



West Hill Primary School

Physical Education Policy



Let's shine together

Our vision is a school where everyone shines

What we do and encourage as a school family;

Achievement – excellence in teaching and learning which excites and inspires our children to be the best they can be.

Happiness – smiling, engaged and articulate children who are listened to, encouraged and given every support to maximise their own individual potential.

Friendship – children who are kind and caring towards each other, building lasting friendships.

Respect – a respect for people, each others' beliefs, our environment and all living things.

Responsibility – independent, creative thinkers who have the confidence to be responsible for themselves, their behaviour and for others.

Co-operation – working together, listening and valuing others' opinions within the school family and the wider community.

This policy was adopted by West Hill Primary School Governing Board on
1st March 2020

Date of Review	Body responsible for review	Date of next review
Nov 2023	Subject Leader	Nov 2025

STATEMENT OF SAFEGUARDING CHILDREN

At West Hill Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

This Policy has 'Safeguarding Children and Child Protection', the sentiments of 'Every Child Matters', 'Excellence and Enjoyment', the school's 'Healthy School', 'Artsmark Gold' and 'Eco School' ethos and the School's Mission Statement and aims at its heart.

Purpose of this policy

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers' understanding of the curriculum
- To fulfil the school's Missions Statement and Aims

Our rationale for teaching PE

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

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, including how to make choices that help them live a healthier and more active lifestyle beyond their school lives.

As a school, we also work hard to promote Physical Literacy, both in PE lessons and through an active school environment. Physical Literacy is defined as an individual's relationship with movement and an active lifestyle throughout their life, and we recognise the important part we play in providing early, positive experiences of keeping fit and active regardless of sporting prowess.

Our teaching aims

- teach pupils to be more skilful in the ways they control their movements and develop co-ordination;
- develop habits leading to a healthy and active lifestyle and promote Physical Literacy.
- help pupils understand how the body responds to activity;
- develop pupils' confidence in applying and adapting a range of skills in a variety of settings;
- foster an appreciation of the artistic & aesthetic aspects of physical activity
- contribute to pupils' social and emotional development, by developing their self-confidence and self-esteem;
- develop personal qualities such as commitment, fairness, tolerance, and a concern for others;
- develop personal and social competence and the necessary skills and attitudes to manage success in competitive and co-operative situations; to cope with losing, and to retain a proper sense of perspective in competition
- develop their transferable cross-curricular skills and their creative independent thinking skills, for example their evaluative and critical skills.
- to effectively teach water safety and self-rescue.
- to teach a variety of strokes and for all children to be able to swim at least 25 metres confidently.

To develop staff confidence and competence in teaching physical education:

- the subject leader will attend Learning and Development Partnership (LDP) area conferences;
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management;
- the subject leader will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training.
- We use links with the Ottery St Mary Sports Partnership to provide in house CPD opportunities.

The attention of staff is drawn to new safety guidelines which are published nationally or locally.

How PE is structured throughout the school

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs.

Pupils have experience of at least five components of the National Curriculum Programmes of Study, (athletics, dance, games, gymnastics, outdoor education and swimming) so that they have every opportunity to meet and exceed expected levels.

The curriculum is planned to provide a balance of activities across the Programmes of Study outlined in the National Curriculum Physical Education Programmes of Study. The scheme of work is based on "The Devon PEDPASS Scheme". The Foundation Stage and Key Stage 1 combine 'Leap into Life' with the National Curriculum Physical Education Programmes of study to meet the needs of the Class and the 'Physical Development' area of learning in The Early Years Foundation Stage.

The hall is timetabled for at least one indoor session per class per week, with the other session outside either on the playground or on the field, activity and weather dependent. All classes will have the opportunity to work with at least one outside coach as well, both to boost the Children's attainment and also to provide CPD opportunities to members of staff.

We work closely with the Ottery St Mary Sports Partnership providing further opportunities for the pupils to take part in competitive sports with other local schools at regular intervals throughout the school year.

The governing body has agreed that swimming lessons will take place for Year 3 pupils weekly during the spring term. Transport time is included as part of the physical education time allocation.

The subject leader is responsible for overall curriculum planning, the management of the subject, the provision of equipment and its accessibility. The headteacher is responsible for the overall implementation of the physical education policy. A named governor is designated to take a specific interest in the subject, focusing, with the subject leader, on evaluation and development plans.

Our approach to PE

Outstanding lessons should contain the following elements:

- **purpose:** lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson; pupils should be able to assess their own learning and progress at the end of the lesson;
- **progression:** pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills;

- **pace:** high levels of activity, avoiding dead spots, with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised;
- **coherence:** all teachers should reinforce previous understanding and establish links between curriculum experiences.
- **challenge:** high expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks;
- **differentiation:** is achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups;
- **pupils' responsibility:** in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practice and repeat movements in order to improve efficiency and the quality of their performances.
- **assessment:** teachers record the progress the pupils have made through self-assessments, photographs of children's work and videos. Pupils can reflect on these before the next lesson.

Ensuring safe practice in PE

Safety should be paramount when planning physical education activities. All teachers must refer to the Safe Practice in Physical Education and School Sport textbook (found in the staffroom) for advice and correct implementation of safety procedures.

Where appropriate, risk assessments should be included in lesson plans, and safety aspects should be discussed with the pupils prior to activities. Pupils should be taught how to improve their own abilities to assess risks.

First aid equipment is available, and all staff are first-aid trained and know what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma must be readily accessible. A 'help card system' is used to enable teachers to contact the school for help in the case of an accident.

Regular checks are made on all equipment. The subject leader makes frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger should be taken out of use immediately and the subject leader must be informed of any faults.

All large items of equipment are inspected annually by an independent safety expert under a contract set up by David Taylor Gymnasium Services Ltd. (DTGS Ltd).

Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.

Pupils are made aware of safe practice when undertaking any activity, (e.g. not lifting Unihoc stick, not jumping or running in front of others, etc).

Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewelry and other body piercing.

Good class control and discipline, appropriate routines and the use of recognised procedures to teach skills are fundamental to safety.

Equal opportunities in PE

All pupils are entitled to and are included in all PE lessons.

Lessons provide good quality experiences that are suitably challenging for all pupils. Pupils undertake different activities, but all pupils are given the same opportunity to achieve the aims through an

appropriate range of activities. For pupils with limited gross motor skills, the integrity of activities is maintained and expectations take into account the individual needs of pupils. A range of equipment is provided to support pupils with limited gross motor skills.

Where necessary, a teacher assistant will support pupils in PE who require particular assistance.

As part of the ongoing monitoring of external participation, the Subject Leader will work with Class Teachers to ensure that there are opportunities for all abilities to participate in activities and competitions outside of PE lessons, including SEN and Pupil Premium children.

SMSC (Spiritual, Moral, Social and Cultural Education) is at the heart of our teaching and learning. Pupils' SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Assessment and recording in PE

The subject leader monitors standards achieved throughout the year and in accordance with the school's rolling programme for monitoring and evaluation, by using allocated time to observe lessons and extra-curricular activities. This is achieved by collecting teacher assessments of pupils' progress aligned with QCA's exemplification standards and the expected levels in the National Curriculum. Where particular weaknesses in skills are observed, modification of the curriculum and time allocation for particular aspects of physical education are considered and changes made when necessary.

Swimming will be monitored in their lessons, with non-swimmers being given the opportunity, where available, to improve their swimming through booster lessons funded by Sports Premium money. A parent questionnaire will be sent at the end of Year 5 or beginning of Year 6 to monitor which children have reached the expected level of being able to swim 25m confidently.

The Subject Leader, via a Sports Participation document, will monitor the rate of participation in extra-curricular activities throughout the year.

Review

This policy will be reviewed every two years in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

This Policy should be read in conjunction with West Hill Primary School's Policies for:

- Safeguarding Children and Child Protection
- Behaviour and Discipline
- **Dance**