



Stebbing Primary School

Physical Education Policy

Subject Coordinator: Tom Le Masurier
Governor responsible: Nikki Munson

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1. Aims and objectives

At Stebbing Primary School we believe that Physical Education is crucial in developing a range of skills in our pupils, as well as understanding the benefits this has to their health. We ensure that all pupils receive a high-quality approach to their physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.

In line with the national curriculum, we aim to ensure that pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

2. Teaching Physical Education

2.1 Our PE Curriculum

- All children have at least two hours of timetabled PE sessions each week.
- In the Foundation Stage, children have the opportunity to take part in PE sessions which include a range of dance, gym and games lessons with a heavy focus on developing the children's physical literacy. There are many other physical activities happening throughout the week, including parachute games. The Early Years Foundation Stage also benefit from a 10-week block of teaching from a sports coach with the focus based on developing the children's physical literacy.
- In Key Stage 1 pupils have the opportunity to take part in PE sessions which include a range of dance, gym and games lessons.
- In Key Stage 2 pupils have the opportunity to take part in PE sessions which include a range of dance, gym and games lessons.
- In the summer term, all children have two swimming lessons a week in our outdoor heated swimming pool. If it is deemed necessary, children will be given additional support with swimming to ensure they meet the end of key stage requirement. Our year 6 children also attend a 25m pool to provide opportunities for the children to meet the national curriculum aims of swimming 25m.

2.2 Planning

- The curriculum planning of PE is carried out in three stages: Long-term, medium-term and short-term. The long-term plan maps out for each year group what area of the Physical Education curriculum should be taught in each term. This plan is devised by the Subject Leader in conjunction with the teaching staff.
- We currently use the Primary PE Planning (PPP) scheme of work for our long, medium and short-term planning.
- PE lessons and activities are planned and adapted to ensure that the children are able to build on their prior knowledge while giving them the opportunity to develop their skills and understanding of each activity area. There is clear progression within the school's scheme of work to ensure that the children develop as they move up through the school.
- Class teachers make use of the Primary PE Planning documents to support the planning of lessons and can make adaptations where required to suit specific children or cohorts of children. .

- We also use sports coaches to offer a wider range of extra-curricular activities that cannot be covered within the curriculum lessons (gymnastics, street dance, cheerleading, , self-defence, yoga, change4life, circuit training). A full list of the current clubs that we offer can be found on the school's website.

3. Contribution of PE to teaching in other curriculum areas

3.1 Computing

Where appropriate, computing enhances the teaching of PE in all key stages. It is used in dance and gymnastics to record the children's performances allowing them to evaluate and develop their own and their peers' performances.

3.2 English

PE and English contribute to each other as we encourage the children to describe what they have done in a range of PE lessons and activities and discuss how they can improve their own or their peers' performances using appropriate language.

3.3 Maths

Children make use of a range of measuring devices to measure timings, distances and steps (using a pedometer) and learn how to record these measurements using mathematical representations, such as tables, graphs and charts.

3.4 Personal, social, health education (PSHE) and citizenship

PE contributes to the teaching of PSHE and citizenship with the children learning about the benefits of healthy eating and regular exercise and how to make informed choices about these aspects. We also offer additional clubs to support children who struggle to make these decisions through the Change4Life scheme. In PE, children learn how to work by themselves, in small teams and in larger groups. They learn how to cooperate within these teams and are given opportunities to learn how to win and lose graciously whilst considering how to improve their own and their team's performance.

3.5 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities for the children to support their social development through the expectation that is set out when working with each other in lessons. Children are grouped to work together, to plan performances and to discuss team tactics. Children are given lots of opportunities to develop a respect and appreciation for their peers' performances within a range of PE activities whilst taking into consideration a range of different abilities.

4. Teaching and learning styles

- 4.1** We use a variety of teaching and learning styles in Physical Education lessons with our main aim to develop the children's knowledge, skills and understanding through a mixture of individual, small group and whole class activities. This should enable the children to become physically confident with their own individual abilities. Within the teaching of PE, we also give the children ample opportunities to take part in competitive situations which helps to build the children's character and helps to teach crucial values such as fairness, respect and sportsmanship.

- 4.2** In all of our classes, we have a wide range of sporting and physical abilities. Whilst recognising this, we ensure that all children's learning needs are met by providing suitable learning activities that will match the children's ability to the task at hand.

5. Assessment for learning

Assessments and evaluations of children's learning and development are conducted after each lesson to determine each child's next step in their own individual learning journey with that specific aspect of PE. The planned PE sessions will allow pupils to acquire new skills, and refine these as the unit progresses. Teacher assessment and observations are ongoing and discussions regularly take place to determine pupils' particular strengths or talents or those pupils who need additional support. Pupils are also encouraged to evaluate their own work and to suggest ways in which to improve. PE assessments are reported on a termly basis reflecting on current units of work. Teachers make use of the assessment wheels which link directly to curriculum and the Primary PE Planning scheme of work to inform their decisions. Teachers and PE specialists make annual comments to parents and carers as part of the school's annual reports.

6. PE and inclusion

- 6.1** We inclusively teach PE to all children. PE is an essential part of Stebbing Primary School's curriculum to ensure we provide all children with a diverse and broad education. Through our PE teaching, we provide children with the learning opportunities that enable each and every child to make good progress. As a school, we strive to meet the needs of those pupils with Special Educational Needs and Disabilities (SEND), those who are gifted and talented, those who have English as an additional language or those who have been identified as pupil premium.
- 6.2** We strive to ensure that all children have access to the full range of activities involved in learning PE. Where children are to participate in activities outside of our school, we carry out the appropriate risk assessments prior to the event to ensure that the activity is safe and appropriate for all of our pupils.

Please refer to our Inclusion and Special Educational Needs and Disabilities policy for more information.

7. Safe Practice

The teacher should have a working knowledge and understanding of their liabilities and legal responsibilities relating to health and safety procedures and duty of care.

- 7.1 To ensure safe practice, children should be taught to:**
- Be concerned with their own and others safety in all activities undertaken.
 - Understand the importance of warming up and cooling down from exercise, thus preventing injury.
 - To adopt good posture and the correct use of the body at all times.
 - To lift, carry and place equipment safely.
 - Observe the rules of good hygiene.

- Understand why particular clothing, footwear and protection are worn for different activities.
- Understand the safety risks of wearing inappropriate clothing, footwear and jewellery.
- Respond and follow instructions and signals within established boundaries.

8. Physical Education Uniform

8.1 Pupils: Children need to wear shorts and a school PE polo shirt for indoor and outdoor PE lessons. If outside for a games session, pupils may wear suitable tracksuits, including jogging bottoms and fleece tops. Socks and trainers also need to be worn for outdoor sessions. Children should wear bare feet for all indoor lessons. Watches must be taken off for PE sessions and ear studs removed. No jewellery must be worn for these sessions. This is under the guidance of Essex County Council.

8.2 Teachers: All teaching staff must wear suitable clothing and shoes, either barefoot or trainers. Large or loose jewellery that is liable to get caught should be removed for PE lessons (with exception of ceremonial rings) for health and safety purposes as well as to provide a good role model for pupils. Teachers have sports jackets that they are to wear when doing PE outside in the winter and have been provided with a PE polo shirt and a PE jumper to wear when teaching PE.

9. Resources

9.1 Hall Cupboard

- Small apparatus is stored in the cupboard as well as most moveable gym equipment. All shelves in the cupboard are labelled and equipment is organised by sport or activity.
- Sports captains are responsible for ensuring the equipment is being used appropriately and is being stored away correctly in the cupboard.

9.2 Hall

- Large apparatus is stored along the walls in the hall.

9.3 Outdoor Equipment

- Netball posts and football goals are stored outside and are available for the children to use at break time and lunch time.

For more information on where equipment is stored please refer to the PE equipment audit.

10. Health and Safety

Learning how to be safe in PE sessions forms part of every lesson. Children are taught to:

- Be concerned with their own and others' safety in all activities undertaken.
- Understand the importance of warming up for and recovery from exercise.
- Lift, carry and place equipment safely.
- Respond readily to instructions and signals within established routines and follow relevant rules and codes.

(Please also refer to our Health, Safety and Wellbeing policy)

11. Professional Development

Our School Games Organiser (SGO) in conjunction with the Uttlesford School Sports Partnership (USSP) offers regular training courses. Members of staff are invited to attend these. We also have our School Sports Coordinator (SSCo, Nick Wilderspin) visit on a half-termly basis to deliver P.E lessons to all classes whilst the teacher observes. Nick also runs a 10-week block of lessons to Wrens class to develop their Physical Literacy. This serves as an excellent opportunity for the teacher to observe a high quality coach and generate ideas for their own teaching of Physical Education.

12. Extra-curricular activities

At Stebbing Primary School we understand the importance of offering pupils a range of extra-curricular sporting, physically active and non-physically active clubs. The school provides a range of physically active clubs for children before school, at lunchtime and after school. These encourage children to further develop their skills in a range of activities. The parents are informed of the clubs at the start of every half-term with children signing up for the clubs at the beginning of each term or half term. We are part of the Uttlesford School Sports Partnership and we take part in regular competitions and tournaments across a range of sports and activities to enable the children to compete against other schools. This allows the children to put into practice the skills that they have been learning within lessons and in extra-curricular activities. These competitions assist the development of a broad set of skills that comes through working as a team for a desired goal.

In order to prepare children for competitions, we review our clubs every half term. Please see our website for an up to date list of our comprehensive club list.

13. Gifted and Talented learning opportunities

Gifted and Talented children are identified at the start of every academic year, however children can be added to our gifted and talented programme throughout the year. We have three categories in our gifted and talented programme:

- **Gifted and talented** – children who have been identified as being more-able in a wide range of sporting activities.
- **Sport specific** – children who have demonstrated that they are more-able in one or two particular sports.
- **Development** - children who have been identified as more-able but have not yet had the opportunities to demonstrate that across a range of sports.

All children on our gifted and talented programme are given the opportunity to attend additional half-termly sports clubs led by our sports coordinator (Mr Le Masurier) to provide them with the opportunity to extend their skill levels even further across a wider range of sports surrounded by children who have been identified as more-able.

On top of this, children in year 2 and year 6 are invited to attend yearly talent camp trials which are run by the Uttlesford School Sports Partnership. If successful, children are invited to attend a talent camp in the half-term holiday.

14. Inter-House Competition

Children compete in their house groups in a variety of sports throughout the year.

Sports captains are responsible for organising their team and children can sign up to participate in the events. Scores for each event are recorded and the house with the most points at the end of the year, receive the Inter-House sports cup. These events are held at lunch times during the sports clubs.

15. Rewards Scheme

A reward scheme is in place to encourage children to participate and commit to attending extra-curricular clubs. Children are rewarded with a badge depending on their level of commitment to a particular club. In order to receive the awards, children in KS2 must attend at least 5 clubs, whereas children in KS1 must attend at least 3 clubs.

- Gold Star: 100% attendance.
- Silver Star: 90% attendance
- Bronze Star: 80% attendance.

The badges are given out to the children with a certificate at the end of the year to celebrate their commitment to extracurricular sports at Stebbing Primary School.

We also have links with many Sports Clubs through our Partnership and can recommend clubs to parents/carers if a particular talent has been identified in their child (*please see our sports notice board within school for more information on our links to external sports clubs*).

16. Monitoring and review

The coordination and planning of the PE curriculum are the responsibility of the subject leader who also:

- Supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject.
- Uses specially allocated regular management time to review evidence of the children's work and to observe PE lessons throughout the school.