



Thornaby Church of England Primary School



Physical Education, School Sport and Physical Activity Policy Document

Intent

At Thornaby CofE Primary School, we believe the development and internalisation of the four core values of love, perseverance, hope and forgiveness are vital for our children's future. Physical education, school sport and physical activity (PESSPA) at Thornaby CofE Primary School has a vital role to play in developing these core values as well as the 5 Golden Threads developing the physical, social, emotional and intellectual development of children. In the uncertainty of the next century, they will need to be able to demonstrate and live out these values throughout their entire lives in order to develop as British and Global citizens who will have a positive impact on society as a whole and in the community in which they live. We aim to prepare our children for that future.

PESSPA are important in giving children the knowledge, understanding and the tools to make informed choices about healthy living and have a positive impact on their own health and well-being. Our curriculum aims to improve the wellbeing and fitness of all children at Thornaby CofE Primary School, not only through the sporting skills taught, but also through the underpinning our core values and the disciplines PESSPA promotes.

The physical education curriculum at Thornaby CofE Primary School, aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations by engaging pupils in their learning, developing their knowledge, skills and understanding, and putting these into practice. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Children will have the opportunity to take part in a wide range of sports and physical activities, carried out in a safe and supportive environment, where effort and hard work, as well as success, is celebrated and enjoyment and working together is promoted.

Implementation

We provide participation in PE through a wide range of quality provision that will enable all pupils to develop a healthy lifestyle and participate in a range of competitive sports to fulfil their potential. We believe that an effective curriculum offers knowledge, skills, understanding and progression. At Thornaby C of E Primary School we:

- Provide a curriculum that satisfies the requirements of the National Curriculum.
- Provide up to two hours of high-quality physical activity per week for all pupils.
- Provide an environment in which pupils enjoy and are committed to PE and sport.
- Ensure pupils understand that physical activity is an important part of a healthy lifestyle, including social and emotional well-being; both in and out of school and now and in the future.

- Provide all pupils, irrespective of ability, opportunities to experience and succeed in positive, enjoyable and stimulating PE and sport.
- Provide opportunities, within the school and between schools, for pupils to participate in a range of competitive, creative and challenge-type activities, as individuals and as part of a team.
- Develop competence in the fundamental movement skills and control in gross and fine motor skills.
- Develop stamina, suppleness, strength and agility and the determination and resilience
- Establish clear learning objectives and success criteria, opportunities for pupils to demonstrate their knowledge, understanding and competence, challenges to enable pupils to select and use skills with regards to tactics and composition and other opportunities for pupils to communicate, solve problems and make decisions.
- Provide meaningful links to other areas of the curriculum and to national and international agendas.
- Establish good habits: an awareness of safety and hygiene and being responsible for PE equipment.

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. We aim for them to grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

The National Curriculum for Physical Education

PE is a foundation subject in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in 'Physical education programmes of study: key stages 1 and 2.'

Planning embraces the National Curriculum. The planning and delivery of each unit of work ensures all pupils have the opportunity to:

- 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.

Early Years:

The physical development of children in Early Years is an integral part of their schoolwork and is related to the objectives set out in the Early Learning Goals. The children are encouraged to become Competent Movers, developing their Fundamental Movement Skills in the way they move, balance and handle equipment, both indoors and outdoors.

Key stage 1

- 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

- 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.

End of KS1 statements:

- a) plan and perform safely a range of simple actions.
- b) practice and improve their performance.
- c) describe what they and others are doing.
- d) recognise the effects of physical activities on their bodies.

End of KS2 statements:

- a) plan, practice, improve and remember more complex sequences of movement.
- b) perform effectively in activities requiring quick decision making.
- c) respond safely, alone and with others, to challenging tasks.
- d) evaluate how well they and others perform and suggest ways of improving performance.
- f) sustain energetic activity over a period of time and understand the effects of exercise on the body.

Activities in PE will follow the year group planning document and ensure there are units of work for all six areas of PE. These have been positioned in and across the year groups to achieve a broad, balanced and progressive programme. See our long-term plan on staff shared drive:

These plans ensure:

- A) *breadth and balance*, through individual, pair and group activities; competitive and non-competitive activities; use of different teaching styles.
- B) *differentiation*, to involve groupings, ability or individual activities; use of equipment.
- C) *continuity and progression*. The level descriptions provide a framework for progression throughout the key stage.

- In the Foundation Stage the children take part in Physical activities every day totalling approximately one and a half hours of PE a week.
- In KS1 PE is taught once a week for one hour.
- In Y3 and Y4 children have a one-hour PE session and 20 one hour swimming lessons at the LEA swimming pool structured in 2 week blocks.
- In Y5 and Y6 children have a 2-hour PE session.

Each lesson should include a warm-up and cool down relevant to the main activity and learning environment/weather conditions. All pupils should be physically active for sustained periods in every lesson. Progressively they should learn about the components and how to perform warm up and cool down exercises paying attention to the principles of safe exercise practice.

The Physical Education Programme

Carefully planned and graduated progression is fundamental to enabling pupils to improve safely their skill and understanding in PESSPA. 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.

Space: where the activity is happening?

Task: what is happening?

Equipment: what is being used?

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.

Teaching and learning strategies

A variety of teaching and learning styles should be used, including:

- **Command:** immediate response to a stimulus.
- **Practice:** provides opportunities for pupils to work independently on a task.
- **Reciprocal:** opportunity to develop skills of observing, comparing and contrasting.

Key Skills

The following areas have all been identified as key skills which can be taught through the medium of PE:

- **Communication Skills-** speaking, listening, and expressing ideas through a variety of media.
- **Mathematical Skills-** develop and apply their knowledge and skills of number, shape space and measures.
- **Problem-Solving Skills-** develop and apply their skills of asking appropriate questions, making predictions and coming to informed decisions.
- **Creative Skills-** develop and apply their creative skills, particularly the development and expression of ideas and imagination.
- **Personal and Social Education-** promote the attitudes and values and to develop and apply the skills, knowledge and understanding relating to Personal and Social Education.

Assessment, Monitoring and Evaluation

Subject monitoring including the monitoring of general PE and Sport activity and the use and impact of the Sports Premium will be carried out by the PE Subject Leader with support from the Head Teacher, using the following strategies:

- Observation of teaching and learning
- Tracking and assessing pupil progress and achievement considering specific groups, including special educational needs, the least active and pupil premium children.
- Obtaining views of pupils, staff and parents

Formative assessments are carried out throughout the lesson and used to clarify skill uptake and adapt teaching. These are done through mini plenaries and 'live' individual feedback as pupils work, by teachers and teaching assistants. Peer to peer feedback, discussion and reflection is used regularly as an essential part of learning. Summative assessment is carried out at the end of a unit of work. At the start of each unit a 'core task' is used to assess the children's capabilities. Following the completion of the unit a judgement is made as to whether pupils are working below, at or above the expected level. These are recorded on a whole school PE assessment tracker. This enables the PE subject leader to easily monitor the progression of children across school. When a pupil reaches the end of a key stage a formal judgement is made using the same criteria.

Equality, Diversity and Accessibility

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

All pupils will access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of people, including those who have diverse special educational needs, who are disabled, who have English as an additional language and who are gifted and talented. This will be carried out by effective lesson planning, delivery and assessment and using support staff and appropriate resources.

Special Educational Needs

Planning for pupils with SEND is part of the planning process that we do for all pupils at Thornaby Church of England School. Removing barriers for pupils with SEND ensures that all children can learn and progress in ways that are personalised to them but to also ensure they have access to a broad and balanced curriculum.

We strive hard to meet the needs of those pupils with special education needs and take reasonable steps to achieve this. To ensure our SEND children learn more effectively, it may be appropriate to plan smaller steps for them to achieve the learning goal and/or adapt the task through differentiation using the STEP framework, The modifications we make to each lesson depends on the SEND needs of the children and the intended learning outcome.

The SENCO is available to support staff with advice concerning any aspect of special educational needs including the provision or adaptations that need to be in place for SEND children. The SEND chapter in the AFPE Safe Practice document, pages 228-248 is an excellent reference tool for specific information and all the staff are aware of this section.

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 Stockton School Sports Partnership (SSSP) this participation enables us to access a wide variety of leagues, fixtures, events and festivals. A record of who represents the school is stored on the school drive.

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.

Each year six Year 5 children are invited to become 'P.E. Crew' (Sports Leaders) for the school. Under the tutorage of the PE Subject Leader and the current Year 6 PE Crew, they develop into sporting role models for the younger children. The PE Crew experience high quality training (both internally and through the SSSP) and are supported to be deployed across a range of whole school sport opportunities including assisting with lunchtime clubs, personal challenges our annual Sports day and any other sporting activities.

Health and safety

The aim at Thornaby CofE is to manage risks in accordance with the guidelines in the 'Safe Practice in Physical Education & School Sport' (afPE 2012) and the PE Subject Leader will report any concerns to the school's Health and Safety Officer. Also, all staff have a duty of care to ensure that pupils can actively participate without endangering themselves or those working around them. Every teacher has procedures in place before the PE lesson to ensure the following is adhered to.

Risk Assessments

The importance of safety in PE is made clear to all pupils, lesson planning allows for health and safety consideration and every teacher is expected to carry out an informal risk assessment of every PE lesson to minimise risk. Risk assessments exist for the school environment and attending swimming and a risk assessment is completed by the PE Subject Leader for pupils attending an off-site sporting event.

PE Equipment

At Thornaby CofE Primary School we try where possible to purchase equipment that has a British and European Standards Kite mark (BS and BS EN respectively). An annual audit of PE resources is undertaken by the PE Subject Leader, checking availability, condition and appropriateness.

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

All equipment should be visually checked prior to using it 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) inspections, we have a system for staff to report faulty equipment.

Where equipment is deemed unsafe, but reparable, 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.

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 floor work (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 a horizontal ladder or similar apparatus.

Crash mats, springboards and trampettes are only to be used at our gymnastics club, and not in curriculum time, where qualified practitioners know how to use this advanced apparatus.

Storage of PE Equipment

Indoor equipment (including Gymnastic equipment) is kept in the PE cupboard in the hall, Outdoor equipment is kept in the garage on the KS2 playground.

It is the responsibility of **all** staff to ensure that the equipment is replaced tidily in order to minimise the potential for tripping, and to allow safe accessibility for pupils to pick up, transport and site the equipment they are using.

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. It is considered good practice by the school to have at least one of the PE 'personnel' trained so they can take control of first aid arrangements when taking part in physical activities and school sport off-site.

The First Aid chapter in the AFPE Safe Practice document, pages 249-275 is an excellent reference tool for information on first aid kit contents, defibrillators, accident and emergency procedures including dealing with concussion. All the staff are aware of this section and also when and where to report accidents.

Clothing for pupils

The children have a PE uniform as detailed on the school website. If a pupil repeatedly forgets his or her PE kit, a letter is sent home by the class teacher. The school has sets of spare PE clothes to enable those who do forget their kit, access to the lessons.

All children should have a clearly named PE kit to wear to school on their allocated PE days. Our PE kit consists of:

- A white polo shirt - with the school logo on the front
- Blue/Black shorts /leggings/tracksuit bottoms, no stripes, logos or other emblems
- Trainers or plimsolls - that fit properly and are different to shoes worn in school.

Tracksuits may also be worn for outdoor activities in cold weather and in gymnastics and dance bare feet are recommended for improved quality of movement and safety. The class teacher should assess the condition of the corridor, leading to the hall, before asking children to walk in bare feet. (Plimsolls can be taken off on entry into the hall)

Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice and children with long hair must wear swimming hats. (A copy of what the children can wear for swimming is in the Borough swimming handbook. Please ask the PE Leader for a copy).

If the child is well enough to be in school, they are encouraged, unless on health grounds (broken bone), to take part. They should only miss PE lessons if this is requested by their parents, either by direct contact with the school or in a note to the teacher

Non-participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper etc.

Clothing for staff

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE or leading PESSPA clubs and activities and be a role model.

Personal effects, including jewellery and cultural or religious adornments.

Personal effects, such as jewellery, (including body piercings), religious artefacts, watches, hair slides and sensory aids including glasses, should ideally always be removed to establish a safe working environment.

See p180 in the afPE Safe Practice document for more information on earrings and sensory aids.

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

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

Any religious artefacts should be removed or made safe. See p181 for further information.

Our policy on 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.

Disclaimers from parents alleging the removal of responsibility from teachers in the event of an injury occurring while their child takes part while wearing jewellery, personal effects or non-policy clothing or footwear should be declined.

Non-Participation

In the event of a child not able to participate in a PE lesson, a record is kept by the teacher and the note from the parent, if there is one, explaining the situation. If this is a regular occurrence, the

teacher will set up a meeting with the parent to negotiate a way forward. The teacher will also find an alternative role for the pupil such as team manager, score counter, equipment manager, recording supervisor or lesson report writer.

Inclement weather

Where weather renders an outdoor lesson non-viable, every effort is made to move the lesson into the hall. The lesson may be adapted or suitable indoor games played instead.

The Sports Premium

The Sports Premium is used to support all Thornaby CofE's PE and Sport objectives and its vision. The premium helps to promote sustainable outcomes: high quality PE lessons and extra-curricular opportunities which enable all pupils to want to regularly participate in physical activity and even excel, both now and in the future. The expenditure is posted annually on the school's website, a report is also made annually to the school's Governors and its impact is measured as described above.

Staff Training and Support

Opportunities are taken by the PE subject leader and colleagues to attend CPD*, 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. The subject leader 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.

*The SSSP organise a calendar of CPD opportunities for all schools buying back into their service.

Digital Technology

At Thornaby CofE Primary School all staff are clear about when and who can photograph students and how images might be used to promote PESSPA using various online media and display boards in school. We include relevant details on school admission forms, websites and the school prospectus to inform parents that digital imagery is used in education to support learning, and to reassure them that it will only be used in specific circumstances about which they will be advised. We ask parents to provide written consent on one occasion to cover the time the pupil is at school, and we keep parents and pupils informed of events where photographs may be taken, or videos made.

A list of pupils who are not permitted to have their photo taken or to be filmed is made available to staff for reference.

Monitoring the policy

The PE subject leader will monitor the implementation of the policy regularly.