



PE Policy

Purpose

Forest Hall Primary School believes that Physical Education (PE) is a unique and vital contributor to a pupil's physical development and well-being. Our high quality PE programme aims to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. It helps pupils to acquire the knowledge, skills and understanding they need to participate successfully in, and enjoy, physical activities both now and in the future. Our pupils develop analytical and evaluation skills by deciding how to improve the quality of their own and others' work. This is essential in developing learners who are creative, resourceful and able to solve problems. It also helps them to understand how they learn and how to set themselves targets based on their mistakes and successes.

By working in a variety of contexts on their own, in groups and in teams, our pupils learn to work both independently and collaboratively, building character and embedding values such as fairness and respect. By participating as performers, leaders and officials pupils develop the ability to communicate effectively in a range of ways both verbally and non-verbally.

Forest Hall Primary School aims to encourage its pupils to participate in a range of sports particularly for the purposes of enjoyment and recreation to become physically confident in a way which supports their health and fitness.

Opportunities are provided to grow and develop through dance, gymnastics, athletics, games, swimming and outdoor and adventurous activities. At the same time, we aim to support those who wish to participate in inter-class, inter-school, local and county wide competitions to further these ambitions.

Children are expected to be active for at least 60 minutes a day, under the Government's 'Active for Life' scheme. PE contributes to the overall education of young people by providing challenges and fulfilment throughout life. In line with this, all children at Forest Hall Primary School engage with the Daily Mile.

Aims

1. To deliver an entitlement to all pupils through a planned and progressive curriculum for PE that develops competence to excel.
2. Provide opportunities for all pupils to take part in a range of competitive, creative and challenge type activities.
3. To develop pupils' self confidence in a range of physical environments.
4. To develop skilful use of the body, ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency to be physically active for sustained periods of time.
5. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
6. To promote positive attitudes towards active and healthy lifestyles.
7. To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.

8. To improve observational skills and the ability to describe and make simple judgements on their own and others work, to use their observations and judgements to improve performance.
9. Provide opportunities for pupils to think about what they are doing and make appropriate decisions for themselves.
10. Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges.
11. To provide feedback to the pupils, involving them in their learning, allowing them to plan how to improve their performance.
12. Provide an environment for pupils to be committed to PE and Sport both in and out of school.
13. Provide an afterhours programme which extends and enriches the curriculum and which encourages pathways to lifelong participation in physical activity.

The aim of this policy is to promote continuity of approach and expectation whilst informing all staff, parents, governors, visitors and pupils, how PE is taught in school.

Scope

This policy covers teaching PE as outlined in the National Curriculum 2014 to pupils from Year One to Six. Pupils in Early Years follow a separate curriculum, and one of the prime aspects of learning, 'Physical Development', 'covers this. [Statutory Framework for EYFS, March 2021].

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food...

Teaching and Learning

A broad and balanced curriculum is offered to provide opportunities for all pupils to develop their physical skills and understanding in a range of creative, competitive and challenge type activities. The curriculum map is progressive to ensure that skills are developed, mastered and applied in a range of contexts over an academic year.

Pupils have access to all areas outlined in the NC Programme of Study.

Schemes of Work are provided for each unit of work and ensure that pupils have the opportunity to:

- Acquire and develop new skills
- Select and apply appropriate skills, tactics and techniques
- Evaluate their own and others performances in order to make improvements
- Experience a range of roles/responsibilities
- Make decisions and solve problems
- Work individually, in pairs and teams

Planning and teaching should take into account the 5 abilities recognised in PE – physical, cognitive, social, personal and creative.

Swimming – pupils complete blocked swimming sessions in both Years 3 and 4 in KS2. Catch up sessions are offered to Year 5 and 6 until they are able to swim 25m confidently.

Swimming lessons take place at the Lakeside Centre, Killingworth

The PE curriculum is based around six areas of activity: dance, games, gymnastics, swimming and water safety, athletic and outdoor and adventurous activities. Pupils in Key stages 1 and 2 should always be encouraged to –

1. Evaluate and improve their own performance.
2. Acquire and develop skills.
3. Develop, select and apply skills, tactics and compositional ideas.
4. Develop their understanding and knowledge of fitness and health.

The PE curriculum is organised on a stand alone subject basis outside the main framework of the topic based curriculum, though dance and gymnastic activities may be related to topic work. PE is the most firmly timetabled element of the curriculum because of the need to use the hall / yard / field. PE is taught throughout the school year but not all areas of activity are covered each term.

Our schemes of work for PE are taken from the North Tyneside documents, Val Sabin schemes and supplemented by various outside agencies, most notable, the Newcastle United Foundation.

Within this framework, each class

- Spends approximately 2 hours of high quality PE per week over the academic year, covering games, gymnastics, dance and athletics / fitness activities;
- Takes part in the annual key stage Festival of Sport.

Swimming lessons are part of the PE curriculum for KS2 children.

Years 5 and 6 are invited to go on a three day residential visit to Robinwood Activity Centre, Alston each year.

Please see Appendix (A) for the Long Term Plan.

Time allocation

PE should be taught for two hours each week. This should include an indoor PE lesson, such as dance or gymnastics, and an outdoor PE lesson, weather permitting. Use of the hall is timetabled on a weekly basis for classes from Nursery to Year 6, with a session length of approximately one hour. Outdoor sessions are also timetabled on a weekly basis, allocating the second hour of the subject.

Inclusion

All pupils are expected to take part in PE lessons to the best of their ability. If a pupil has a physical disability, the advice of their physiotherapist or occupational therapist will be sought in adapting or modifying the lesson content, possibly with the support of a teaching assistant and/or equipment to meet individual need. Pupils with special educational needs finding academic subjects challenging, often enjoy PE and experience success drawing upon different skill sets which are not dependent on literacy and numeracy.

It is expected at Forest hall Primary School that a pupil fit enough to attend school will take part in PE lessons including swimming, unless temporarily incapacitated by a physical injury such as a broken limb.

Resources

School has purchased the Val Sabin schemes of work for each key stage.

Gymnastics: The school is well equipped for primary gymnastics with a climbing frame for EY and KS1 pupils and a larger one suitable for KS2 pupils. There are mats, trestles, nesting tables, box, springboard and benches stored in the hall and PE cupboard.

Games: There is a comprehensive range of games equipment in the PE cupboard to facilitate fielding, striking and invasion games skills and small sided games. The field is marked for small sided games in the Autumn and Spring, with a rounders pitch in the summer

Athletics: Foam javelins and howlers for distance throwing, batons for relay and shuttle runs. There is a running track marked on the field in the Summer term.

PE Kit

From the earliest age, pupils are expected to change into the agreed PE kit for every lesson.

PE clothing should be well suited to its function. Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection where required.

Pupils should never participate in socks on polished surfaces.

Jewellery and other personal effects should be removed by pupils before participating in PE.

Forest Hall Primary School PE Kit

Indoors:

White T shirt and blue shorts.

Change of socks, plimsolls or bare feet.

Outdoors:

Be mindful of temperature.

As indoors, but trainers instead of plimsolls.

Teachers are expected to dress appropriately as positive role models to the children.

Health and Safety

Generic risk assessments are made for PE sessions indoors and outside. Staff must undertake a risk assessment at the time as to whether or not the weather conditions pose health and safety risks to pupils in taking a lesson outside. Pupils should be adequately dressed for the weather conditions.

Assessment

There is not a formal assessment system in PE at present. Teachers observe skill development in reference to year group expectations and note if pupils are below, at or exceeding.

KS2 pupils are assessed using Quad Kids progress and skill acquisition in athletics.

KS2 pupils are assessed by the swimming teacher as to distances achieved.

Responsibilities

The Role of the Governing Body

The Governing Body is responsible for ensuring compliance with the legal requirements of the National Curriculum. The Curriculum Sub-Committee are responsible for the approval and review of this policy.

A governor will be invited to take a particular interest in PE in our school. They will monitor the PE and Sport Premium and ensure that the expenditure has a positive impact on the children and sport in school.

The Role of the Headteacher

- To ensure PE is being taught in line with the national curriculum and whole school schemes, along with the subject lead.
- To discuss future developments for Physical Education with the subject co-ordinator.
- To monitor budget provision for current resources and materials.
- To ensure budget provision for staff training.

The Role of the Subject Lead

- To maintain and update personal knowledge and understanding of PE, including best practice and policy development, feeding back to the headteacher and teachers.
- To review practice and resources in delivering teaching and learning in PE and report to the headteacher.
- To advise and support colleagues in planning and delivering high quality teaching in PE and sport.
- To co-ordinate planning across Y1-6 in PE and set high expectations.
- To monitor and report on pupil progress and achievement in PE across Y1-6.
- To organise and encourage school staff CPD with NT PE and Sport Team.
- To manage and monitor PE equipment and resources, reporting to the headteacher.
- To monitor assessment, recording and reporting of pupil progress and attainment across the strands of PE in Y1-6 to ensure consistency across school.
- To co-ordinate and manage any PE and sport based after school clubs or lunch time clubs.
- To produce and implement a PE development plan if requested.
- To manage adults other than teachers (AOTTs) contributing to PE and sport provision in school.
- To organise and co-ordinate school participation in local tournaments and sports events.
- To ensure children have the opportunity to compete with children from FHPs as well as other schools.
- To monitor and report on the PE and Sport Premium and how it is being spent.

The Role of the Class Teacher

- Teachers will ensure that pupils are wearing appropriate kit to take part safely in the planned activity and that equipment to be used is in good order.
- Teachers will be responsible for ensuring that pupils in their classes have opportunities to access high quality PE lessons so that all pupils are supported to achieve and make progress in a range of learning opportunities.
- Lessons will be planned to ensure a range of strategies are used to provide challenge and progression for all pupils and will provide pupils with the opportunity to make decisions for themselves and to work together to solve problems and to be creative.
- Lessons will be adapted according to the needs and abilities of each class. A range of strategies will be implemented (task, questioning, roles, grouping, feedback etc)
- Assessment opportunities will be provided in every lesson to ensure pupils are able to make evaluate and improve work and make progress in learning. This information will also inform future teacher planning.

All FHPs pupils are entitled to best practice experiences in all activities. Such experiences should include:

- Physically demanding lessons to promote normal physical development.

- Feeling secure, working in an environment that is safe for all.
- Pursuit of wide ranging skills, knowledge and understanding and feedback on achievement and progress.
- Pleasurable and friendly opportunities to play and work with others.
- Teaching that promotes thoughtful planning, performing, reflection and evaluation but always with an emphasis on performing.
- Being able to use, lift, carry and place equipment safely and to understand the safety risks of inappropriate clothing, footwear and jewellery.

The role of parents and carers

- To encourage and support their children in eating healthily and being active.
- To ensure children have the correct PE kit, in order to fully join in with all lessons.
- To communicate with class teachers, informing them if there is a legitimate reason their child cannot or should not take part in a PE lesson.

The role of the SLA

A Service Level Agreement with the Local Authority is in place to enable school to participate in school competitions and events. This also helps with the application for the School Games Mark. Pupils take part in competitions against other schools, in a variety of sports. The SLA also allows the subject co-ordinator to attend any PE networks with other subject leads.

Adults Other Than Teachers (AOTTs)

The school values the contribution of external providers/coaches and encourages the opportunity to liaise with the wider community. Appropriate DBS safeguarding procedures must be carried out before external providers begin any work in school – this includes:

- Enhanced Disclosure and Barring Service check (DBS).
- Suitable level of qualification appropriate to activity.
- 2 recent references.
- Photo identification.
- If a provider is working for a company, then a disclaimer should also be completed.

If schools choose to use a provider who is not on the North Tyneside external database, then this is at the discretion of the Headteacher and/or governors and all of the above checks should be undertaken.

If coaches are used in curriculum time, the class teacher still retains overall responsibility for the pupils and should be present to monitor and evaluate delivery.

Support staff may be used in curriculum time to support the delivery of PE, however the class teacher always maintains overall responsibility for what is taught and for the health and safety and wellbeing of pupils. Direct or distant supervision of support staff is acceptable according to competence levels. This should be determined through a risk assessment.

Out of School Hours Learning (OSHL)

The school offers after school opportunities for pupils which extend and enhance curriculum work. These activities are advertised in advance to parents and the PE Subject Lead is responsible for maintaining OSHL timetables.

The school also enters a range of inter school competitions across the year.

The PE Subject Lead will liaise with the Secondary Sport Co-ordinator (SSC's) to ensure that opportunities to enhance the curriculum, OSHL and competition programmes are maximised.

PE and Sport Premium

The Government provide primary schools with additional funding to be used to improve the provision of PE and Sport in schools. Schools have been advised to spend their funding to:

- Engage all pupils in regular physical activity.
- To raise the profile of PE across the school.
- Increase staff knowledge, skills and confidence in teaching PE and sport.
- Offer a range of sport and activities to our pupils
- Increase participation in competitive sport.

Schools must spend the funding to improve the quality of the PE and sport activities they offer their pupils, but they are free to choose the best way of using the money. To find out more about how we spend our allocation and how it has made a difference to the PE and Sport participation and attainment of pupils, please see the breakdown of expenditure and the impact of the Sports Premium on our website.

Links to Other Policies

Computing in PE

In PE staff and pupils may use ICT to enhance performance and understanding and to record results and achievements through the use of digital photography/video, skills cards, and the Internet. iPads can be used in lessons to record images or videos to help with teaching points. They can also be used with QR code based activities.

Review date

Following consultation with the staff, this policy will be reviewed by the Curriculum Sub Committee every two years or sooner if deemed necessary and then ratified by the Governing Body.

*S Young
PE Lead
February 2022*

Appendix A

PE Curriculum Overview 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Games—Hoops Fundamental Movement/Following Instructions—controlling body.	Games—Catching Fundamental Movement/Following Instructions—controlling body.	Games—Throwing and Catching Dance	Games—Target throwing Gymnastics—using apparatus	Games—Jumping, hopping, running Dance	Athletics—Circuits Sports Day Practice – consolidation of skills (running, hopping and jumping).
Reception Possible ELG links for Dance and Gymnastics: EA&D, PD, U&W, M, C&L, P&ED.	Games— Bean bags (Balancing, jumping, hopping, throwing and catching) Gymnastics – travelling:	Games— Using a ball (Passing the ball around different body parts, rolling/bouncing, patting, kicking, throwing and catching) Gymnastics – travelling and taking weight on different body parts.	Games— Hoops and quoits (Throwing and rolling) Dance (Stars, Rabbits, Follow my Feet, Hickory Dickory Dock & Autumn Leaves)	Games— Ropes, bats and balls (balancing, carrying, jumping, aiming, throwing and catching) Dance (Idiots & Water, Mr Jelly & Mr Strong, Wriggly William & The Angry Elephant)	Athletics—Aim, roll, track and collect a ball & Sports Day Practice (hurdles, hopping, skipping, jumping and running) Gymnastics – travelling (hopping, skipping and jumping) and taking weight on different body parts.	Athletics—throwing, kicking, bounding and aiming a ball & Sports Day Practice (hurdles, hopping, skipping, jumping and running) Dance (Blowing Bubbles, Dinosaurs & The Shaking Puppet)
Year 1	Games— Ball skills and games (balancing, rolling and passing the ball around different body parts) Gymnastics – bouncing, jumping and landing.	Games— Throwing and catching – aiming games (Balancing, carrying, jumping, aiming throwing and catching) Dance (Streamers, Conkers & Playing with a Ball)	Games— Ball and ball skills and skipping. Basic tennis skills and basic skipping (co-ordination) Gymnastics – points and patches	Games – Developing partner work (Running, skipping, and avoiding games) Further development of skipping skills and multi-skills Dance (March, March, Appel Jack & the Beanstalk)	Athletics—Track and Field (Travelling in different ways, changing speed, underarm throwing, take offs and landings) Gymnastics – rocking and rolling and wide, narrow or curled	Athletics—Track and Field (Running style, jumping techniques/ combinations, overarm throwing, changing direction, throwing techniques) Multi Skills/Sports Day Practise
Year 2	Games— Throwing and catching – inventing games (Overarm throwing, targets, sending and receiving) Gymnastics – parts high and parts low.	Games—Making up games (Attacking, hitting & kicking) Basic football, tennis and basketball ball control skills Dance (The Cat, Balloons & Reach for the Stars)	Games—Dribbling, kicking and hitting. Develop football, tennis and basketball ball control skills Gymnastics – pathways (straight, zig-zag and curving).	Games—Group Games and Inventing Rules (bouncing, kicking, throwing and catching) Further development of football control skills and multi-skills. Dance (Friends, Bubbles & Shadows)	Athletics—Track and Field (Running, jumping and throwing for distance) Gymnastics – turning, spinning and twisting and linking movements together.	Athletics—Track and Field (Push throw and push bounce, short distance running, underarm throw for distance and accuracy, paced running, jumping techniques) Dance (Words and Word Messages & Three Little Pigs)
Year 3	Games—Ball skills Football Dance (Who am I? The Language of Dance)	Games—Creative Games Making Gymnastics – stretching, curling and arching.	Games—Net, Court & Wall Games Tennis/Basketball Dance (The Explorers & The Hompie)	Games—Striking & Fielding Gymnastics – symmetry and asymmetry	Athletics—Track and Field (Springing style, throwing for accuracy, changing pace, jumping and throwing for distance) Dance (The Eagle & The Fish)	Athletics—Track and Field (Springing, throwing for accuracy, jumping for distance, running – endurance) Gymnastics – Traveling with change of front and direction.
Year 4	Games—Net, Court & Wall Games Tennis & Volleyball Dance (These Shoes are made for Walking, Giraffes Can't Dance & Incognito)	Games—Problem solving & inventing games Gymnastics – balance and rolling.	Games—Invasion Games Football, Dodgeball & Hockey Dance (Electricity)	Games—Sinking and Fielding & Developing Games Criquet Gymnastics – receiving body weight.	Athletics—Track and Field (Running for speed and distance, throwing techniques, jumping, sprint speed, running over obstacles) OAA – Robinwood Dance (Mechanical Progress & The Human Engine)	Athletics—Track & Field (Paced running for distance, combination jumping, relay take over, using different throws for accuracy) Gymnastics – balance leading into change of front or direction
Year 5	Games – Net, Court & Wall Games Tennis Dance (Rubbish)	Games – Invasion & Target (Ball handling games) Netball Gymnastics – bridges.	Games—Invasion Games (Implement and kicking) Hockey and Football Dance (What a Card & Word Power)	Games—Sinking and Fielding Raquettes Gymnastics – flight and functional use of the limbs	Athletics—Track and Field (Running over obstacles, throwing for distance, springing style, jumping combinations, relay, estimating duration, distance and speed) Dance (City Life & Please to See)	Athletics—Track and Field (Jumping high and long, sprint starts, distance running, throwing for distance and accuracy, relays) Gymnastics – spinning and turning.