

PE and Sport Policy

SLIMBRIDGE PRIMARY SCHOOL



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Slimbridge Primary School

Physical Education Policy and Guidance

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Intent

PE is instrumental in promoting health and wellbeing in young children. At Slimbridge Primary School, we believe that PE should promote development of key skills and participation in a variety of games, activities and sports. At our school, PE is used to give children an opportunity to work as a team, develop leadership skills and tactical awareness as well as fostering an enthusiasm for sport. We provide a safe and supportive environment for children to flourish in a range of different physical activities and encourage their physical, emotional, social and moral development. Competitions are used across school which allow children to compete individually and as part of a team, allowing the opportunity to develop communication and leadership skills. No child is left behind and all children are involved in competitions, giving them the opportunity to develop their skills and showcase their talents.

Implementation:

Our PE curriculum is varied and we have developed long-term plans to ensure that all National Curriculum objectives are covered. All pupils receive at least one hour of high quality taught PE per week, in addition to purposeful, daily physical activity which totals one hour a week. We work with Allsorts to ensure that PE is sequenced precisely to ensure progression of knowledge and skills and also to guarantee that children have the opportunity to experience a wide range of sports during their time in Primary Education. Children are given the opportunity to further develop their skills in after school clubs that focus on specific sports which are provided by teachers and external coaches.

We have successfully integrated inter and intra sports competitions into the school year, which gives children the opportunity to showcase their skills and enjoy the competitive nature of the sports. In our school, we celebrate our competitions being inclusive and we ensure that as many children as possible are involved.

Physical Education is fundamental in developing healthy lifestyles in young people and we are passionate about providing children with a wide range of opportunities to develop this. We recognise the importance of being physically active throughout the day to reduce sedentary learning. This is achieved in school by having active break and lunch times and by integrating 'active bursts' into the school day, as well as 'active learning' where possible. Break and lunch times are very important and we have well-staffed and equipped playgrounds to support children in being active, healthy, happy and ready to learn when they return to the classroom.

The importance of sport and being physically active in school is continually encouraged by Y6 Play Champions. These children are responsible for auditing outdoor equipment, initiating ideas and activities, being a positive role model and encouraging all pupils to get involved in physical activity. This has allowed children to develop their leadership and communication skills.

Impact:

In our school, we motivate children to participate in a range of sports which are fun, engaging and help children to develop a range of skills. We encourage children to

apply these skills and their knowledge during PE lessons, but we also provide children with the confidence to apply these skills to many different life experiences both now and in their future. We motivate children to take responsibility for their own health and wellbeing, inspiring children to lead a happy and healthy life.

Introduction

This policy document outlines guidance in relation to:

- The provision of physical education
- How it is taught and learned
- How it contributes to the physical, cognitive, creative, social and personal development of all pupils, the care, guidance and support of pupils and the framework through which all school leaders, teachers, and other adults supporting learning, understand and manage their roles and responsibilities in the provision of safe practice

All advice and information contained in this policy and guidance, regarding safe practice, is taken from the Association for Physical Education (afPE) handbook on Safe Practice in Physical Education and School Sport, 2012 edition, and DCC Health and Safety Policy and Guidance.

Rationale

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high-quality physical education programme pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical education provides pupils with the opportunity to be creative, and competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility.

They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality physical education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

Aims

Through a high quality, safe and challenging physical education programme, the school aims to develop successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Objectives

- Provide a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk.
- Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, and develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Educate pupils about, and involve them in, the process of risk management, so that they understand their responsibility in this, in order for them to participate independently in physical activity and to establish good habits and awareness of safety and personal hygiene.
- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves by challenging pupils to select and use skills, tactics and compositional ideas.
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group.
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.

- Develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school.
- Provide opportunities for competition appropriate to the stage of the individual pupil's development.
- Ensure that pupils enjoy PE and school sport and establish community links and pathways for pupils to engage in life-long participation.
- Provide links to other areas of the curriculum and wider school, county and national agendas .

Curriculum

All pupils are entitled to a progressive and comprehensive physical education programme which embraces current Statutory Orders of the National Curriculum and takes into account individual interests and needs.

Pupils should have access to all components of current National Curriculum programmes of study, which should include developing fundamental movement and basic skills in a broad range of activities in both KS1 and KS2 so that a realistic attempt is made to achieve the expected levels of performance.

The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- Acquire and develop new skills
- Select and apply appropriate skills, tactics and compositional ideas
- Evaluate their own and others' performance in order to improve
- Gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- Experience a range of roles – performer/coach/official/leader
- PE will provide opportunities to link with other areas of the curriculum e.g. ICT, literacy, numeracy, and PSHE.

Teaching and Learning

- Lessons will be planned to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage the variety learners, providing them with the opportunity to learn from visual, auditory and kinaesthetic activities.

- Lessons will provide appropriate activities which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Assessment & Recording

The attainment target for physical education sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

Teachers should ensure that when evaluating and improving performance, connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance as well as demonstrating a knowledge and understanding of health and fitness and performance in different roles

Refer to National Curriculum documentation for details relating to physical education strands

In deciding on a pupil's level of attainment at the end of a phase, teachers judge which descriptor best fits the pupil's readiness for the next phase.

Assessing Progress

To assist in formative assessment, teachers could use the following:

- PE assessment framework to involve pupils in self and peer assessment, helping them understand where they are at the beginning of a unit of work, and identify what they need to do to make progress.
- Watch children work, talk to them about what they are doing and listen to them describe their work.
- Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets.
- Use ICT to develop portfolios of children's work in physical education to show progression and quality of performance.

Recording & Reporting

Records are selective and brief and teachers should have a clear reason for recording information.

Significant achievements or weaknesses may be noted on an evaluation of the lesson and used to:

- Inform future planning for themselves or a new class teacher
- Form part of the statutory annual reporting process, and in discussions with parents
- Help children as a basis for future target setting
- Inform during transfer between classes and key stages to ensure continuity of progression

Equality, Diversity and Accessibility

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabilities, gifted and talented pupils and those who have English as an additional language.

Lesson planning, delivery and assessment ensures that all pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress

Adaptive Teaching

Planning for differentiation should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils . Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability. . Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

THE **STEP** FRAMEWORK

All PE lessons will include children with a wide range of abilities. STEP is an easy way to remember how to adapt PE lessons and sports sessions to fit the changing needs of the children. You might need to adapt a lesson to fit less or more able pupils within it or to make a whole group activity easier or harder as they progress.

SPACE

- Level (height)
- Playing area (bigger or smaller)
- Distance traveled
- Targets or goals further away or nearer

More space gives more reaction time, allowing children to make a decision and performing a skill. Less space demands a higher skill level to react quicker with less time.

TASK

- Easier - Simplify the rules
- Harder - Introduce more rules
- Rotate roles
- Time - Allow more or less time
- Change rules to aid inclusion
- Different ways to take part e.g. seated, standing, one hand, two hands
- Differentiating tasks in the group

EQUIPMENT

- Vary the size, shape, colour, texture, weight
- Make it bigger or smaller e.g. instead of a rounders bat use a tennis bat
- Softer or slower versions to make it easier e.g. tennis and cricket balls
- Make sure you use the correct size for the childrens age

Lighter and bigger balls will be easier to see and catch and will increase confidence.

PEOPLE

- Less defender makes it easier for attackers
- Larger numbers in a group means less time for each child to take part
- Smaller groups allow for more time for each child
- Putting children together who are the same ability, height, role.
- Working independently, in pairs, groups or teams

A team of 9 attackers with 1 defender will find it easier than equal teams of 5. Outnumbering allows for more time and success when practicing skills.

S.T.E.P. is a model used to remind you to think inclusively at all times and adapt activity accordingly.

Adults Supporting Learning (ASL)

ASL include classroom assistants, teaching assistants, HLTA, learning mentors, visiting coaches, sports apprentices but not trainee teachers

Additional support staff will be used during curriculum and non-curriculum time in order to:

Support the delivery of high quality PE
Enrich or enhance an activity pupils are undertaking
Provide training opportunities for staff

All ASL and coaches will receive appropriate access to CPD and support to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice.

The headteacher will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport licence, where relevant, and confirming authenticity of all ASL and coaches

The **class teacher will always maintain** overall responsibility for what is taught and the conduct, health and well-being of the pupils.

No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL.

Changing Provision

Dignity, decency and privacy, where needed, will be maintained. The following will be taken into consideration when deciding the necessity of constant direct, intermittent direct or distant supervision:

- Age of the pupils
- Joint gender
- Behavioural issues
- Location of staff
- Safety aspects of the changing space

Safeguarding

Safeguarding will be managed in line with the school's safeguarding policy.

Staff Development

Opportunities for the development of all staff should be provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by the designated Subject Leader and should be done in conjunction with the whole school development plan. The Subject Leader should ensure that all teaching staff, ASLs and coaches are aware of the development opportunities available. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

Leadership & Management

The Subject Leader is responsible to the Headteacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good practice.
- Managing the budget (sports premium) based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan.
- Reporting on the allocation of the sports premium and its impact on the school website.
- Auditing, ordering and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well taught and protected.
- Accessing any funding available that may enhance the quality of PE within the school.
- Attending courses to further own professional development and providing information and support for colleagues.
- Monitoring practice and planning, auditing needs for CPD to ensure high-quality delivery and setting future targets.
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any National, Local Authority and School Sport Partnership developments where appropriate

Monitoring & Evaluating

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement
- Pupil interviews
- Self-evaluation of the subject in relation to The 10 high quality outcomes for PE.

Safety Issues – Safe Teaching, Teaching Safety

Safe Practice in Physical Education & School Sport (afPE 2020 edition) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety

The PE policy is in line with school APE guidance. The subject leader should work alongside any staff responsible for health and safety within school.

Risk Assessment/Managing Risk

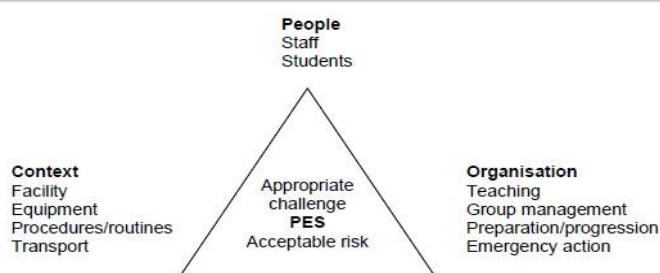


Figure 1: The triangle model for safe practice/managing risk in PES
(courtesy of Beaumont, Eve, Kirkby and Whittam)

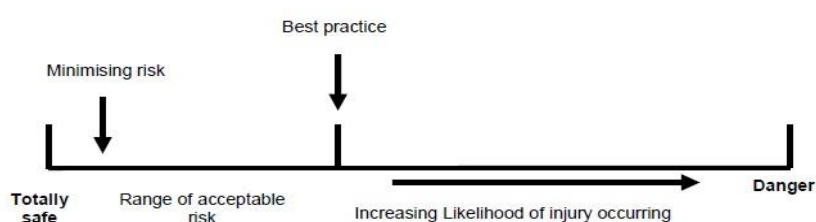


Figure 2: Managing Risk

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

This process of risk control is reinforced in the classroom through the production of posters that can be pinned to the wall to highlight these dangers.

During the thorough risk assessment of the school which is carried out on a termly basis (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the headteacher. Also, teachers are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

“The Triangular Model for Safe practice/Managing Risk”

RISK ASSESSMENT IN PHYSICAL EDUCATION – THE TRIANGLE MODEL



Beaumont, Eve, Kirkby, Whitlam 1998

In summary, schools should consider the following process:

- Decide what requires a risk assessment
- Identify the hazard – anything that can cause harm
- Decide who is at risk
- Evaluate the risk
- Record the findings
- Devise control measures to minimise the risk (risk management)
- Inform those affected
- Periodically review the assessment

Pupils' involvement in, and responsibility for, their own safety

From the youngest age, pupils will be encouraged to look around them and identify what they perceive could harm them. Continuously, the teacher needs to identify general considerations and question with the pupils, whether a situation is safe and what considerations have been addressed. The pupils will have learning experiences, appropriate to their age, that enable them to plan and manage their own activities safely. These will, of course, be managed remotely by the teacher who maintains duty of care.

Pupils will be made aware that chewing and eating during an activity is not acceptable.

Refer to Section 4 in Association for Physical Education (afPE) handbook on Safe Practice in Physical Education and School Sport, 2020 edition

Clothing & Personal Effects – (afPE recommendations)

Introduction

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils.
- Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.
- Pupils from the earliest ages should change into suitable clothing for PE so that they can participate safely. Although vests and pants were in the past, an acceptable option for the youngest children, contemporary views on safeguarding, personal development and hygiene mean this is no longer advisable practice. In addition, changing is an important life skill.
- Clothing for PE and school sport should be well suited to its function. It should be light and allow good freedom of movement, but will also need to offer some

insulation from cold weather in the winter months. It should be remembered that pupils who are insufficiently warm and experiencing discomfort will not be sufficiently focused and may lack concentration.

- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance, if worn.
- Personal effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids etc, should always be removed by pupils before participating in physical activity.
- Staff also need to be mindful of their own adornments. The wearing of rings for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and pupils involved in the lesson. Any exception to the recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment. Children MUST remove earrings or cover with plasters if unable to be removed.
- Clear expectations should be established throughout the school and with parents, about the management of personal effects.

Jewellery and personal adornment

The wearing of non-essential personal effects continues to pose difficulties in many schools since such items should ideally, always be removed in establishing a safe working environment. Staff have a duty of care to ensure that pupils are able to actively participate without unnecessarily endangering themselves or those working around them. Systems and procedures need to be in place within the changing area to check that pupils fulfil this obligation prior to participation.

The following procedure should be applied at the start of every lesson:

1. All personal effects should be removed. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. Particular vigilance may be required when dealing with body jewellery.
2. If they cannot be removed, e.g. medical bracelets/necklaces, staff need to take action to try to make the situation safe. In some situations, this may mean adjusting the activity in some way or, where a risk assessment allows, protecting the item with tape, padding or wristband. Taping over ear studs, for instance may offer a measure of protection in some physical activity situations where individuals are required to work within their own personal space. The amount of tape needs to be sufficient to prevent the stud post penetrating the bone behind the ear should an unintentional blow be received from someone or a piece of equipment. This would not be acceptable, however, in swimming lessons where exposure to water can easily dislodge the tape, magnifying the hazards involved, nor is it satisfactory in situations where close contact is foreseeable. Where taping is utilised, the adult supervising the group maintains the duty of care to ensure that the taping is effective in its purpose.
3. If the situation cannot be made safe, the individual pupil(s) concerned should not actively participate. Alternative involvement in the lesson may be possible.

The wearing of sensory aids such as spectacles or hearing aids will usually be determined by:

1. The nature of the activity
2. A balanced judgement as to whether wearing the item constitutes a greater or lesser risk to the wearer in those activities where physical contact is absent

Where sensory aids need to be worn for safe participation by the individual then the staff need to apply the procedure set out above in order to determine whether participation with the sensory aid is safe for the wearer and for the others in the group.

Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

Indoor footwear

- Suitable indoor footwear is crucial to safe participation and supervision. Security of footing is essential. Staff may need to respond quickly to prevent a potential injury to pupil, making effective mobility essential. Pupils need footwear that is capable of transmitting feel for the movement and the surface they are working on.
- Many practitioners believe that bare feet offer a better alternative for indoor activities such as gymnastics and dance (unless movement includes e.g. lots of skipping actions), providing the floor is of good quality and clean. Where any doubt exists about the suitability of the working surface, however, appropriate footwear becomes a requirement.
- Pupils should never participate in socks on polished surfaces. Well fitting socks maybe applicable on a carpet surface if traction is not affected.
- Training shoes on which the soles provide good traction, will often prove effective for a range of indoor games, but should not be worn for gymnastics activities for the reason of feel described above.
- Some form of footwear is preferable for indoor games activities due to the higher frequency of sudden stopping and changing direction quickly.
- Staff need to avoid situations often found in games lessons when organising wet weather indoor activity in which some pupils wear training shoes and others are obliged to resort to bare feet.

Outdoor footwear

- Whatever the type of footwear worn to give participants stability on outdoor playing surfaces, systematic maintenance is essential. The FA laws of the

game clearly states: A player must not use equipment or wear anything which is dangerous to themselves or another player. Although this reference applies to appropriate conduct in football, the principle embodied in this rule is universal. Security of footing is again an essential requirement, along with consideration as to whether the outdoor footwear presents any foreseeable risk to other participants.

- Systems need to be in place whereby staff, officials and participants regularly check the safety of the footwear. Procedures also need to be applied whereby participants avoid, wherever possible, walking over hard surfaces to gain access to the playing area. This can result in studs and other traction devices becoming unacceptably rough and sharp, proving hazardous to opponents in competitive games and practices.
- There is an ongoing debate about the safety, or otherwise of bladed boots, with some authorities deciding that they present an unacceptable risk. As yet there exists no conclusive proof, through well documented research that bladed boots present any greater risk than traditional studded versions, providing that adequate care and attention is given to their maintenance.
- Where a group presents a variety of footwear for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.

Pupils should know that:

- Clothing used for PE and school sport should be suitable for the activity and designed with safe participation in mind
- Personal items of physical education and sports clothing should be kept clean and serviceable. Physical education and sports footwear should be regularly checked and well maintained, this is particularly applicable to studded and bladed football boots
- Jewellery should always be removed before active participation; any exception to this rule must always be sanctioned by a member of staff.

Equipment & Resources

The majority of PE equipment is stored in the PE cupboard, with the exception of larger equipment, which is kept in the side cupboard. All equipment is catalogued and a list is available from the PE coordinator. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:

1. Look after resources
2. Use different resources to promote learning
3. Return all resources tidily and to the correct place (Staff to supervise)

4. Be told of any safety procedures relating to the carrying or handling of resources.

Policy review and update

Last reviewed.....January 2023

Date of next review.....January 2024