



PE Policy

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Vision

All young people should have the opportunity to live healthy and active lives. At The Village Primary School, we aim to **inspire, challenge** and **motivate** children so that they can thrive and express themselves confidently in a wide range of sports. Through leadership we offer all children the chance to **explore, dream** and **discover** their full potential. Meaningful links are made to Global Goals where relevant.

It is important that our children **'learn to lead'**. Therefore we offer all of our children the opportunity to lead activities during their school life. Leadership gives children the understanding of what it is like to have responsibility, to show respect for rules and brings the added challenge of organisation, communication and teamwork.

We also strive to give as many children as possible the opportunity to participate in a variety of competitive sports during their school life, giving them the understanding of: what competition feels like, what it is like to be part of a team, and to be able to both win and lose with equal grace.

Our vision for Physical Education is that every child should have the opportunity to develop the physical confidence and competence to enjoy being active through a wide range of activities. We hope this will lead to a life-long passion of being physically active and healthy.

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, and preferences and make choices about how to get involved in lifelong physical activity.

National Curriculum for England and Wales; Physical Education; p15

The Village Primary School seeks to provide a full, varied and interesting Physical Education curriculum, which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole. The health and fitness of all of our children is paramount.

P.E. concepts (see concepts progression form on website)

- **Competence**
- **Performance**
- **Creativity**
- **Healthy active lifestyles**

Intent

The intent of our PE curriculum is to deliver high-quality lessons that inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We aim to provide opportunities for all pupils to become physically confident in a way, which supports their health and fitness. We want to provide opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect and introduce children to a wide range of sports so that they can find a sport that they can enjoy/become passionate about /excel in.

Aims

The aims and objectives of the PE curriculum relate directly to those of The Village Primary School as a whole: namely that we endeavour to provide an educational experience that engages and is memorable in its delivery and content. During a child's journey through our school they will experience a wide range of sporting skills.

In order to do this we aim to:

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
2. Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
 - a. To enable pupils to see PE as:
 - i. A major feature in our lives, related to future employment, leisure and culture.
 - ii. Part of a wider body of knowledge and skills, EG interpersonal and problem-solving skills.
 - b. To enable pupils to:
 - i. Understand and use safe practice and to appreciate its importance in PE.
 - ii. Understand the short and long term effects of exercise on the body.
 - iii. Understand the role of exercise in a fit and healthy lifestyle.
3. Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim.
4. Enable pupils to work independently and as part of a group or team in varied activities so PE contributes to the development of core skills such as communication by speech.
5. Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
6. Develop awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.

Objectives

These objectives relate directly to the aims for PE and are intended to show how the aims are put into practice. See LTP.

1. Staff should provide a variety of experiences and activities during the course of study and during a PE lesson if possible and appropriate, for example:
 - a. Games
 - b. Dance
 - c. Gymnastics
 - d. Swimming
 - e. Indoor and Outdoor activities
 - f. Individual and group activities
 - g. Problem Solving
 - h. Communicating PE ideas to others by means such as speaking
 - i. Listening and appraising.
 - j. Practising and refining skills
 - k. Using repetition in order to improve
 - l. Healthy lifestyle/healthy mind, nutritional information
2. The National Curriculum Key Stages 1 and 2 Orders should be used as the basic core skills for the Schemes of Work. Rules, vocabulary and invasion games skills such as throwing, and catching will be taught. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations. See LTP and skills progression documents.

3. Staff should refer to work in other curriculum areas when appropriate:
 - a. Pupils should follow written and verbal instructions accurately.
 - b. Safety is further enhanced by emphasis on the following:
 - i. The need to wear correct clothes/equipment.
 - ii. The need to follow rules.
 - iii. How to lift, carry, move and place heavy equipment.
 - iv. The need for warm-up and recovery period when exercising.
 - v. How to swim and be safe when around water.
 - vi. General safety rules when engaged in Outdoor Education.
4. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. The department's schemes of work identify planned opportunities for pupils to develop a range of desirable personal qualities.
5. There should be opportunities for individual and/or group activities so as pupils can express their feelings verbally and learn how to work cooperatively as well as on their own.
6. Staff should encourage pupils to improve in a particular sport or skill over a period of time.
7. Staff should adhere to the School and Departmental reward systems in order to encourage pupils to achieve their full potential and experience a feeling of achievement.
8. Pupils should be encouraged to share their experiences/culture with others in order to enhance the quality of learning and to develop socially and inclusively.
9. Staff should not attempt to spend inequitable amounts of time with any one pupil or groups of pupils/gender group etc. However, staff often spend considerable amounts of their own time helping individual pupils.
10. Staff should attempt to show the enjoyment and benefits that PE and Sport have given us. This can be done by carefully phrased comments and well-chosen resources.
11. As a school working toward inclusion we will allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them, particularly on health and fitness issues.
12. PE is timetabled and children have 2 hours of PE each week plus a stamina session every Monday morning to begin our weeks. Active learning is encouraged through cross curricular learning and active play times are also promoted.
13. After school clubs take place Monday – Thursday (Dance, football, gymnastics, fitness, running, rounders)

Role of Co-ordinator

The PE co-ordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, competition opportunities, curriculum changes, classroom teaching ideas, CPD.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.
- Conducting Pupil voice and staff questionnaires/discussions
- Checking end points on LTP are evidenced.
- Working as part of the Prince Regent Street Trust in working parties

Monitoring and Assessment

The PE co-ordinator will oversee planning and monitor pupil's progress. The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level. End points from the LTP will be used to support teachers and sports coaches can help with making informed decisions.

Assessment will be undertaken using the following methods:

- Pupil Voice
- observation of pupils
- self-assessment
- peer assessment
- monitoring and tracking of end points
- the evaluation of discussion

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching PE.

PE kits have been purchased for all children – blue t-shirt, black shorts and a PE. bag

SEN

At Village Primary we recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources
- outcome

Health and Safety Policy

Introduction

The effective management of safety has four main components:

1. Risk Assessment and planning before a lesson. Evolve risk assessment for trips/competitions
2. Organisation of routines during and between lessons to include:
 - a. The use of appropriate kit.
 - b. Checking PE areas are free from sharp objects and broken glass.
 - c. Location of safety equipment.
 - d. Reporting accidents.
3. Control to include:
 - a. Where to find safety information.
 - b. Regular safety checks.
4. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

Risk Assessment and Planning Before A Lesson

All staff are required to familiarise themselves with the Health and Safety policies of the school. Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need practical activity. Risk assessments are carried out in accordance with the school's Health and Safety policy.

Teachers should be aware of:

1. Where to find information.
2. PE LTP and end points
3. PE policy
4. School Health and Safety policy and where to find it.
5. The procedures for reporting accidents, particularly those that constitute an emergency.
6. The school's behaviour and discipline policies.
7. Reporting necessary incidents on CPOMS/Evolve

Other

1. PE Equipment is annually checked .
2. Periodic safety checks of PE equipment are carried out by members of staff EG gymnastics equipment is checked before a unit of work commences.
3. Several members of staff are First Aid qualified including all Teaching Assistants and dinnertime supervisors:
 - a. Gillian Ball
 - b. Beth Jones
 - c. Tracey Cowling
 - d. Liz Williams
 - e. Mandy Bellerby
 - f. Charlotte Lightfoot
 - g. Suzanne Meredith
 - h. Sarah Simpson
 - i. Lucy Easby
 - j. Holly Williams
 - k. Jackie McQuade
 - l. Nicky Waistell
 - m. Rachel Willshaw
 - n. Tracey Wheelan
 - o. Hannah Brogden