



Be the best you can be, every day.

Physical Education Policy

Introduction

THIS DOCUMENT IS a statement of the aims, principles and strategies for Physical Education at North Downs School.

IT WAS DEVELOPED by the Subject Leader and agreed with staff and governors. Its main function is to support and inform practice so there is consistency across the school. This subject policy should be read in line with the school current policies for SEND , Single Equality, Health and Safety and Subject Leader Guidance.

IT HAS BEEN TAKEN FOR APPROVAL to the Governors in September 2021.

THIS POLICY WILL BE REVIEWED in September 2023.

Our aim and intention at North Downs Primary School is to deliver a high quality, inclusive physical education curriculum that is creative, exciting, positive and fun, inspiring all children to live healthy and active lives. Skills and knowledge are carefully sequenced and built on to ensure children develop to be 'the best they can be'. We encourage the children to try different sports and activities and embed values such as fairness, respect, consideration, honesty and teamwork. Children are able to extend their knowledge, skills and fitness by attending our wide and varied clubs, competitions and festivals. They have fun and experience sporting success. North Downs children leave school with a love and enjoyment of physical activity that we hope will continue throughout their lives.

Aims

- To acquire and develop skills in a wide range of activities.
- To select and apply skills tactics and compositional ideas.
- To show knowledge and understanding of fitness and health.
- To evaluate and improve performance.
- To be proud of their achievements.
- To promote fair play and respect.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

To achieve our intention PE looks like this:

- Children are active for 90 to 95% of PE lessons
- High quality equipment is used to engage and create positive attitudes.
- Individuals know what they are learning and how they can be successful.
- Children have time to discuss and evaluate their learning.

Planning and Resources:

The North Downs physical education curriculum is designed to develop progressive skills and knowledge across the school as well as an awareness of the importance of physical activity for health and fitness.

Our curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance (England). It is inclusive, and every child has access irrespective of age, gender and cultural or ethnic background. **Physical Education School Sport and Physical Activity (PESSPA)** is integrated in the whole school 's planning for the development of children including links with personal, social and health education, forest schools, science and maths.

Our long, medium and short term plans plus other useful PESSPA resources, are stored on the school website website/ teacher shared/ planning and in the PE folder. These are regularly updated by the PESSPA subject leader. Teachers follow these plans to build up skills and knowledge and ensure good coverage and progression in a wide and varied Physical Education (PE) curriculum.

The Early Years Foundation Stage (EYFS) curriculum follows the **Early Years Foundation Stage (EYFS) statutory guidance for physical development**. They plan activities with appropriate physical challenges to develop a range of gross and fine motor skills. Their planning is supported by resources such as imoves for dance and games.

Years 1-6 follow the units in the long term plan of dance, gymnastics, games, athletics and swimming. In years 3-6 the games activities rotate on a 2-year programme to offer a variety of sporting experiences and progression of skills.

All years follow the DSSP gymnastics, games and athletics short term planning. All years including the foundation stage, use 'imoves' for their dance planning which provides age and topic related dance lessons with supporting videos that teachers can relate to their year groups topics.

Swimming is a key focus of our PE curriculum in years 3-6. We believe it is absolutely fundamental to teach all our children to be competent swimmers and be able to save lives. We have our own pool so,

ensure our swimming goes above and beyond the national curriculum requirements. (Research shows if children cannot swim before leaving primary school they probably never will).

A copy of the long term physical education plan can be found on the school website and in teachers shared/ planning/PE.

Time allocation for PESSPA

At North Downs all classes have at least 2 hours of Physical Education (PE) each week. This is timetabled to show whether this is an inside or outside lesson. In addition to the 2 hours of timetabled Physical Education, teachers are expected to take active breaks during the school day, these may be mile a day, or active blasts such as super movers or multi skills challenges. Children from year 1-6 take part in our extensive forest schools programme which particularly targets children in need of emotional and social support.

Assessment and Recording of progression of skills:

During PE lessons assessment for learning strategies are used such as questioning, feedback, peer and self-assessment. Teachers use the progression of skills to document to ensure children are making progress in PE.

Records of attendance at clubs etc. are also collected to monitor the activity levels of our children and put clubs and activities in place for the less active.

Leadership and Management

The subject leader is responsible to the head teacher and will ensure that the following tasks associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget and PESSPA and Sport Premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole school development plan
- Posting reports on the school website about the allocation of the PESSPA and the sport premium and its impact
- Auditing, ordering and reviewing the efficiency of equipment, learning resources to ensure students are well taught and protected.
- Attending courses to further their own professional development and providing information, support and appropriate continuing professional development for colleagues.
- Monitoring classroom practice and planning, auditing needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved.
- Making all resources available to staff, including health and safety policy, long and short term planning, progression of skills materials and resources to support learning.
- Carrying out risk assessments in line with employer procedures
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any national, employer and School Sports Partnership developments as appropriate.

Monitoring of Standards of Teaching and Learning

Subject monitoring and evaluation will be carried out by the subject leader with support from the school leadership team where appropriate. The school will utilise the following strategies and measures to evaluate standards in PESSPA:

- Observation of teaching and learning, including support staff and coaches to assist in the identification of strengths and development needs
- Assessment of student progress and achievement
- Student interviews
- Self-evaluation of the subject in relation to PESSPA and Sports Premium

Additional; PESSPA and Sports Premium funding is being used here to ensure this monitoring is carried out in accordance with best practice and this policy.

Teaching Safety

North Downs follows the PESSPA guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PESSPA and should be referred to regarding any aspect of health and safety. A copy of the latest edition of afPE Safe Practice in PESSPA is located in the staffroom.

Opportunities for Physical Education Outside the Curriculum:

Our out of hours learning programme enriches and extends the work of the curriculum to develop the children's skills and keep them active.

There are a wide variety of sports clubs for the children to join at lunchtime and after school. These clubs are open to all children and are very well attended.

- Provide a balance of competitive and non-competitive activities through intra and inter school events
- Invite less active children to attend a Change 4 Life club.
- Ensure the school participates in the extensive programme of Dorking School Sports Partnership and Active Surrey sporting fixtures and festivals
- Celebrate participation and achievements in the school assemblies and newsletters.
- North Downs also links to numerous local sports clubs with coaches supporting some of our after school activities and clubs.

A timetable of Out of school Hours learning (OSHL) activities can be found on the school website.

To ensure the quality and sustainability of the OSHL programme the school will:

- Employ a range of qualified and experienced coaching staff and implement quality assurance through the PE lead and Deputy Head.
- Inform children and parents of the range of OSHL opportunities

External Sports Coaches

- The deputy head teacher is responsible for safe recruitment procedures, disclosure certification, possession of a governing body of sport licence where relevant, and confirming authenticity of all After School Learning and coaches.
- The class teacher will maintain overall responsibility for what is taught and the conduct, health and well-being of the children.

PESSPA Kit

Children should wear kit that is fit for purpose according to the PESSPA activity, environment and weather conditions. From the earliest ages, children should change into suitable clothing /kit in order that they may participate safely and securely.

The school PE kit should be worn for all activities.

- **For indoor sessions:** white North Downs t-shirt, black shorts or black leggings (close fitting, not baggy or loose so it cannot catch in apparatus)
- **For outdoor sessions:** white t-shirt, black shorts/ joggers / leggings/ purple hooded sweatshirt and spare socks.
- **Training shoes with effective grip and support for outdoor sessions and indoor games**
- In **gymnastics and dance**, children should take part in bare feet as this is safest, whether on the floor or apparatus, because the toes can grip
- **Swim hats and goggles** should be worn in swimming lessons.
- **It is advisable that children have mouth guards** for hockey and **shin pads** for football and hockey in game situations.

- Children should also bring with them for PE lessons a water bottle, hat (summer months) and coat or extra waterproofs depending on the weather for outdoor PE and Forest Schools.

If children do not have the correct kit for the lesson. every effort will be made to involve the children in as much of the lesson as possible either completing the non-participants sheet or umpiring/timing/scoring.

- **The Daily Mile** aims to increase student's activity levels by running/walking or a combination of both. Children are not expected to change into PE kit but appropriate and relevant footwear should be worn, and if a student has unsuitable footwear for running they should take part and walk the route with care.
- **For classroom-based movement** in a limited space or playground activity (e.g. 'wake and shake') type activity it is acceptable for children to remain in their school uniform. During this type of activity, children work in a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced.
- In **hot weather** protection from the sun is advisable; therefore, children can wear caps and loose, light clothing. Parents will be advised to provide sun cream protection for their children to apply.
- **Religious and cultural clothing** to maximise safe and meaningful participation, the school staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.
- **Long hair** should be tied back with a suitable soft item to prevent entanglement in apparatus and obscuring vision
- **Nails** need to be sufficiently short to prevent injury to self and others
- **Clothing for PESSPA - staff.** Staff should always endeavour to change into appropriate clothing for teaching PESSPA.
- **Personal effects including jewellery and cultural or religious adornments** Personal effects, such as jewellery (including body piercings), religious artefacts, watches, fitness watches, wristbands and hair slides should be removed to ensure a safe working environment.
- **Sensory aids including glasses** Activities involving physical contact and full game situations may not be appropriate for wearing sensory aids.

Disclaimers from parents about the wearing of any item of jewellery by a child will be declined.

- **Medical bracelets:** can be worn if they are made from soft materials, (velcro fastenings) Where there is a concern the bracelet can be covered with tape, padding or a soft sports style wristband.

Changing Provision

As North Downs school lacks purpose built changing rooms, when changing for PESSPA, KS1 and lower KS2 children will change together in their classrooms. If possible upper KS2 will change in separate boys and girl's areas. Staff are present during PE changing times to ensure children are safe at all times. Separate boys and girls changing rooms are provided for swimming.

Equipment and Resources

Each site has a PE shed where PESSPA equipment is stored for easy access and usage:
 Brockham: outside the hall. There is also a separate shed for lunch and break time play equipment.
 Leigh: On front playground - PE equipment on right hand side and playground equipment on left.
 Betchworth : On playground

Equipment is reviewed regularly to ensure it is safe and suitable for the range of ages, abilities and needs of children to enhance learning.

Children are encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (with staff supervision)
- Learn any safety procedures relating to the carrying or handling of resources

Teachers are also encouraged to carry out dynamic risk assessments prior to every PESSPA lesson through a quick overview of the equipment and environment before the lesson

Any damage, breakage or loss of resources should be reported to the business manager and or PE lead as soon as possible. Any damaged apparatus should be isolated from use and reported.

Maintenance for the hall and outside area equipment for PESSPA is carried out annually by Surrey.