

PE and Sport Policy



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1. Curriculum Statement

Intent

Sabden Primary School recognises the value of Physical Education (P.E). and sport. We fully adhere to the aims of the National Curriculum for physical education to ensure that all children:

- 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

Implementation

P.E. and sport is taught at Sabden Primary School as an area of learning in its own right as well as integrated where possible with other curriculum areas. We allow our children to experience a wide range of physical activities, to provide them good foundations to be physically active in later life.

We teach lessons so that children:

- Have fun and experience success in sport
- Have the opportunity to participate in P.E at their own level of development
- Secure and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment

- Have a foundation for lifelong physical activity, leaving primary school as physically active.

Impact

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At Sabden Primary, we provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

2. Teaching and learning

Teaching styles and strategies provide opportunities for children to participate in a range of activities and evaluate the performance of themselves and others. Children experience a range of opportunities to work individually, in pairs or groups over time.

Lessons taught all begin with warm up activities, before sharing learning intentions and the teaching of key skills. Children have the opportunity to practice these skills under the direction of the teacher, before using them to play a range of games, perform routines or improvise new ideas. In key stage two, many sessions work towards children participating in team games.

3. Assessment

Assessment of PE and sport is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening to offer instant intervention and feedback to ensure children make the progress within the session that they are capable of. Lessons are planned alongside the PE Passport, to ensure that they are fully inclusive and take into account children's differing needs and physical ability. The assessment of PE at Sabden Primary is in accordance with the National Curriculum 2014 attainment target for each key stage, and uses Lancashire assessment documents.

KS1

Children should develop fundamental movement skills, becoming 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 and cooperative physical activities, in a range of increasingly challenging situations.

KS2

Children 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 communication, 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.

4. Planning and resources

P.E. and sports equipment is stored safely in the outside PE shed (for games and athletics) and hall cupboard (gymnastics, dance & FMS). Only members of staff have access to these. The storage of equipment is regularly checked by all staff to ensure tidiness and ease of access. If broken equipment is found, the subject leader and head teacher are made aware of this and decide whether it needs to be replaced.

School sports funding

The school works collaboratively to decide on areas that need to be enhanced within sport and P.E. and all final decisions in funding rest with the Head Teacher. The 'PE and sports premium' is designed to improve the quality of PE and sport activities that is offered to children. Schools receive PE and Sports Premium Funding based on the number of children in years 1-6. Information about the school's funding allocation and how it has been spent is published on the Sabden Primary School website under PE and Sports premium.

5. Organisation

Under the 2014 PE Curriculum, PE is a statutory subject to be taught and is taught for 2 hours each week.

At Sabden Primary School, we value the importance of physical activity, so choose to provide one-hour session based around core curriculum skills, and another hour introducing children to a wide range of alternative physical activities such as yoga and orienteering. All year, we also provide opportunities for interschool competition, and allocate time for additional PE and sports.

Swimming provision

At Sabden Primary, children attend swimming lessons at Padiham Swimming Pool in the summer term for year 3. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course. Children that are identified as not meeting the National standard for swimming as outlined by the DFE, are given the additional opportunity for top up lessons in years 4, 5 & 6.

Extra-curricular activities

Many of our children will access further extra-curricular activities to enhance the work that goes on in curriculum time. As a result of this, we work with outside agencies and local clubs to provide access to further opportunities for quality Physical Education provision. For example, we have offered clubs in yoga, netball, football and dance to name but a few.

6. EYFS

We recognise the importance of Physical Development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Moving and handling and Health and Self-care

- Moving and handling: Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care: Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS have the opportunity to enjoy energetic play daily, using the provision in place in EYFS. Furthermore, they participate in weekly physical development lessons giving children the opportunity to practice movement skills through games and dance.

7. KS1 and KS2

KS1 Attainment target

Children 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.

Children 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 Attainment target

Children should continue to develop and apply 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 communication, 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:

Children are taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate.
- Develop flexibility, strength, technique, control and balance.
- 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.

Swimming and Water Safety

Children are taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

8. Equal Opportunities

At Sabden Primary School, we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe that all children should have equal access to provision in a range of physical education activities.

9. Inclusion

We are committed to ensuring that all children participating in PE and physical activity irrespective of any special educational need(s) or physical disability they may have, and provide adjustments through careful planning to ensure accessibility to the activities.

Targeting

When participating in inter-school competition and events, teachers will liaise to ensure all children have the opportunity to participate. In some events, SEND or gifted and talented children may be targeted.

10. Role of the subject leader

Training

- Provide support and training for staff where needs are identified.
- Allow opportunities for staff to shadow sports coaches, to support CPD.

Curriculum

- Complete the curriculum provision map annually.
- Timetable specialist teachers, coaches and opportunities (liaising with head teacher)
- Ensure the PE curriculum resources available to teachers are of a good standard and quantity.
- Promote PE and sport across the school, encouraging participation through the development of Sport Leaders

Organisation

- Report on school swimming attainment annually and record this online.
- Complete risk assessments for out of school sports events.
- Organise sports day/week
- Report to head teacher and governors annually.
- Update school website regularly to reflect sports in school.

Budgeting

- Complete the 'Evidencing the Impact of Primary PE and Sport Premium' document annually, uploading to website and providing to governors.

11. Parents

Parents are encouraged to liaise with the school if they are expert in a particular sporting area. In this instance, we can involve a parent in the delivery of lessons/clubs or events. Parents are encouraged to attend sport's day to celebrate a promote physical activity, as well as support groups to travel to sporting events. Attainment and progress in PE and sport is reported annually to parents in the annual school report.

12. Healthy and safety

Health and safety practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential.

PE kit

Children will wear a 'pe uniform' on the day they have PE.

Indoor kit

- Pumps/barefoot/trainers
- White t-shirt
- Black shorts/skort

Outdoor kit

- Trainers
- Jogging bottoms
- White t-shirt
- Zipped hoodie

Jewellery and hair

Wearing jewellery or smart watches are not allowed in PE lessons. Where children have recently had ear piercings they must remove them on PE days for their own safety. Children with medium/long hair will be required to tie it up.

Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have two hours across the week, so if the weather is not appropriate for outdoor PE, time slots can be rearranged at the discretion of the class teacher, or indoor PE activities can be provided.

Hygiene

Children are taught about the body changes that occur when they are exercising along with the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper key stage two, and as such, provisions can be put in place.

Staff dress

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

Policy Date July 2023

Review Date September 2025