

Palfrey Junior School



Little Acorns to Mighty Oaks

Physical Education Policy

Palfrey Junior School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced PE curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they then can refine and expand throughout their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation and problem solving.

We have recently developed the **PE Ambassadors**, where a child chosen from each class will take a lead role in helping to run PE across the school. They play a vital role in improving PE at Palfrey, by providing feedback on how PE is taught across the school. PE Ambassadors can also help a teacher within PE lessons by setting out equipment, leading warm ups for example.

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PE Ambassadors also have the opportunity to create their own games and carry them out during playtimes, to encourage children to participate.

1. Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.
- To provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background or physical ability.
- To promote the physical and psychological benefits of participation in aerobic activity whilst at school and throughout life.
- To develop a love of exercise and sport.
- To develop confidence in their own skills and abilities whilst encouraging others.

2. SMSC

- To develop decision making and cognitive skills
- To develop confidence in their own skills
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal feedback.
- To develop a positive attitude to themselves and others.
- To raise self-esteem through opportunities to celebrate sporting success.

3. Curriculum Planning Aims and Organisation

We aim to provide a well-balanced curriculum, which covers the statutory requirements for the PE National Curriculum. We strive to cover the 6 strands throughout the course of the academic year.

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Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate (for example netball, football, basketball) and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, control and balance through athletics, dance and gymnastics.
- Develop fine motor skills and tactics through striking and fielding games such as rounders and cricket.
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Understand the benefits of healthy eating and exercise and how doing this can affect their body and lifestyle.

Each class is timetabled so that they can complete a 45 minute lesson of quality PE a week. This lesson will either be completed on the playground areas, on site swimming pool, the school field or within the school/community hall. This is to cater for all types of sport, which the children are participating in.

The school also holds lunchtime clubs, where each child has been located a place and required to take part. This offers children extra enrichment and physical activity.

Furthermore, Palfrey delivers Outdoor Education to each class (1x afternoons per half term), where we have activities carried out outside on the field or in our outdoor learning classroom. Children learn skills through teamwork games, orienteering, being creative and learning to have an appreciation for the natural world.

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Swimming lessons will be provided to Years 3 and 4 with each class having swimming for a half term. They will have an hour swimming session taught by an external qualified swimming instructor (Super Sharky's).

Teachers deliver lessons by using a PE scheme of work (Rising Stars Champions) which gives detailed lessons across the activity areas that are invasion games, striking and fielding, dance, and gymnastics. There is even a chance for outdoor education.

Furthermore, teachers will need to develop and modify these plans to suit the needs of children.

The P.E. Co-ordinator is responsible for the monitoring and implementation of the P.E. Curriculum and the management of P.E. resources including safety checks on apparatus. The P.E. Co-ordinator is also responsible for the preparation of the Schemes of Work.

4. Assessment Recording and Reporting

PE assessment is in line with other subjects across the school (topic, art, science). Teachers will assess children by observing the children's physical skills and whether they can use what they have learned to apply and evaluate. Teachers will then fill in a PE assessment sheet for the sport they are teaching, every half term or when the unit has finished being taught.

On the PE assessment sheet, teachers will be provided with 'Can I?' questions for **skills** and 'Can I?' questions for **application and evaluation**. In year 3, there will be more focus on the skills aspect. While in year 6, there will be focus on the application and evaluation. This is because throughout their school journey, year 6 would have been taught the necessary skills to create their routine or use their skills in a match situation.

Teachers highlight questions (on PE assessment sheet) which have been achieved throughout the unit. Underneath this, teachers fill out the names of the children who they believe to be emerging and exceeding, with the knowledge that the rest will be expected.

This indicates to teachers, on which children they will need to focus on support, for the next half term. Not only this, PE coordinator can review the assessment

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sheets and those who are emerging will be encouraged to participate in lunchtime and after school clubs.

To record children's achievements from our PE lessons, a Physical Education scrap book will be produced, showcasing their work. Such as dance/gymnastic routines and team games. Also, within the scrap book there will be children's comments expressing their views of that lesson. Not only this, videos that have been taken of dance/ gymnastics routines, can be saved on the school system. This way they can be showcased to the class.

When children attend out of school competitions, matches and events a certificate should be issued, school will be informed by the PE notice board and community will be informed via the newsletter. Children may also be issued with a medal.

Rewards in P.E. lessons/extra -curricular clubs can take the form of text messages sent home, house points or comments to parents regarding a child's personal achievements/effort.

Children are also rewarded by becoming, '**Sports Star**' of the week. This is where the teacher nominates a child from their PE lesson, who has performed well or has given 100% effort. The children will then receive a certificate and sticker.

5. PE Kit

On the day of their PE lesson, children are required to wear their PE kits to school. This is to maximise lesson time.

Standard PE kit is as follows:

- White short-sleeved T-shirt
- Black Shorts/ Black leggings/
- Pumps

For outdoor activities (all above):

- Long sleeved black jacket with no logo
- Black long tracksuit bottoms

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- Trainers

Girls are asked and encourage to remove headscarf for PE, due to health and safety reasons.

For swimming lessons, pupils are expected to wear the following:

- One-piece bathing suit/ shorts.
- Swimming cap
- Towel
- No jewellery it must be removed before the lesson.

Staff members are expected to lead by example by wearing appropriate clothing for the teaching of PE. This may be just wearing the correct foot wear (trainers) or if a teacher chooses to, to wear active clothes.

6. Swimming

At Palfrey Junior School, each class in Year 3 and Year 4 is taught swimming throughout the year, with each class having a half term. The school uses the on-site teaching pool and is taught by a qualified swimming instructor (Super Sharky's). Prior to the children attending the session, staff and TA's are required to look through the pool safety procedure, which outlines the normal operating procedures in case of emergency. As well as, at the beginning of each unit of work the swimming tutor will outline the pool procedures to all staff and pupils.

As swimming is in the National Curriculum, only pupils who have a valid medical reason may be excused. A note should be provided by the parents in such circumstances.

In accordance with parents' wishes, boys and girls will have separate lessons in the pool with a female swimming tutor. Children must always wear a swimming cap for swimming lessons.

7. Non-Attending

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It is intended that all participants take part in PE. If children are fit enough to attend school, they should be able to participate in PE activities. However, there will be exceptions:

1. Certain medical conditions may prevent participation. A doctors or parents note is needed to establish why they cannot take part and what type of activity they can take part in.
2. Genuine parental concern. A personal note from a parent/guardian is required to notify the teacher of this particular reason for non-participation

In an event where the child has forgotten their PE kit or continuously misses PE without a valid reason (more than 3 times) the PE Ambassadors will note attendance in their 'PE log book' and inform PE coordinator, during their half termly meetings. Then the PE coordinator will decide if further action needs to take place. This could be in the form of asking teachers to remind parents or a letter being handed out. In extreme cases, a safeguarding issue will be raised on CPOMS and safeguarding team will be notified.

Within the lesson, a child who is not participating, will complete a 'Non participant' sheet, where they will watch the lesson and answer questions about what they can see.

8. Jewellery

In the interests of safety to all participants, **all jewellery should be removed** for PE. Ideally, children should leave their jewellery at home on PE days. However, if they cannot have removed then it will be covered by a plaster or first aid surgical tape. The plaster or tape should only be applied on by the child, unless they ask for assistance. Also under no circumstances must the jewellery be removed by a teacher or child. It may also be noted that it is not the teacher's responsibility to look after valuables.

9. Hair

In Palfrey safety and hygiene is very important. To promote **this, all children with hair that is long enough to tie back should be done so** with a hair band.

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During swimming, children's hair covers their eyes or is long past their ears, should wear a swimming hat.

10. Injuries

Injuries will occur in PE simply because the children are active. Staff needs to be clear about the following procedure:

1. Stop all activity immediately and get the children to sit down and be quiet. If outside, you could ask them to line up quietly.
2. Assess the situation. The majority of injuries are minor and will require little other than a brief period of rest. Should the pupil need water to soothe the injury then send them to their allocated wet area or toilet in the presence of a responsible adult. If you feel an accident is more serious send a child to the main office and request for an adult who has a First Aid qualification to attend quickly.

It should be noted that **all teachers should carry with them their class medication box/bag**, for those children who require inhalers and other medication.

With ever-increasing opportunities for children to enjoy PE after school, First Aid equipment must be taken with the teacher at all times. A First Aid box should be readily available during school fixtures e.g. cricket matches and school inhalers must be carried with them. A serious injury may occur in the sporting event. As of this, it is advised that at least 2 members of staff attend each sporting fixture, depending on the size of the group. With one who has been, First Aid trained. In addition, it is strongly recommending that the teacher or person in charge will take a list of parental contacts, especially if they are out of hours sporting events.

11. The Extended Curriculum

Over the school year, children will have many opportunities to take part in after school clubs and represent the school in sporting fixtures with other local schools. These activities may include: football, cricket, rounders and multi-skills. In order to attend these events **a risk assessment must be provided**.

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Transport is often required when children are representing the school. The member of staff responsible for the team should ensure that the transport is safe, supervised and insured for carrying of children. If taxis are used a member of staff must accompany the children.

12. Monitoring and Review

The PE coordinator will monitor and improve teaching and learning across the school in accordance with the PE action plan:

- Half-termly meeting to discuss planning, progress and any issues or successes.
- Arranging lesson observations and provide feedback for the teacher.
- Team teaching of PE lessons to share quality teaching techniques of PE and how to control behaviour.
- Allowing the opportunity for teachers to attend CPD training on PE.

13. Resources

Most resources for PE are kept in a secure location in a PE cupboard located in the hall where it is locked up when not in use.

Any large items such as netball posts are kept in the large container on the small playground where it is locked up. Keys are located in the main reception.

14. Sport Premium

The school is providing additional funding for the academic year to improve the provision of Physical Education and sport. This funding- provided jointly by the Department for Education, Health and Culture, Media and Sport- is ring fenced and therefore can only be spent on provision of PE and sport in schools.

Schools must spend additional funding on improving their provision of PE and sport, but have the freedom to choose how they do this. Palfrey Junior School will be spending their money completing these targets, which are involved with the 5 indicators. (See Sport Premium Action Plans) The targets are:

- Develop staff expertise in teaching all aspects of PE.

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- Increase participation in sport through the provision of additional before school, after school and lunchtime clubs.
- Increase participation in district and county-wide competitions
- Purchase additional PE resources to enable a wider and 'new' range of sports to be played.
- Increase the number of children who can swim 25 metres by the end of Year 6.
- Promote PE young leaders (PE Ambassadors) in carrying out physical activities during playtime and lunchtimes.
- To provide a wide range of enriched opportunities for SEN

15, Equality

At Palfrey Junior School, we strive to ensure that PE is taught in line with the school's Equal Opportunities Policy that all children regardless of their gender, background, race or ability are given fair access to the PE curriculum.

We achieve this by:

- Having spare kit for the occasions when children may not have their own in school.
- Mixing groups in lessons in terms of gender and ability.
- Structuring and adapting activities so all are fully involved
- Considering the needs of children with physical or learning difficulties and taking the necessary steps to adapt activities according to their individual's needs. This could be by providing specialist equipment, enlisting extra help and differentiating activities.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the need to extend more able pupils making sure there is enough challenge within lessons, using them as sports leaders and encouraging them to join a sports team.

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16. The Learning Environment

We have a hall available for PE lessons, which hold activities such as gymnastics and dance. Games are generally played outside on the main playground or the side playground or when permissible the field. Adapted versions of lessons can be conducted in the hall or community hall (if available) due to inclement weather. The subject coordinator is available to advise on such adaptations using the STEP principle (Space, Time, Equipment, and People)

17. Equipment

The teachers are responsible for undertaking an informal risk assessment at the start of each lesson. This should include checking the equipment being used during that lesson. If any defect is spotted on any equipment it is reported to the sports coordinator and taken out of use immediately. All equipment after use is put back in a safe location. Children do not enter the Sports Cupboard unless supervised by an adult.

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

18. Summary

At Palfrey, we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.

H.Selby

20/11/24

PE Coordinator