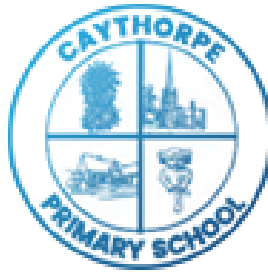


Caythorpe Primary School



Physical Education, School Sport and Physical Activity Policy

Purpose: This policy reflects the values and philosophy of the school in relation to the teaching and learning of Physical Education, school sport and physical activity at Caythorpe Primary School

Audience: This policy has been devised by the whole staff and adopted by the governors.

Summer 2018

Review Date: Spring Term 2023

Date of next review: Spring Term 2025

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Introduction

At Caythorpe Primary School we believe that physical education, school sport and physical activity (PESSPS) experienced within a well-managed, safe and educational context is a unique and vital contributor to a pupil's physical development and well-being. Our PE policy establishes common codes of practice for staff and pupils and common administrative procedures. It ensures that statutory and local requirements are followed and other national guidelines are considered. Aspects of this policy regarding acceptable clothing, footwear and jewellery are set out on our website and in newsletters so that parents know exactly what is required of PESSPA.

Rationale

Our aim of establishing and applying safe-practice standards in PESSPA are to:

- Maintain a high profile for physical activity in all aspects of school life
- Enable pupils to participate in PESSPA that provides appropriate challenge with acceptable risk
- Promote pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life
- Fulfil the provision of a broad, balanced and relevant curriculum for physical education through;
 - an environment that is safe for activity
 - adequately supervised activities
 - the use of regular and approved practice
 - progressive stages of learning and challenge
 - building systems of advice and the practice of warning
 - the use of equipment for the purpose for which it is intended
 - providing basic care in the event of an accident
 - the use of forethought and sound preparation
- Ensure clear management responsibilities and organisation provide for safe systems of work
- Identify and provide for any professional learning needs the staff are likely to encounter in their work.
- Encourage and foster positive attitudes towards making healthy lifestyle choices and embedding a "healthy school" ethos within curricular and extra-curricular activities

Curricular Aims

- To develop physical competence to excel in a wide range of physical activities including competitive sports
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance
- For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body
- To develop the ability to work independently and respond appropriately and sympathetically to others
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being

Content

At Caythorpe Primary school, our PE curriculum provided a broad base of movement knowledge, skills placing pupils in co-operative, collaborative and competitive situations which aim to cater for the preferences, strengths and needs of every pupil. We will develop their creative and expressive abilities and provide situations here pupils

work independently, in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

The curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance. It is inclusive and every pupil has equal access irrespective of their age, gender, cultural or ethnic background. Whilst retaining its unique contribution to a pupil's movement education, PE has considerable potential to contribute to wider areas of learning and is considered important that it is integrated into whole school planning to develop pupils' English, maths, science, PSHCE and computing knowledge and understanding.

PE is delivered throughout the whole day and a timetable showing when a class is either outside or indoors is displayed in the staff room. All classes have at least two hours of PE per week. We are endeavouring to implement the Department of Health guidelines for gaily physical activity which is as follows:

Early Years/Under 5s: Children of pre-school age who are capable to walking unaided should be physically active daily for at least 180 minutes (3hours), spread throughout the day. All children should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

5-18 Years: All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three times a day.

PE is rarely cancelled at Caythorpe Primary School. We understand the importance of the subject contributing to all aspects of physical health. In the event of weather conditions making it unsuitable to complete and activity planned, alternative arrangements are made. These could include using the school hall instead (with modification or adaption), rescheduling the activity for another day or carrying out class based activities based around the learning (e.g. evaluating clips from previous week's learning.)

On no account is PE to be used as a sanction

In EYFS practitioners should;

- Plan activities that offer appropriate physical challenges to support sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

In **Key Stage One**, pupils should be taught skills and understanding through dance, gymnastics and games activities.

In **Key Stage Two**, pupils should have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming).

See document – [PE Overview 2022-24](#) for curriculum coverage

Programme Management

- a) Planning and preparing the Physical Education Programme

All PE lessons are well-prepared and structures to contribute to safe learning situations. Good Practice=Safe practice. Planning follows the Caythorpe Curriculum PE Medium Term Plans for [Foundation Stage](#), [Key Stage 1](#), [Lower Key Stage 2](#) and [Upper Key Stage 2](#).

In the planning stage we think through the following process;

What children need to learn ~~what~~ activities will be provided how will ~~it~~ be safe

An example of lesson structure is

Warm-up (relevant to the main activity/environment and weather conditions) main activity
cool down →

Safe practice is embedded in the learning process and implemented in every lesson.

At Caythorpe Primary School class teachers teach physical education not only to develop and maintain their skills and understanding of the subject but also because they know their pupils' personal, social and health needs and make appropriate cross curricular links where they exist.

As part of our membership to the Carres Grammar School program a sports specialist teacher visits the school once a week to deliver PE to classes. This support runs in a rotation system and teachers assist in the delivery of the session to their class as this also provides quality professional development in the teaching and delivery of high quality PE lessons.

The use of visual aids and technology are strongly encouraged to enhance learning.

Swimming takes place at Sleaford Leisure Centre for Years 3 and 4, 5 and 6 pupils for 15 and 30 weeks respectively a year. Lessons are planned and delivered by qualified centre swimming instructors but the class teacher is strongly encouraged to assist where necessary to develop children's confidence. The instructors provide assessments at the end of each term.

b) Progression in the Physical Education Programme

Carefully planned and graduated progression in fundamental to enabling pupils to improve safely their skill and understanding in PESSPA. These skills are presented in the afore mentioned documents of the Caythorpe Medium Term Curriculum for PE.

All pupils should be enabled to achieve success in an environment that safely meets their needs. Applying the STEP framework can help with the setting of appropriate challenge.

S: Space: where the activity is happening

T: Task: what is happening

E: Equipment: what is being used

P: People: who is involved

High quality PE lessons should include challenges for pupils which involve developing:

- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical and mental well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

To encourage children's sports leadership staff delivering PE sessions also complete the "Building Blocks" chart which is to be displayed in classrooms. Children are expected to maintain high standards of behaviour, practise safety codes and observe rules of good hygiene. The ideals associated with fair play and sportsmanship are encouraged at all times.

c) Personalised learning in the Physical Education Programme

At Caytorpe primary School, we have the highest expectations of pupils and believe they should have the opportunity to make safe progress at individual or small-group rates. All pupils will learn if they are provided with appropriate learning conditions. Differentiated work or personalised learning involves matching the tasks to students to enable progress at an appropriate pace. In addition our, range, quality and availability of age and ability related equipment for most activities enable us to meet the specific needs of our pupils. The STEP framework is used to support effective planning or personalised learning in PESSA.

d) Assessment of Pupils Progress and Attainment in PE

The Physical Education National Curriculum (2014) sets out the aims, purpose of study and content for physical education. It does not specify a detailed overview of the nature and content of the learning. However, it does present attainment targets that pupils should reach by the end of each key stage and these targets are the minimum entitlement.

At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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).

At KS2: Pupils should continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success.

The national KS1 and KS2 targets have been broken down into skills of the "expectations" per phase (KS1, Lower KS2 and Upper KS2). These are expectations in the Skills documents are in each area of activity. At Caythorpe Primary School teacher make use of a range of resources to aid their planning for example PE Planning online, Val Sabin schemes of work, TOPs session cards, Maths of the Day as well as various sport specific teaching resources available and cross curricular active slips (Godoodle, imoves and CBBC supermovers). There are units of work for all six areas of PE and these have been positioned in and across the year groups to achieve a broad and balanced and progressive programme. Children's participation in physical activity, including sports clubs and competitions is monitored using a tracker which enables us to see how many/which pupils are participating and therefore which pupils should be targeted for extra-curricular opportunities.

Formative assessment helps pitch the learning initiatives to accurately meet the needs of all pupils in the class. Planning is annotated accordingly. When appropriate teachers may use assessment methods to capture learning for example peer observation, recording and analysing performance.

Summative assessments are made by the professional delivering the PE sessions at the end of each unit of work through an interschool team competition. Achievements are reported to parents/carers in their child's/ren's end of year report. Gifted and talented pupils, or children who give a cause for concern will be noted and appropriate interventions put into action if required.

These members of staff provide the drive and enthusiasm for promoting physical activity and act as positive role models. The P.E. co-ordinator will also monitor the P.E. curriculum, participation and progression for pupils as part of the school's assessment and monitoring procedures.

Clothing, Footwear and Personal Effects

a) Clothing for pupils

Pupils should wear clothing that is for purpose according to the PESSPA activity, environment and weather conditions. From the earliest age they change in order that they may participate safely and securely.

At Caythorpe Primary School, all pupils should have a clearly named kit at school every day. Our PE kits consists of;

- White T-Shirt
- Black shorts
- Trainers or plimsolls – that fit properly and are different to shoes worn in school
- A PE bag that is clearly named
- T-shirts, shorts are sold inexpensively at school and can be ordered from the school office. PE kits should be taken home regularly for washing.

Tracksuits may be worn for outdoor activities in cold weather and in gymnastics and dance bare feet is recommended for improved quality of movement and safety. The children should walk to the hall in plimsolls and taken off upon entry to the hall for the safety of children's feet walking down corridors.

Spare kit is available for children who have forgotten kit. For those who persistently forget their kit they should be reminded of the importance of PE and a note should be sent to their parents asking for their co-operation (available on the shared drive). Each class should have a note on their classroom window where parents can see, indicating when PE takes place. Year 5 and 6 children can change separately where possible in a suitable room. Children should not change in the toilets.

Swimming kit should be brought to school on the day when swimming takes place and taken home afterwards. It is pool policy that children wear a swimming hat and goggles are permitted.

If children are well enough to come to school they are encouraged, unless on health grounds (broken bones) to take part. They should only miss PE if this is requested by their parent, either by direct contact with the school or a note to the teacher. Non-participants should be included in the lesson using the lanyards expressing a particular role i.e. star spotter, umpire etc. These are located in the hall on the PE display. They can take the role of evaluator, coach, score keeper etc.

If a child has a verruca Association for PE and Swim England advise this should be covered using a plaster (waterproof plaster for swimming) to avoid transmitting the verruca.

b) Clothing for staff

Teachers and support staff involved in a lesson should always endeavour to change into appropriate clothing and footwear for teaching PE or leading PESSPA clubs and activities.

c) Personal effects, including jewellery and cultural or religious adornments

Personal effects, such as jewellery, religious artefacts, watches, hair slides and sensory aids such as glasses, should be ideally removed to establish a safe working environment. Earrings should ideally be removed on days PE is to be taught before coming to school. Teachers are not permitted to remove earrings, this is the responsibility of the child. It is not necessary in current guidelines to cover newly pierced ears with plasters. This is also national policy from the Association of PE (AfPE). Children who wear earrings will not be able to take part in practical lessons, but will be able to take on the role of umpire, referee, and coach where appropriate.

The reason not to wear earrings (or any jewellery) is that it can lead to injury for the wearer and for others in the class and it is the teacher's duty of care that must apply here. The reason is both about tearing of the ear lobe,

but also the post of the earring going into the neck which is where the brachial nerve is running directly to the brain.

Staff should be mindful of their own adornments and remove prior to PE.

Long hair should be tied back for every lesson with a suitably soft item.

Our policy of clothing, footwear and personal effects is provided to new parents on their child's entry to the school. It is also on our website and annually provided in a newsletter when appropriate.

Equipment

a) Managing equipment

At Caythorpe Primary School we try where possible to purchase equipment that has a British and European Standards Kitemark (ES and BSEN respectively).

Pupils are taught to lift and carry equipment safely from an early age. They know how many pupils are needed to carry and place specific items of equipment and how to carry correctly.

All equipment should be visually checked prior to using to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience. In addition to the annual contractor (gymnastics and early years' outdoor equipment/surface) inspectors, we have a system for staff to report faulty equipment.

Where equipment is deemed unsafe, but repairable, it is moved well away from the working area and clearly labelled as unsafe until made good. Equipment condemned following an inspection is completely removed and disposed of.

b) Mats/gymnastics equipment

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floorwork (e.g. developing rolling).

Mats should never be used to protect against foreseeable outcomes of poorly developed skill such as anticipating that pupils will fall while suspended from horizontal ladder or similar apparatus.

We do not have crash mats, springboards or trampettes in school as these forms of equipment should only be used where qualified practitioners know how to use this advanced apparatus.

d) Storage of PE equipment

Most of the games equipment is stored in the outdoor PE cupboard. All equipment is stored in appropriate contained or ball bags. Gymnastics equipment is stored in and around the hall itself.

It is the responsibility of the staff to ensure equipment is replaced tidily in order to minimise the potential for tripping and to allow staff to obtain the equipment they need quickly and efficiently. Children are allowed to carry equipment to the site where it will be used. Class teachers are encouraged to assign monitors and PE leaders to put equipment away but they must do so when supervised. Sports Ambassadors are assigned at the beginning of each school year who may help with equipment on School Games and Sports days. No PE specific equipment should be used for playtimes.

There is a range of equipment for playtimes stored in the playtime games cupboard, also stored in clearly marked containers. Sports Ambassadors are responsible for putting equipment away at the end of break times when supervised by an adult. They are also responsible for keeping the storage area tidy.

Inclusion

All pupils are entitled to access a full programme of PE as possible (Equality Act 2010)

To enable all pupils to enjoy suitable and safe participation and to demonstrate optimum inclusion as appropriate we try to gain as much knowledge of the specific learning difficulty, disability, medical condition or emotional or behavioural disorder and understand how the individual's condition affects them.

The children at Caythorpe School also undertake fitness profiling annually which allows certain groups to be targeted for intervention or Gifted and Talented provision. Visiting coaches to the school can be used to target these individuals to give them the intervention or Gifted and Talented provision needed. This provision is also completed by the class teacher within differentiated P.E. lessons. Fitness profiling also identifies individual children who would benefit from additional vigorous physical activity and the school provides extra-curricular clubs specifically targeting these children.

First Aid

The PE subject leader works with the "appointed person/people" to plan first aid arrangements for sporting events off-site if they themselves are not trained.

Each class has a first aid kit in the classroom which can be used for minor injuries. (See First Aid Policy) Reporting forms are available in classrooms, staffroom and the playground first aid cool box for parents. It is the responsibility of the class teacher to stock their first aid kits (items available in the staffroom). For more specific advice should be sought from the appointed Paediatric first aiders (Posters displayed around school).

Digital Technology

At Caythorpe Primary School all staff are clear about how and when they can photograph students and how images might be used to promote PESSPA using various online media and display boards in school (see Safeguarding Policy and Mobile Use policy, Social Media Policy, Use of the Internet Policy)

We seek parental written consent and keep parents and pupils informed of events where photographs may be taken or videos made. Staff are aware of pupils who should not have their photos taken for use on social media (twitter).

Enrichment Opportunities

We provide a diverse and quality assured extra-curricular programme with links, where possible, to local opportunities. Our school is part of the Carres Grammar School Outreach for Sports. As part of this provision we have a sports specialist in school one day a week. We also take parts in competitive and non-competitive competitions, tournaments and festivals for a range of sporting abilities across and range of sports. We also access leagues and fixtures through links with other local schools. Parents and Carres are able to access league tables of competitions through the website and directly at kobocca.

Healthy competition is central to both curricular and extra-curricular programmes. Fair play, tolerance, leadership and other values are taught through both.

Pupil voice drives decision making around the enrichment offer and participation data is used effectively to plan for further widening of opportunities. Other active initiatives are;

a) Active Travel

The school implements a travel plan that encourages children to actively travel to school. Those that are unable to walk or cycle to school are encouraged to 'park and stride' and we have established a community link with the local pub to enable us to use their car park to do this. We constantly try to keep traffic to a minimum directly

outside the school gates to make it safe as the children get to and leave school. There is secure cycle/scooter storage and a cycle safety course is offered to Year 6 pupils.

b) Playtimes and Lunchtimes

We offer a wide range of Outdoor Playing and Learning opportunities for all children during play and lunch times which encourage physical activity and help pupils stay alert and attentive in class. The activities also provide many other educational and social benefits. The school has a wide range of equipment available including the trim trail, clumber stack, den building equipment etc. Mid-day supervisors engage pupils in physical activity at lunchtime and Key Stage 2 Active Ambassadors support physical activity and also promote the school games values.

b) Raising the Profile of Physical Activity

A central 'Healthy Active Board' and "Well-Being" board advertises opportunities for pupils to participate in school and community activities and also celebrates pupils' achievements and success. The children's achievements are also celebrated in regular assemblies. Topics throughout our curriculum teach children of the importance of being healthy and to encourage children to lead a healthy lifestyle including eating healthy, balanced meals. Provided school meals are healthy and balanced and children's lunchboxes are encouraged to be healthy with 1 'treat'. Children only eat fruit or vegetables for their playtime snacks and are encouraged to bring a water bottle. Following on from this the school runs a gardening club and has a growing patch on site for the children to grow their own fruit and vegetables. As part of Change for Life the school promotes healthy changes in dietary habits and runs a yearly club for targeted children to attend.

The P.E. co-ordinator takes responsibility for monitoring the curriculum coverage throughout the school as well as the teaching and learning taking place during P.E. lessons.

Staff Training and Support

Opportunities are taken by the PE subject leader and colleagues to attend Continuing Professional Development as and where appropriate, to increase confidence and competence to deliver high quality PE. Following the training, all staff should provide a brief summary of learning points and disseminate to the rest of the staff. Currently, the Deputy head collates the information and evidence on the effective use of the PE and school sport premium. All staff are briefed on safe practice and know where to find the PE policy and the afPE Safe Practice document.

External Validation

