to enable the teacher to make an annual assessment of overall progress for a child when writing an annual report for parents.

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. At the end of a unit of work, teachers will assess each child as to whether they have met, exceeded or are working towards the expectations for that particular unit. These assessments can be used to enable the teacher to make an overall annual assessment of progress. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of P.E. is in accordance with the National Curriculum 2014 attainment target for each key stage. Education (afPE).

Health and Safety

"Safe Practice in Physical Education, Physical Activity and School Sport" (2020) guidance provided by the Association for Physical

P.E. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. Safety is further enhanced by emphasis on the need to wear correct clothing and use the correct equipment in a safe manner. There is a need for warm-up and recovery periods when exercising. Children should only miss P.E. lessons on health grounds when it is requested by their parents either directly or by a letter to school.

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

Also teachers in school are encouraged to carry out dynamic 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.

P.E. Kit

Children are required to wear appropriate P.E. clothing, being shorts or jogging bottoms, t-shirt (in house colour) and trainers. It is encouraged that outdoor P.E lessons take place in all seasons and in as many weather conditions as feasible.

The following are requirements and or recommendations:

- During the colder months, children may wear a suitable jumper or fleece without a hood. During certain activities, children may be permitted to wear a coat.
- Wearing jewellery of any kind, including watches, is not permitted. Earrings must be removed in order to participate in P.E. lessons.
- Medium length / long hair must be tied back at all times. to avoid entanglement
- Children must have bare feet during gymnastics and dance lessons.
- Glasses should be discouraged unless on medical advice. If glasses are worn a risk assessment of the activity should be considered and if necessary an adaption to the lesson made
- Changing Provision: Year 6 children use different areas for changing for PE

Teachers send reminder slips home to remind parents of children who have not brought in a P.E. kit. A copy of this reminder can be found at *Appendix 1*. Children who are persistently without their kit should be reminded of the importance of P.E..

It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved with the teaching of any P.E. activity.

Exclusion from lessons due to inappropriate attire will try to be avoided. The child can contribute to group planning, designing and tactical discussions etc,

Accidents

For minor injuries such as bruises or bumps the children should be encouraged to continue where possible but to sit and wait if necessary. For small cuts or grazes, the child should be sent into school to receive first aid treatment. For serious accidents (head injuries, serious cuts or a suspected fracture) the teacher should remain with the child and send two responsible children, or a Teaching Assistant if one is available, to inform the school office. After a serious accident, the teacher must complete an accident report form which is available from the school office.

Medical conditions...inhalers

Equipment and Resources

We have a wide range of resources to support the teaching of P.E. across the school. All equipment is kept in the P.E. Store. The P.E. Store should only be accessible by adults.

Any damage, breakage or loss of resources should be reported to the PE Subject Leader as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

Equipment safety

Small equipment is checked by the PE coordinator on an ongoing basis. If any defect is found in any of the P.E. equipment, this should be reported immediately and withdrawn from use. An annual check of large equipment is made by the local authority with their recommendations acted upon. The children are taught the safe methods for carrying and positioning apparatus. As such, we expect our children to take responsibility for the setting up and putting away of equipment.

It is staff responsibility to return resources to the PE shed.

Ordering Equipment

P.E. equipment is purchased through the school budget or from Sports Premium Funding. If staff have a particular requirement they should speak to the coordinator regarding availability of funding for the purchase.

Policy Agreed:

Policy Review Date:

Appendix 1

Dear parent /carer,

_____ was unable to participate in P.E. today because they did not have a P.E. kit in school / they were not wearing suitable clothing to join in.

P.E. is on a _____ and _____. Please ensure your child has the required P.E. kit in order to participate in lessons.

Many thanks,
