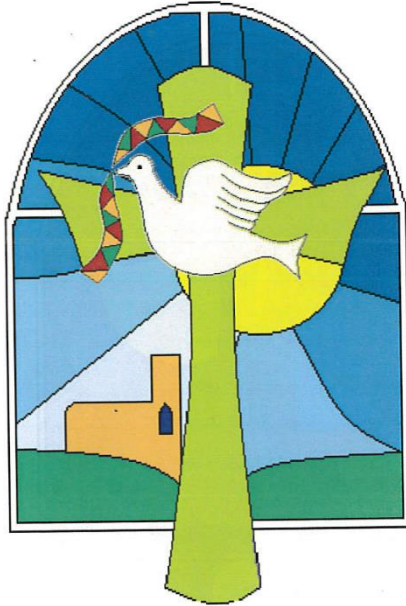


PE Policy

Wolds Federation



Our Christian Vision is that our children will be agents for change in their own lives, in their local community and in their global community.

"Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity."

John F. Kennedy

Date: April 2024

Review: April 2026



Introduction

This Physical Education (PE) Policy covers all aspects of the PE curriculum including extra-curricular activities (after school and during break times). It is to be implemented throughout the Federation from the Early Years Foundation Stage through to Year 6.

Intent

Regular PE can improve quality of life, improve health, promote social inclusion, raise individual self-esteem and confidence and counter anti-social behaviour. Schools play a key role in promoting:

- Active lifestyles to young people through developing their attitudes, knowledge and confidence
- Competence to help encourage a lifelong commitment to PE.
- The health benefits of regular purposeful physical activity are substantial. The Chief Medical Officer's Report 2004 states: "There are few public health initiatives that have greater potential for improving health and well-being than increasing the activity levels of the population of England".
- Schools can play a significant role in promoting healthy active lifestyles so that all pupils get a good start in life.
- Providing a whole range of purposeful physical activities can promote the corporate life of a school by stimulating and providing opportunities for teachers, pupils and ancillary staff to find mutual satisfaction in individual and team successes.

Implement

- To provide a safe supportive environment for a broad, balanced programme of PE in and out of curriculum time.
- To provide progressive and differentiated learning objectives that will allow all children to participate and enjoy success.
- To increase levels of health and well-being by developing a greater understanding of the importance of regular activity and by promoting healthy eating and providing access to water.
- To ensure that all pupils have access to a minimum of 2 hours high quality PE and sport each week, along with further opportunities to take part in after school clubs.
- To provide links with key partners to ensure all children have access to appropriate community activities.
- To encourage all pupils to participate in physical activity during play times.



Objectives taken from National Curriculum and New EYFS Framework

EYFS

From the 17 Early Learning Goals we like to focus on these 5 goals below:

Personal, Social & Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Key Stage 1

Pupils 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.

Pupils should be 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

Pupils 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.

Pupils should be 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 and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should 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.

Raising the Physical Education profile

PE is promoted during breaks and lunchtimes and pupils are encouraged to be more active at these times. The Federation operates a system promoting 'Play Leaders' to help children to get involved in PE through playground games. The Play Leaders from Year 5/ 6 have been trained in organising games for the younger children involving small equipment and basic rules. The Play Leaders encourage children to join in with games on the playground at lunchtimes. Equipment is also provided at break times and lunchtimes and managed by the Year 5/6 pupils. The playgrounds have markings on to encourage positive play and to inspire the children to make the most of their playtimes. An adventure playground has been built, providing the chance to climb, move and balance on different levels which will encourage more active play amongst children from Reception to Y6.

Resources

Middleton on the Wolds Primary School provides the Federation with a large purpose-built hall with gymnastics equipment and a sound system for dance.

The Federation is equipped to provide for whole class teaching in the following:

- Football
- Tag rugby
- Tennis
- Netball
- Hockey
- Cricket



- Rounders
- Dodgeball
- Orienteering
- Gymnastics
- Athletics, track and field
- Small and large ball activities
- Multi skills
- Table tennis
- Badminton

Training

It is the PE Leader's responsibility to make staff aware of inset courses and to encourage them to attend. The PE Leader should also be aware of any weaknesses within the teaching team. In these cases, support and training opportunities should be made available.

Assessment

The Sports Development Officer (SDO) assesses children's learning in PE lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, the SDO makes a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. These records enable the SDO to make an annual assessment of progress for each child.

Inclusion

The PE curriculum is made accessible for children of all abilities. A variety of approaches are used to include children with specific disabilities or health conditions. These are as follows:

- Modifying activities - changing an element of the activity to allow a child to join in e.g. equipment, boundaries, rules, etc.
- Parallel activities - children work on similar activities alongside each other, therefore succeeding to their own ability.
- Separate activities - in some cases it is not beneficial for a child to be included therefore a separate activity is set up for the child to work with support. This would be linked with a specific area of development.
- For children that require medication, for example inhalers, these are always made available prior to and during the lesson. Children are encouraged to be responsible for their medication although the teachers monitor administration



Our Christian Vision

Our Christian Vision is to be "Agents of Change" in PE we strive to be an agent of change for ourselves as we provide children with a diverse range of sporting opportunities for them to thrive and achieve. This allows them not to just be an agent of change for themselves now but a lifelong agent of change as they continue with lifelong sporting activities to improve their physical and mental health. Also, PE can provide key life skills such as persevere and team work. PE encourages children to learn how their body is a gift and understand the ways to look after it.

Health and Safety

In PE general teaching requirements for health and safety apply.

In both outdoor and indoor lessons clear safe boundaries are set for the children by using line markings or cones. Equipment is checked for safety by the SDO and also by teachers prior to using it.

The gymnastics apparatus is checked annually by outside contractors. The children are also encouraged to consider their own safety and the safety of others.

Appropriate dress

We expect children to change for PE into the agreed clothing for each activity area. We expect the

SDO and teachers to set a good example by wearing appropriate clothing when teaching PE.

Children are expected to wear the school PE kit in order to ensure safe participation during sessions.

Indoor sessions:

- Shorts
- T- shirt
- Plimsolls

Outdoor sessions:

- T- shirt and sweaters(winter)
- Shorts or tracksuit bottoms(winter)
- Trainers

All long hair must be tied back. Jewellery should not be worn during PE and children are required to remove items such as earrings, necklaces, watches and rings etc. Items such as earrings, that the child maybe unable to remove should be covered by surgical tape. If children do not come to school with the correct PE kit, spare kit will be



provided for them whenever possible; this is in order assist with our aim to increase participation in PE.

The Role of the Curriculum Team

The PE leader has overall responsibility for the organisation of the PE curriculum. The PE Leader's key roles are:

- To monitor and evaluate practice by being aware of current classroom practice and discussing any needs and concerns with colleagues.
- To organise resources through carrying out a resources audit.
- To support other members of staff by demonstrating good practice, commitment and enthusiasm.
- To communicate the school policies by writing and reviewing curriculum policies, liaising with outside agencies to keep up to date with developments and overseeing the extra-curricular activities that relate to PE.
- To liaise with the Sports Development Officer to provide links across the Federation and to ensure this policy is being implemented in all three schools

