

Physical Education Policy - Glynwood Primary School

Intent

At Glynwood Primary School we intend that all children enjoy and fully engage in Physical education, school sport and physical activity (PESSPA). Through PESSPA we will develop the children's knowledge, skills and understanding, so that they can perform with increasing confidence, competence and motivation in a range of physical activities co-operatively. Through sustained active participation, we aim to improve children's health and well-being and lifelong participation.

Rationale

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims and Objectives

The overall aim of the Physical Activity Policy at Glynwood is to increase the activity levels of the whole school through a wide range of health promoting activities.

We aim to:

- provide a wide range of sporting/physical activities which will be co-ordinated throughout the school by the Physical Education co-ordinator and school staff.
- provide a curricular physical education programme which meets statutory National Curricular requirements providing a 2 hour high-quality physical education programme to meet the Government - Public Service Agreement (PSA).
- provide a broad, balanced and high-quality physical education programme.
- increase pupils' knowledge and understanding of the importance of physical activity and healthy lifestyles.
- increase pupils, participation in physical activity, education and sport both within and outside curricular time.
- provide relevant in-service training Continuing Professional Development (CPD) opportunities for all staff.
- provide opportunities for staff to gain appropriate qualifications to assist with extra curricular activities.
- ensure that safe and effective exercise procedures, including warm-ups and cool down are carried out.
- provide adequate resources, with safe and stimulating areas in which physical activities can be undertaken both indoors and outdoors.
- raise the profile of physical activity throughout the school and encourage cross-curricular links and use of I.C.T. to promote initiatives.

- provide facilities and equipment available for pupils to participate in physical activities before school, lunch time and break times and encourage pupils to be active at these times- through e.g. walking to school, skipping, dancing, aerobic activities.
- invite qualified professionals to deliver PE lessons and to contribute to the provision of extra-curricular activities.
- to liaise with local clubs/facilities and relevant professionals in the local community to help develop physical activity pathways beyond school.
- to organise a range of physical activities during the school year e.g. Glynwood Games. Multi-skills Festival, House Sporting Events, Sports Day - Healthy schools' Week activities, Local/National events, Daily Mile etc.
- to encourage more staff and pupils to walk (or cycle) to school - Bikeability Program in Year 5.
- to provide opportunities for staff, governors, parents to participate in activity e.g. Sponsored Walk/run Charity events.
- to monitor pupils' level of involvement in physical activity
- to offer sporting opportunities to all children.
- to promote buddies and leadership in sport through the "buddy system" and "Young Sports Leaders" in Year 6.

Teaching and learning

Our PE lessons are planned using the *Get Set 4 PE* platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. *Get Set 4 PE* is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

EYFS

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Assessment

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the *Get Set 4 PE* assessment software and class assessment folders. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the *Get Set 4 PE* progression of skills document, progression ladders and knowledge organisers.

Monitoring and Reviewing The planning and coordination of the teaching of PE is the responsibility of the subject leader and is overseen by the curriculum leader.

Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective. Our School provides an appropriate PE kit for all children and keeps spare sets in school. Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga. Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in. Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to consider their own safety and that of others at all times. Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips

Water safety and Swimming

Glynwood will provide swimming instruction in Key Stage 2 at Gateshead Leisure Centre.

In particular, pupils will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

The Role of Subject Lead

- To take the lead in policy development in consultation with staff and governors.
- To lead curriculum meetings if necessary.
- To plan for and audit the use of the P.E sports premium grant within school.

- To attend any relevant meetings/courses for physical education.
- To be responsible for the acquisition of resources that are needed.
- To monitor the teaching of physical education in the school.
- To inform staff of any staff training and assist them if possible.

P.E sports premium grant - (For more details refer to Sports Premium Document).

The subject lead, with support from the SLT, will plan for the effective and appropriate use of the P.E sports premium grant each year.

Currently, the grant supports the school's involvement in the SSP delivery from Gateshead at the premium level, funding for the lunchtime and after school coaching programme provided by "Keep Active", Hoops for Health basketball programme run by Newcastle Eagles, training and CPD of staff within school as well as resourcing the subject with appropriate levels of equipment.

Inclusion

Glynwood's Physical activity policy will support the key principles set out in other policies including:

- Inclusion - Equal Opportunity policy
- Special Educational Needs
- National Curriculum Physical Education
- Personal Social Health Education
- Citizenship policy
- Safe Practice - Healthy and Safety policy

Staffing

The Head teacher, School Manager and Physical Education subject lead should: organise the curriculum timetable and extra - curricular programme and also ensure appropriate use of school staff including Outside Agencies, Coaches and Sports Development Officers.

Policy development

This policy was reviewed December 2022.

H. Baardman