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| <b>Date of Review</b>               | <b>September 2023</b>   |
| <b>Next Review Due</b>              | <b>September 2025</b>   |
| <b>Staff Responsibility</b>         | <b>PE Lead</b>  |
| <b>Responsibility FGB/Committee</b> | <b>FGB</b>  |
| <b>Signed by Chair of Governors</b> |  |

## PE and Sport Policy

### Intent

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development, and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness, and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others. Hunnyhill Primary School aims to provide opportunities for all pupils to become physically confident in a way which supports their health and fitness. At the school, we offer pupils the opportunity to compete in sports and other activities, to help build character and reinforce our school values.

PE lessons are taught with the following aims in mind:

- To ensure that each child receives a balanced programme of Physical Education, as set out in the National Curriculum.
  - To promote physical activity and healthy lifestyles
  - To be physically active.
  - To engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance.
- The need for personal hygiene in relation to physical activity.

To develop positive attitudes, pupils should be taught:

- How to cope with success and their personal limitations in performance.
- To develop leadership skills.
- To be mindful of others and the environment.
- To observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

Through our long, medium and short-term planning we aim to reflect a balanced programme of Physical Education, as set out in the National Curriculum.

## Implementation

Rules, vocabulary, and game skills such as attack, defence and fielding will be taught. Staff encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations. During P.E. lessons, staff can refer to work in other curriculum areas when appropriate. To progressively develop, children should follow written and verbal instructions accurately.

The scheme of work identifies planned opportunities for pupils to develop a range of skills and to appraise their performance. There are opportunities for individual and/or group activities so pupils can express their feelings verbally and learn how to work cooperatively as well as on their own. Staff encourage pupils to improve in a particular sport or skill over a period of time adhering to the school reward systems in order to encourage pupils to achieve their full potential and experience a feeling of achievement. Pupils are encouraged to share their experiences/culture with others to enhance the quality of learning and to develop socially and inclusively.

### Time Entitlement

The government recommends that all Primary School children should have access to 2 hours timetabled P.E. curriculum provision per week. In addition, extra P.E. activities can be provided through the schools after school clubs.

The hall timetable is allocated for 1 session (1 hour) per week for each class from Reception Class to Year 6. Additionally, time is allocated for outdoor games for another session.

### Curriculum/links with other subjects

Our programmes of teaching and coaching resources from P.E. courses attended are used to fuse together and create a good P.E. programme.

We recognise the advantages and benefits of working alongside outside agencies so experienced Sports Coaches are often invited into school to support our curriculum P.E. lessons

The areas of learning include outdoor and adventurous play, multi-skills, invasion games, dance, net and wall games, gymnastics, swimming, striking and fielding and athletics.

## 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 access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. These skills and acquired knowledge are then built on when children enter Key Stage 1.

## KS1 AND KS2

### Key stage 1:

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.

### **Key stage 2:**

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 communicating, 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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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**

Swimming instruction at Hunnyhill is allocated for our year 6 pupils. We use qualified instructors from our local swimming club who will deliver the swimming element of the curriculum.

Boys and girls will use the separate changing rooms at the pool. Male and female members should only enter the changing room of their own gender.

### **Equality & Inclusion**

The Education Reform Act of 1988 gives children entitlement to all areas of the National Curriculum. The Education Act of 1996 reinforces physical education as a foundation subject for all pupils.

In accordance with the school's Equal Opportunities Policy' all pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. We should aim to create an environment in which all children learn to respect and value each other and each other's interests.

### **Safety**

Health and safety awareness is an integral part of children's learning in PE. We recognise the importance of safety. All staff must adhere to guidelines for the safe teaching of PE. Staff should be aware of safety guidelines within this document, guidelines within the Health and Safety Policy and guidelines within the BAALPE (British Association of Advisers and Lecturers in Physical Education) manual "Safe Practice in PE".

- The coordinator will be responsible for liaison with contractors who service the hall apparatus and whose advice

and instruction must be acted upon immediately.

- The school will have competent first aid readily available.
  - The teaching of PE will comply with the relevant safety regulations in the Health and Safety Policy.
  - Teachers are responsible for the safety of children in their care. All reasonable care should be taken to ensure their safety.
  - Risk assessments will be recorded on teachers' medium term planning under safety issues.
- All accidents should be recorded and logged.

#### **To ensure safe practice teachers should:**

- Have an understanding of the subject/activity being taught.
- Train the children to be quiet, well behaved and respond promptly to instructions.
- Wear suitable footwear themselves and advise any adult helper to do so.
- Plan to use the apparatus most suited to the individual theme as well as the age and experience of the children. Hall apparatus should be set out with due regard to space limitations and safety.
- Check all equipment before the children use it. Site it sensibly and see that no obstructions are in the way of the use of the apparatus.
- Check the condition of the floor. Any visible dangerous objects should be removed from a play area.
- See any apparatus used inside or outside is put away to prevent accidents happening to unsupervised children and to minimise loss of equipment.
- Children who require medication should have access to it during P.E. lessons.
- Ensure all children will wear appropriate dress for PE activities.
- Ensure no jewellery is worn during PE lessons.
- Know that mats do not ensure safety and will not prevent all injuries in Gymnastic work, so make sure they are used only where teachers wish children to jump onto them.
- Teach warm up and warm down activities.
- Give appropriate consideration to weather conditions and the nature of the activity.
- Instruct children in the safe use and movement of apparatus.
- Ensure children always take some form of footwear with them to the hall.
- In the case of an injury, stay with the injured child and send a reliable child for assistance.
- Report any damaged equipment to the P.E. lead.

Teach the pupils the safe practice and understanding of:

- Concern with their own and others' safety at all times.
- The importance of warming up for exercise to prevent injury and to be aware of changes to their body that occur during exercise and to recognise the short and long term effects of exercise on the body.
- How to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition.
- Lifting, carrying and using equipment safely.
- The principles of good hygiene.
- Why particular clothing, footwear and protection are worn for different activities and the safety risks of wearing inappropriate clothing, footwear and jewellery.

#### **Equipment safety**

Small equipment is checked by the coordinator on an ongoing basis. If any defect is found in any of the P.E. equipment this should be reported immediately and withdrawn from use. An annual check of large equipment is made by the local authority with their recommendations acted upon. The children are taught the safe methods for carrying and positioning apparatus. As such we expect our children to take responsibility for the setting up and putting away of equipment.

#### **P.E Dress code**

- No jewellery apart from stud earrings may be worn for P.E. (No rings, necklaces, bracelets or watches). Stud earrings may be taped over by the child themselves. (Parents are responsible in ensuring children do not wear jewellery to school).

- Staff should wear appropriate dress and footwear for P.E. lessons.
- All children participating in P.E. should wear appropriate dress.
- All children should have appropriate footwear for the lesson.
- Long hair should be tied back - soft ties, no slides.

### **Indoor P.E.**

- Plain navy shorts and green PE T-shirt
- No leg coverings (long) to be worn on large apparatus.
- Plimsolls/trainers
- Bare feet for gymnastic activities.

### **Outdoor P.E.**

- A harder sole trainer may be worn on the playground or grass. (For running and games on the hard tarmac a more substantial trainer is recommended).
- School hoodies may be worn for particular lessons.

### **Non Participation in P.E. Activities**

- Missing a P.E. lesson should never be used as a form of punishing a child for inappropriate behaviour in other lessons.
- Children must be encouraged to bring the appropriate kit on the correct days. (Efforts should be made to communicate with parents of children who persistently "forget kit").
- Children who do not participate in P.E. lessons because of injury or illness must bring a note to explain reasons or parents should communicate reasoning with class teachers.
- Children should still be encouraged to play some part in a lesson even when a note has been received. (They could keep scores or umpire small sided games).
- A parent who wishes their child to be excluded from any aspect of P.E. must inform the school in writing.

### **Extra-Curricular Activities**

During their time at Hunnyhill Primary School, the children will have opportunities to participate in a range of after-school activities. These will be organised by the P.E. lead and may include football, netball, athletics, cricket, multi skills and hockey. There are also opportunities for dance tuition by a qualified dance teacher.

## **Impact**

### **Monitoring & Evaluation**

The PE lead will monitor the delivery of PE within the school informally and through lesson observations. These will take place within the school's identified programme of monitoring and evaluation.

### **Assessment**

The assessment of Physical Education is an integral part of teaching. It allows teachers to identify what has been learnt and to monitor pupils' progress. Assessment will be used to diagnose and identify ways of overcoming particular learning difficulties and achievements.

All assessments will be carried out in accordance with our assessment policy.