

**Physical Education Policy**

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This policy outlines the teaching, organisation and management of the Physical Education Curriculum of Rattlesden Primary Academy. The implementation of this policy is the responsibility of all the teaching staff.

**Introduction**

Rattlesden Primary Academy believes that Physical Education is essential to a child’s physical and emotional development. The Physical Education programme aims to ensure that all children are provided with opportunities to develop control and self-confidence. Children are encouraged to participate in competitive and physically demanding activities. It also aims to encourage children to realise the importance of an active and healthy lifestyle.

**Aims and Objectives**

Physical Education offers opportunities for all students at the school to achieve the following objectives:

* to acquire and develop skills
* to respond to a variety of challenges and perform with increasing physical competence and confidence in a range of physical activities and contexts.
* to engage in physical activity for a sustained period of time.
* to participate in competitive inter- and intra-school activities.
* to promote enjoyment and positive attitudes to health, hygiene and fitness.
* to develop a knowledge of how to participate safely in sport and physical activities.
* to develop communication skills and an ability to work with others
* to lead activities, take the initiative and focus on bettering observational skills that can lead to greater appreciation of own work and that of others.

We also aim to establish and apply safe practice standards in our physical education lessons by enabling pupils to participate in lessons that provides appropriate challenge with acceptable risk and promoting pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life.

Our Physical Education curriculum is broad, balanced and relevant and all lessons:

- are taught in an environment that is safe for activity.

- adequately supervised.

- use regular and approved practice.

- are progressive in terms of learning and challenge.

- provide support and challenge.

- are adapted to meet the needs of individuals

- build a system of advice and the practice of warning.

- use equipment for the purpose for which it was intended.

**Early Years Foundation Stage**

During discrete PE sessions and through continuous provision, children are given opportunities to improve their physical development. Children participate in activities that develop their co-ordination, control, and movement, while also using a range of equipment and resources that can be used in a variety of ways or to support specific skills.

**Key Stage 1**

In years one and two children are given the opportunity to participate in a wide range of activities, including dance and gymnastics, allowing them to master fundamental core movement skills and to develop their agility, balance and co-ordination. This will aid children in becoming increasingly competent and confident within their PE lessons. Children will also engage in competitive (both against themselves and against others) and co-operative physical activities involving a range of challenging situations.

**Key Stage 2**

In key stage two children continue to develop a broad range of movement skills and learn to apply them to sporting activities, including OAA and dance. Children are encouraged to communicate, collaborate and compete with one another. Activities will develop children’s flexibility, strength, techniques, control and balance. Children will learn how to evaluate and recognise their own success and to compare their performances with previous ones, demonstrating improvements. Children will also take part in competitive games and apply basic principles suitable for attacking and defending. In Year 3, children receive swimming instruction, developing a range of strokes. If a child in Year s4 to 6 are unable to swim 25m, they continue with swimming instruction.

Educational visits in key stage two provide children opportunities to participate in outdoor and adventurous activities.

**Equalities**

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. Please refer to our equality and SEND policy.

**Time allocation**

In Rattlesden CEVC Primary School, the aim is that all children will receive 2 hours of timetabled Physical Education each week with further opportunities to be involve din physical activity outside of lesson time.

**Assessment for Learning**

Teachers regularly assess and monitor the learning in PE through observations made during lessons. These judgements are then used to plan the future work for each child or group of children. We report to parents through our end of year reports. The subject will is monitored and evaluated by the subject leader, who also supports colleagues by being informed about current developments in the subject.

**Health and safety**

Teaching staff should refer to ‘Safe Practice in Physical Education and Sport’ guide for guidance on individual sports or seek advice from the PE lead or our School Games Organiser. Jewellery, such as watches (including exercise trackers) and earrings MUST be removed before Physical Education lessons. No other jewellery should be worn and hair should be tied back away from the face. Clothing and footwear should be appropriate for Physical Education lessons, inside and out. It will comprise of T shirt and shorts. Dance and gymnastics should be undertaken in bare feet, unless for medical reasons plimsolls should be worn. For outdoor activities clothing should be work that is appropriate (such as a tracksuit or sweatshirt) dependant on weather conditions. Children who require asthma inhalers in school have then stored in a marked container in the classroom – this box is taken to the hall/field/playground for all physical activity.

Pupils should be taught, as an integral part of Physical Education lessons how to assemble, lift, rearrange, dismantle and store apparatus safely.

**Safeguarding for changing (following NSPCC guidance February 2022)**

We consider the needs of each year group and understand that some children may feel vulnerable getting changed and may cause anxiety for some children and aim to treat everyone fairly and with the respect for their privacy and dignity.

Mixed gender changing is less appropriate as children get older. Children in Years 5 and 6 change in same gender groups. We take into account the needs of all children, are sensitive to younger children who may mature physically earlier or later than their peers and respond to any requests to change separately or in same gender groups.

We also understand that changing areas could be places where children are more vulnerable to child-on-child abuse such as bullying and understand we need to keep them safe in these situations as well as allowing them their privacy, particularly as they get older.

We are also aware that some signs of abuse become apparent while children are getting changed. For example we may notice changed in behaviour, children being uncomfortable getting changed or unusual marks and bruises. Staff and volunteers are trained to recognize signs of abuse and know the procedures to follow if they have any concerns.

We decide of appropriate supervision based on the age and developmental needs of the children. If it is not necessary for adults to remain in the room whilst children are changing, they should set clear behaviour expectations whilst they are unsupervised and adults should be in close proximity and in earshot, e.g. by leaving the door slightly ajar. Children should be aware of this in order to maintain good behaviour and deter any disturbance or bullying. They should understand that an adult will enter the room if necessary. The adult (if possible the same gender) should alert the children in advance that they are entering the room to give then a chance to cover up. Adults should only enter the room if necessary and not repeatedly enter the room without good reason.

Children know who to talk to if they are concerned about a member of staff or another child. Any concerns will be taken seriously and safeguard procedures followed.

For those children who need extra support getting changed, we follow our intimate care policy. We would write an intimate care policy with involvement from the child and parents/carers and review these regularly. We encourage all children to be as independent as possible and give verbal encouraged before offering physical support. We are particularly careful when helping with underclothes, tights and swimming costumes. If it is necessary to give a child assistance, adults always do this openly and in the sight of others.

When using offsite changing facilities (swimming pools), members of the public do not share changing facilities with the children at our school. The timing of the swimming lesson means that other schools are not in the changing rooms at the same time. If they were, we would write a risk assessment together to ensure safe practice. Children change in same gender groups. If a child wishes to change separately to their peers, this will be organsied. An adult remains in the changing rooms at all times if children are changing in cubicles. If not, adults will only remain in the changing room if needed but remain in close proximity, within ear shot and with eth door slightly ajar. Parent helpers who are not DBS checked would not be allowed in the changing facility. Any parent helpers who are DBS checked would follow the safe-changing procedures set out in this policy. They would not be involved in any intimate changing and seek advice and support from the member of staff in charge.

**Non-participation**

If children are unable to participate in Physical Education lessons because of illness or injury, this should always be supported by written or verbal communication from parents where possible. To ensure continued development of these children they should, where possible, still be present in lessons, listening to instruction on skill acquisition / concepts in order to put them into practice when they next participate. This is in line with our Equality Policy.

**Extra-Curricular Activities**

We provide a range of after school clubs, including netball, running, football, cheerleading and multi-sports, ensuring that all children have the opportunity to participate in extra-curricular sport. We also have Year 6 play leaders who are responsible for organising lunch time activities and sports coaches who run sports activities during lunchtimes.

**Sports Partnership**

We are members of the Thurston School Sports Partnership. We work alongside them to improve the quality of Physical Education and ensure children have the opportunity to participate in competitive inter and intra school events. We make use of sports coaches to teach PE throughout the school. They work alongside the class teacher to develop their own practice. Staff also receive CPD through the partnership.

**Resources**

We have a wide range of PE resources that are stored in the PE shed and PE cupboard in the hall. Additional equipment can be borrowed from the School Sports Partnership.

Our equipment is checked by REJB to ensure it is safe to use and fit or purpose.

**Monitoring**

The subject leader monitors the quality of PE teaching through lesson observations and pupil perceptions. Children’s participation and staff subject knowledge is audited to identify needs and ensure effective use of allocated funding. Professional development needs are identifyed and provided for the staff.



We currently hold the Silver School Games Mark.