Coley Primary School PE Policy

Documents to accompany this policy:	Health and Safety Policy Accident Reporting Procedure
Member of staff responsible:	Mrs Pengelly/ Miss Sowinski
Governor delegation:	Headteacher
Statutory/ Non-statutory:	Statutory
Date of policy approval:	January 2023
Date of policy review:	January 2024

Last updated: January 2023

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The early years foundation stage (EYFS)
4. Curriculum
5. Teaching and learning
6. Assessment and reporting
7. Cross-curricular links
8. Extra-curricular activities
9. PE kit and changing rooms
10. Behaviour
11. Health and safety
12. Reporting accidents
13. Equal opportunities
14. Monitoring and review

Statement of intent

Coley Primary aims to provide opportunities for all pupils to develop confidence and a life-long enjoyment and enthusiasm for physical activity which additionally supports their health and fitness. At Coley, we encourage the children to participate in a range of group and individual sports and activities which build on skills developed from EYFS through to KS1 and KS2. Children also have the opportunity to participate in competitions including Sports Day and inter-school competitions in KS2. These allow children to combine their skill application with important values within education such as fairness and respect.

Real PE Legacy

Coley Primary is proud to be a Real Legacy School and is striving to create a new ambition for every child. Real PE is fully aligned to the aims of the National Curriculum and Ofsted requirements. It allows our teachers to provide a creative and engaging physical education for our children at Coley Primary. Not only are we on a mission to get our children more active by developing the fundamental movement skills, our PE lessons are centred around the child and enable them to be successful in the classroom and in later life.

Our school curriculum overview for Physical Education follows the overview set out by Real PE. There are additional units of learning for specific year groups related to opportunities in PE (including swimming and Bikeability) and applying skills in competitions with other schools.

Progression of Fundamental Movement Skills

Throughout their time at Coley Primary, children will develop their fundamental movement skills focusing on agility, balance and co-ordination which are initially explored in Foundation Stage and built upon throughout every school year. This progression of skills is clearly demonstrated by Real PE's Progression of Fundamental Movement Skills document. Children should aim to reach the statements in the document by the end of each Key Stage, however teaching and learning can be adapted to support and challenge children depending on their needs.

Progression of Skills – the whole child approach

As well as the fundamental movement skills, children will also be learning through six main skills which encompass the National Curriculum for PE. Real PE bases their units of lessons on these six skills which are visited in every year group throughout the year:

- Personal
- Social
- Cognitive
- Creative
- Physical
- Health and fitness

Each of these units allow the children to progress and reach end of key stage targets. This is evidenced in Real PE's Progression of Skills document. These skills can also be visited in other areas of the curriculum and are designed with the whole child in mind. By following these

skills areas throughout the year, children are able to apply and develop their fundamental movement skills.

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

1. Legal framework

1.1. This policy has due regard to legislation and guidance including, but not limited to, the following:

- Workplace (Health, Safety and Welfare) Regulations 1992
- Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE (2013 'Physical education programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'

1.2. This policy will be implemented in conjunction with the following school policies, documents and procedures:

- Health and Safety Policy
- Accident Reporting Procedure

2. Role and responsibilities

2.1. The **headteacher** is responsible for:

- Appointing an appropriate **PE coordinator**.
- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken.
- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the **PE coordinator** regarding the spending and impact of the PE and sport premium funding.
- Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.

2.2. The **PE coordinator** is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards and liaising with school site staff.

- Monitoring the teaching of PE at the school, ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments and ensuring that the details of any PE-related accidents are recorded, including the action taken and the health and safety procedures followed.
- Maintaining records relating to the teaching of PE, including lesson plans, and risk assessments.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- Liaising with the **senior leadership team (SLT)** and other relevant staff members regarding the use of the PE and sport premium.
- Providing the **headteacher** with a summary report regarding the teaching of PE at the school for the Headteacher Report.

2.3. Staff members involved in the teaching of PE are responsible for:

- Acting in accordance with the school's **Health and Safety Policy**.
- Reporting accidents and other incidents in line with the school's **Accident Reporting Procedure**.
- Participating in any necessary training or CPD.
- Keeping up-to-date with changes within the subject area.
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Ensuring that privacy is given to pupils whilst they change for PE lessons.
- Providing an appropriate level of assistance, where necessary, to pupils changing for PE lessons.

Parents are responsible for:

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for PE classes.
- Ensuring children do not wear jewellery on PE days or children are able to remove jewellery (including earrings) prior to the lesson. Should the child be unable to remove jewellery (due to religious reasons or awaiting 6 weeks following a piercing), the parents must provide the child with microporous tape to sufficiently cover the earrings. Children with longer hair must have their hair tied up.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.

2.4. Pupils are responsible for:

- Bringing their PE kit to school on the appropriate days.
- Removing any jewellery (including earrings) prior to the PE lesson and ensuring long hair is securely tied back.
- If earrings cannot be removed (due to religious reasons or awaiting 6 weeks following a piercing), the pupil must apply sufficient microporous tape to the area.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.

3. The early years foundation stage (EYFS)

3.1. Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

3.2. Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons.

3.3. Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastic apparatus, floor mats and sporting goods, such as balls and beanbags.

3.4. Pupils' physical development will relate to the objectives of the early learning goals, which are set out in the DfE's 'Statutory framework for the early years foundation stage', including:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing and going to the toilet.
- Work and play cooperatively and take turns with others.
- 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.

3.5. All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

3.6. EYFS classes will have **two** PE lessons per week, one which will be outdoor play, weather permitting, and the other which will take place in the **school hall**.

3.7. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

4. Curriculum

4.1. During KS1, pupils will be taught to:

- Develop confidence with basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning 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.

4.2. During KS2, pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through a range of traditional and adapted games including netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

4.3. In relation to swimming, pupils within KS1 and KS2, will 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 breaststroke.
- Perform safe self-rescue in different water-based situations.

5. Teaching and learning

5.1. All lessons will be planned and taught in line with the scheme of work, as developed by the **PE coordinator**, ensuring that potential for pupils' progression is planned into the scheme of work.

5.2. Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

5.3. The school follows Real PE's planning format which provides a long-term, medium-term and short-term planning for delivery of the PE curriculum – these are as follows:

- Long-term: Year group overview – the units provided by Real PE's scheme of work for each year group alongside additional units and opportunities for cross-curricular learning or competitions.
- Medium-term: Unit overview - the details of which skills are focused on within each PE unit
- Short-term: Lesson plans - the details of PE delivered in each lesson and how this is linked to the previous lesson.

5.4. The **PE coordinator** is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers and keeping in contact with developments from Real PE as well as any opportunities for competitions.

5.5. Teachers are responsible for adapting lessons from the medium-term planning when creating short-term lesson plans by considering pupils' needs and identifying any additional links for cross-curricular learning.

5.6. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

5.7. Where appropriate, a sports coach may lead the lesson or teach alongside the teacher, for example a skills workshop prior to a tournament.

5.8. Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities.

5.9. Pupils will be encouraged to evaluate their own performance, as well as the performance of others with constructive feedback.

5.10. Pupils will be given the opportunity to both collaborate and compete with each other during lessons.

5.11. The **PE coordinator** will act as the first point of contact for staff members planning PE lessons or sporting events.

5.12. A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils.

5.13. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times.

5.14. Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

6. Assessment and reporting

6.1. Pupils will be assessed through observations made during lessons.

6.2. Teachers will record the progress of pupils against the unit learning objectives.

6.3. Throughout the year, teachers will review pupil progress by observing skill level during the first lesson followed by end of unit assessments based on the skills focused on within that unit.

6.4. Assessment will take the form of a Class Assessment Wheel which is a tool developed by Real PE. This will allow teachers to make whole-class assessments with the children being assessed as **emerging, expected or exceeding**. It will allow teachers to identify individuals who are working outside the class average.

6.5. The assessment wheel will be used by the teacher and the **PE coordinator** as a tool to identify children who are emerging or assessed as working in a prior Key Stage's objectives and identify which children may need more support during PE lessons.

6.6. Teachers will work alongside the **PE coordinator (and SENCO if working with children with SEND)** to consider methods for closing gaps.

6.7. Teachers will then be able to pass this assessment information on to the following teacher and this will be used as a baseline assessment.

6.8. Annual assessments of each pupil will be used to inform parents of their child's progress and attainment which parents will receive as part of the written report during the Summer term every year.

6.9. The information in the report will include the pupils' attitudes towards PE, understanding of strategies and skills as well as the development of social and independent skills in a sporting context.

6.10. Verbal reports may be provided at parent-teacher meetings during the **Autumn** and **Spring** terms.

6.11. The progress of pupils with SEND will be monitored by the **SENCO and the PE coordinator**.

6.12. A record will be kept of when a pupil is unable to participate in a lesson, along with any evidence supplied. If this becomes a regular occurrence, a meeting will be set up between the teacher, the pupil and their parents.

7. Cross-curricular links

7.1. Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

7.2. **English**

- Pupils are encouraged to develop their oracy skills by explaining their learning, describing strategies and to discuss how they might improve.

7.3. **Mathematics**

- Pupils further develop their counting skills by keeping score during team games.
- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball and making comparisons.

7.4. **PSHE**

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

7.5. **Spiritual, moral, social and cultural development**

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of progress and achievement.

8. Extra-curricular activities

8.1. **Coley Primary** provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.

8.2. Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.

8.3. Coley Primary currently provides two PE-related extra-curricular activities for pupils to participate in outside of school hours through a dance club as well as two football clubs (KS1 and KS2).

8.4. External sports coaches will lead activities and clubs, where appropriate.

8.5. At the **beginning of each term**, parents will be made aware of the extra-curricular activities on offer at the school via the **school newsletter** and **website**.

8.6. The school participates in sporting events against other schools –pupils and parents will be made aware of these tournaments with appropriate notice.

8.7. Participation and success of extra-curricular events, such as sporting competitions, may be celebrated during assemblies and where appropriate, on display.

8.8. All teaching staff will actively encourage pupils to be physically active outside of school.

9. PE kit and changing rooms

9.1. During PE lessons, pupils are expected to wear the following:

- Black shorts (shorts are required when using large apparatus indoors) or jogging bottoms
- White or green T-shirt emblazoned with the school logo
- Black pumps or trainers

9.2. During cold weather, pupils will be allowed to wear their school jumpers, or coats, as appropriate.

9.3. During swimming lessons, pupils are expected to wear the following:

- One-piece bathing suit
- Swimming cap
- Goggles (optional)

9.4. Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers.

9.5. All potentially dangerous jewellery, such as earrings, will be removed before PE lessons. If earrings cannot be removed (due to religious reasons or awaiting 6 weeks following a piercing), pupils must apply sufficient microporous tape to be able to participate in the lesson.

9.6. In relation to swimming lessons, if a child's jewellery cannot be removed, they will not be able to participate in the lesson.

9.7. All long hair is tied back for PE lessons.

9.8. Activities such as gymnastics and dance will be undertaken in bare feet or plimsolls. Children are not to wear plimsolls if using large apparatus.

9.9. The school will stock spare hair bands and PE kits for pupils who forget theirs.

9.10. In the event that a pupil repeatedly forgets their PE kit, a letter will be sent home.

10. Behaviour

10.1. Pupils will be made aware of the expected behaviour for handling PE equipment and resources.

10.2. Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous.

10.3. During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils.

10.4. Any pupils behaving in an inappropriate manner will be subject to the measures outlined in the **Behavioural Policy**.

11. Health and safety

11.1. Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum.

11.2. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times.

11.3. First aid will always be accessible during PE lessons and staff must ensure they have access to the class 'grab bag'.

11.4. All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction.

11.5. In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned.

11.6. Any completed risk assessments will be given to the **PE coordinator** and the headteacher for authorisation.

11.7. Where pupils will be attending an off-site sporting or PE-related event, the **PE coordinator or class teacher** is responsible for completing a risk assessment for the event.

11.8. Swimming lessons will always be taught by a specialist swimming teacher.

11.9. The **PE coordinator** will check the conditions and appropriateness of PE resources on a **termly** basis, restocking equipment as required.

11.10. Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the **PE coordinator** as soon as possible.

11.11. Damage to PE equipment will be reported to the **PE coordinator** as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use.

11.12. Pupils will not have access to PE resources and sporting equipment unless appropriately supervised.

11.13. All PE equipment and resources will be safely stored, within a secure storage area, within the **school PE shed**.

11.14. Pupils will be taught how to handle PE equipment and resources safely.

11.15. Pupils will help staff members to move and set up PE equipment.

11.16. In relation to swimming lessons or a lesson where bare feet are required, if a pupil has a verruca or wart, they must notify the staff member leading the lesson of this prior to the start of the lesson.

12. Reporting accidents

12.1. Accidents will be reported in accordance with the **Accident Reporting Procedure**.

12.2. All accidents and near-misses will be recorded, in writing, in the **Accident Log**.

12.3. Staff members are responsible for identifying the cause of the accident and taking any necessary action in order to minimise the risk of an accident reoccurring.

12.4. Treatment to injuries will only be administered by staff members who are first aid trained.

12.5. Where required, further medical attention will be sought from the local doctors or hospital.

12.6. In the event that a pupil has an accident causing minor injury, such as a bruise or scrape, the school will notify the pupil's parents of the incident at the **end of the school day**.

12.7. In the event that a pupil has an accident causing potentially serious or major injury, such as a broken bone or concussion, the school will notify the pupil's parents immediately.

13. Equal opportunities

13.1. Teaching staff will work with the PE coordinator to ensure that planned activities for lessons are accessible to all pupils, including pupils with special educational needs and disabilities (SEND).

13.2. All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language.

13.3. Teaching staff will liaise with the **SENCO**, where necessary, in order to meet the needs of pupils.

13.4. Pupils will not be grouped together based on gender, race or disability.

14. Monitoring and review

14.1. This policy will be reviewed on an **annual** basis by the **headteacher** and **PE coordinator**, with any changes made to the policy being communicated to all teaching staff and the governing board.

14.2. The curriculum plan will be monitored and evaluated by the **PE coordinator**, including the planning, assessment and reporting arrangements in place.

14.3. The spending and impact of the PE and sport premium is monitored by the **governing board**.