



Hayes Meadow Primary School PE Policy

Reviewed September 2018 (T.Yates)



THE IMPORTANCE OF PHYSICAL EDUCATION

Physical Education greatly contributes to the overall education of young people and has the potential to prepare children for many aspects of adult life. Essentially Physical Education develops children's physical competence and confidence, and their ability to use these to perform in a range of activities. However it does much more than this, children participate in co-operative and challenging activities. Through these activities children develop problem-solving, decision making and interpersonal skills. They are also provided with the opportunity to explore their own creativity and to appreciate others. Physical Education teaches children how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. During this process children discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity. Through Physical Education we can promote positive attitudes towards active and healthy lifestyles and appreciate the importance of looking after our bodies and minds. Research supported by the Mental Health Foundation has identified that:

'Physical activity has a huge potential to enhance our wellbeing. Even a short burst of 10 minutes' brisk walking increases our mental alertness, energy and positive mood.

Participation in regular physical activity can increase our self-esteem and can reduce stress and anxiety. It also plays a role in preventing the development of mental health problems and in improving the quality of life of people experiencing mental health problems.'

AIMS

- Promote and support curriculum P.E. for all children as an entitlement through their education and follow the National Curriculum (2014) guidelines
- Provide experiences and resources which promote knowledge, skills and understanding
- Provide learning experiences which promote confidence, creativity and 'healthy' competitiveness
- Promote a P.E. curriculum with relevant differentiated experiences
- Promote progression and continuity through careful curriculum planning and monitoring of each child in line with the school assessment and recording policies
- Promote opportunities for children to further develop physical skills through an extended curriculum
- Promote the continuing development of expertise and confidence in P.E. for all relevant members of teaching staff
- Recognise ways in which computing skills may be incorporated into and developed by the P.E. curriculum and used to enhance the experiences of all children
- Promote aptitudes, ability and preferences to get involved in lifelong physical activity
- Promote the safety issues related to the subject.
- Promote the participation in inter-school competitions.

- For at least 75% of pupils, Reception – Y6, to participate in at least one additional sporting event, other than PE lessons.

IMPLEMENTATION

- Children are taught and supported by and work alongside their class teacher as well as experienced coaches from outside agencies. Activities the children will experience throughout the school include invasion games, striking and fielding games, net and wall games, gymnastics, dance, swimming and athletics.
- All classes in KS1 and KS2 are allocated hall and field time to implement two hours of curriculum provision.
- Extra-curricular activities are provided by staff and external coaches.
- Opportunities are available for Reception, Key Stage 1 and Key Stage 2 to take part in extra-curricular activities.

CURRICULUM AND PLANNING

The curriculum focus for each year group/each half term is detailed on the half-termly timetable. Each class teacher is responsible for their own planning in conjunction with the PEDPASS planning and assessment sheets, which closely link with the National Curriculum (2014) objectives. Planning and delivery will be monitored throughout the year by the P.E. Leader to ensure progression and continuity.

RESOURCES

P.E. takes place in four areas in and around school premises:

1. The hall which is equipped with climbing frame, boxes, benches and mats.
2. The playground which has a netball court marked out.
3. The playing field. This has a football pitch and grid section marked out in the autumn and spring terms. A running track and rounders pitch is marked out in the summer term.
4. The Friary School for Swimming.

The Foundation Stage also use their outdoor areas and playground.

All resources are stored in the outdoor sheds or in the central P.E. store in the hall. Resources are inspected by the County and any damage is requested to be reported to the P.E. Leader as soon as possible. These inspections are carried out by Sport Safe UK, along with any repairs. Staff ensure a visual inspection of all equipment takes place before each PE lesson.

PE CLOTHING

Children should adhere to the school dress code when they are participating in PE, games, swimming or similar activity. A letter will be sent home if a child fails to have the expected kit. Not having PE kit in school will not be a barrier to children participating in PE activity. Spare kit is provided when pupils do not have kit in school.

ASSESSMENT, RECORDING AND REPORTING

Teachers assess children at the beginning and end of each 'unit' using the PEDPASS planning sheets, highlighting children who have shown a particular strength or difficulty. Their attainment is reported to their parents at the end of the year.

INCLUSION AND EQUAL OPPORTUNITIES

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil. *More Able and Talented* pupils and children with *Special Educational Needs and Disabilities* will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum. Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's [Equality Statement and Accessibility Plan](#) .

TECHNOLOGY

Technology is available to be used to support the delivery of PE. Tablet computers, digital cameras, videos etc. are encouraged to be used to record, discuss and evaluate performances in PE.

TALENTED PUPILS

Provision for those children identified as talented in sport

- Lessons will be suitably differentiated to ensure a challenging curriculum.
- Curriculum enrichment opportunities will be available (sports leaders, links with high school).
- Pupils will be actively encouraged to participate in extra-curricular activities provided by the school and signposted to external clubs.
- An absence due to sporting activities to develop their sporting potential will be authorised.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities take place on Monday and Friday evenings, 3:30pm – 4:30pm. These clubs are run by Progressive Sports and a Risk Assessment has been carried out for each sport delivered in these sessions. Teaching staff are also encouraged to run a club for one half-term at some point during the year and Risk Assessments are also produced for these. Staff delivering club complete registers to ensure children arrive and leave the club safely. Children are consulted with regards to the choices of sports clubs offered.

P.E HEALTH & SAFETY GUIDELINES

This information has been taken from 'Safe Practice in Physical Education, School Sport & Physical Activity'. Bullet points indicate what we should be doing as a school.

Jewellery

Taping of jewellery can create a perception of safety and is not recommended. Tape can often fall off and does not reduce the risk of compression injury.

Where jewellery cannot reasonably be removed, teaching staff should ensure safety for both the wearer and other participants. This may require some task differentiation.

However in some cases a child may be removed from the “physical” element part of a lesson where safety is compromised. This should be a measure of last resort.

It is good practise to regularly refer to the removal of all piercings prior to each lesson.

So...

- All jewellery must be removed.
- If they have been pierced recently, teacher must contact parent and explain that the child can only take part in isolated activities to minimise injury e.g. football lesson, child can do warm up and skills part but cannot take part in a football match.

Barefoot Work

It is quite normal for children to participate in indoor Physical Education activities in bare feet.

A child with a verruca or another communicable condition should wear protection whilst it is present, as these may be associated with tenderness and pain. Generally a gymnastic slipper provides an acceptable answer.

So...

- Children take part in P.E lessons with bare feet.
- If they have a verruca they can use pumps.

Mouthguards

The debate within the PE and sport profession, during recent years, has been to agree a level at which players can be introduced to these games safely without mouthguards. In reality, these activities in schools are potentially as dangerous as competitive games at representative level, although one might argue that the slower speed of the games would reduce risk. As a consequence **mouthguards are strongly recommended** for all contact rugby activities and for hockey and lacrosse lessons, games and fixtures.

Schools are advised to set appropriate policy and procedures to ensure that they have taken all reasonable care to protect young people with regard to mouth and dental injuries.

So...

- When using hockey equipment we must make sure that activities are controlled, and hazards are discussed with children as a planned part of the lesson.
- A risk assessment for this activity is essential.

- All children need a mouthguard and shin pads when using hockey equipment.

Swimming & Goggles

Goggles should only be worn by children who suffer excessively from the effects of water chemicals.

So...

- Children should not be wearing goggles.
- If children do wear goggles due to eyes being adversely affected by chemicals they must be made of unbreakable plastic or rubber.
- Children wearing these must be taught to take them off by slipping them over the head, not stretching them away from the face.
- Signed permission from parents or carers must be received by the school.

Things to Remember

- Consent forms signed by parents have no standing in law.
- You naturally do a risk assessment before each P.E / Games lesson. Children can be encouraged to look for and think about hazards.
- Any injury sustained in a P.E/ games lesson must be recorded as the Health and Safety policy explains under Health and Safety regulations.

Lifting Apparatus

As with all bending and lifting, children and adults alike should be encouraged to lift at the knees with straight arms and backs.

Large mats- 1 child to each side.

Small mats- 1 child to each side.

Benches- 1 child at each end. Facing the bench / other lifter.

Boxes- 1 child to each corner.

Ladders- to carry: 1 child at each end facing ladder /other lifter. To place ladder onto climbing frame it is advisable for an adult to help.

Climbing Frame- Children should be shown how to fix frame into the floor. All fixings should be checked by adult before use.

- Heavier pieces of equipment should be moved with adult help. All movement of apparatus should be done under full adult supervision.
- Children should always be reminded of health and safety before and as part of P.E sessions.
- Equipment should be moved in silence to alert of any accidents. Children should know the emergency whistle. Three long blasts of the whistle and freeze.
- Children should be warned of surrounding objects that may be a trip hazard etc. Piano, radiators, benches, curtains, doors and handles.
- A 'Do Not Use' sign should be placed on any damaged equipment including mats, communicated to all staff and reported to P.E leader.

General Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils are taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks

THE ROLE OF THE P.E. LEADER

The P.E. leader is available to give guidance and support when required in planning and assessment of all units. The P.E. Leader is responsible for monitoring planning and assessment throughout the year to ensure quality PE. In addition to this, it is the PE Leader's responsibly to ensure the appropriate curriculum is delivered across the school, in lesson and extra-curricular clubs. The PE Leader will also analysis assessment data, evaluate delivery of lessons and resource PE equipment.

POLICY SHARING AND REVIEW

The policy will be made available to parents and guardians when requested.

This policy is written 'with due regard' for advancing equality of opportunity, fostering good relations and tackling discrimination. Dyslexia friendly guidelines are adhered to.

This policy has been written with due regard to GDPR.