

**Clifton with Rawcliffe Primary School**  
**Physical Education (PE) Policy**



Date of policy: September 2017  
Date of review: September 2019  
Person Responsible: L Heyes/ K Luke

**Description of school/background information in provision of Physical Education activities**

Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational needs is half the national average. All pupils take part in regular curriculum based physical education activities and experience a wide range of skills and techniques.

**Roles and Responsibilities**

*Governors*

The Governing Body (Policies Committee) has been involved in the development of the school's Physical Education Policy. It will continue to review and evaluate it regularly. The link Governor for this subject area will liaise with the Subject Leader on a regular basis.

*Identified member of staff*

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, other staff members, Local Authority (LA) and relevant outside agencies.

*Parents and guardians*

Parents and guardians are encouraged to support the provision of physical education within the school programme and have access to this policy. The school plays its part in ensuring that parents and guardians are kept up to date and are notified about after-school and other physical education-related enrichment activities via the school's website, regular school newsletter and letters sent home with pupils.

***Pupils***

All pupils have an entitlement to physical education activities.

### *Staff*

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in physical education activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the Physical Education Subject Leader will also ensure regular in-school training through lesson support and whole school School Improvement Sessions.

The Primary Link Teacher (PLT) also liaises with the Partnership to provide enrichment activities in and after-school, ensuring a broad balance of activities are offered to as wide a range of pupils as possible.

### *Adults Other Than Teachers (AOTT)*

The school actively seeks to include AOTTs to assist and supplement the physical activity provision, both in the curriculum and after-school. These are overseen and timetabled by the Primary Link Teacher (PLT) and Phase Leaders to ensure quality and suitability. DBS information is collected and stored in the school office and can be cross-referenced with the CYC Sports Database and the York School Sport Network. All AOTTs are fully qualified and, where appropriate, affiliated to a sporting National Governing Body.

### **Aims and objectives of the policy**

The school actively supports physical activity throughout the school day. The main objectives of our Physical Education Policy are to provide quality physical activity opportunities both within and outside of curriculum time which aim:

- to provide at least two sessions curricular Physical Education in which a broad and balanced programme is provided;
- to increase pupil participation in physical activity both within and outside of curriculum time.
- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learned to improve the quality and control of their performance;

- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success;
- to deliver a curricular physical education programme that meets statutory National Curriculum requirements and:
  - Considers the needs and interests of all pupils
  - Promotes positive attitudes towards participation in physical activity
  - Enables pupils to develop a full range of basic movement skills
  - Increases pupils' knowledge and understanding of the importance of physical activity

### **Teaching programme and strategies**

All pupils are offered PE and games each week. These consist of indoor and outdoor activity, physical education, experienced in a safe and supportive environment, provides a vital contribution to a pupil's physical development and well-being. A broad and balanced Physical Education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential in music.

Teaching styles incorporate a variety of individual, paired and group activities. Pupils work in co-operative, collaborative and competitive situations that aim to cater for the strengths and needs of every pupil. These, experienced within a range of areas of activity, aim to promote the knowledge, skills and understanding of movement skills.

In this way a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background is also developed.

Pupils are also provided with opportunities to develop their creative and expressive abilities through dance and improvisation. They are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

The teaching of PE in EYFS covers the development of early and basic physical skills through play activities.

The Physical Education curriculum at Key Stage One and Key Stage Two follows the Key Stage One and Key Stage Two National Curriculum for Physical Education, and includes gymnastics, dance, games and swimming for Key Stage One, with the addition of athletics and/or outdoor and adventurous activities for Key Stage Two.

Physical education activity has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into different subject areas for the development of skills.

### **PE Kit**

Pupils are expected to bring their PE kit to school on Monday and it should remain in school until Friday. The agreed PE kit is listed below:

<b>Physical Education Kit</b>	
<b>Sweater</b>	<i>Red or Navy Blue</i>
<b>T Shirt / Polo Top</b>	<i>White/Navy/Red</i>
<b>Shorts / Netball skirt</b>	<i>Black</i>
<b>Tracksuit</b>	<i>Black or Blue</i>
<b>Training Shoes</b>	

No jewellery or watches are to be worn for any physical activity. Long hair should

be tied back.

PE in the school hall should be done in bare feet.

Pupils are expected to wear PE kit in every PE lesson. If pupils are not participating in PE for health or medical reasons a letter should be sent into school explaining the reason.

Pupils who fail to bring the correct PE kit will be given an explanatory letter for parents/guardians; if pupils continue to come to school without a PE kit, parents will be asked to discuss this with a member of Senior Leadership Team (SLT).

### **Curriculum Planning**

This is organised in three stages:

#### *Long term planning*

This is based on the National Curriculum for Physical Education, which details what is to be taught over the Key Stages and provides the topic basis for planning physical education activities over a two-year cycle. This is undertaken by the Physical Education Subject Leader. It is monitored regularly and evaluated annually.

#### *Medium term planning*

This takes the long term plan and organises the teaching of physical education into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

#### *Short term planning*

Short term planning details the activities that take place over two weeks. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of physical education to ensure parity in provision and to share expertise.

Out-of-class activities are provided at lunch-times, breaks and via after-school clubs. All pupils take part in inter- and intra-school activities via activities such as Sports Days, Fun Runs, Partnership Cross Country events.

The school provides access to different sporting activities at various times across the school year, and has established links with a number of sports clubs (professional and amateur). All year groups (girls and boys) are actively involved in these activities. In addition, the school runs teams in sports such as football (girls and boys; competitive and non-competitive), netball (mixed), tag rugby (girls and boys), hockey (mixed) and regularly enter teams in swimming, gymnastics, athletics, cricket, squash and orienteering festivals (girls and boys) for all year groups.

### **Health and Safety**

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking physical activities.

### **Monitoring and Assessment**

The Physical Education curriculum is monitored on a regular basis by the Subject Leader, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

S/he identifies the training needs of the staff and plans the training programmes. S/he also attends training for Physical Education Subject Leaders run by the local authority and other providers.

We assess children's work in physical education using objectives from the National Curriculum.

More important to the school, however, are the formative assessments, which are continuous and ongoing, and identify the needs of the individual pupils. These form part of the Physical Education activities and are used to determine the pupil's future developmental areas.

The monitoring of the standards of children's work and of the quality of teaching in physical education is the responsibility of the SLT and the Music Subject Leader.

The work of the Subject Leader also involves supporting colleagues in the teaching of physical education, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

#### **Additional educational needs**

All classes consist of pupils of varying abilities and with varying needs and our practice ensures that, when possible, these needs can be met within the class organisation.

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

#### **Implementation of the policy**

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Date of Implementation September 2017

#### **Monitoring and evaluating the policy**

This policy will be reviewed every two years by the Head teacher, Governing Body Policies Committee, Subject Leaders and relevant staff members.

Next review date: September 2019