

PE Policy

2023 – 2024

What is Physical Education?

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time, and which is delivered to all pupils. This involves both 'learning to move' (i.e., becoming more physically competent) and 'moving to learn' (e.g., learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.

Aims and Purposes of PE

- To provide all children with a high-quality PE curriculum
- Develop competence to excel in a broad range of physical activities
- Children are physically active for sustained periods of time
- Children are provided with opportunities to engage in competitive sports and activities
- Children understand the importance of healthy and active lifestyles
- Children can lead healthy, active lives
- To understand the impact physical activity can have on the body
- Respond positively to physical challenges
- Develop the confidence to engage in various physical activities
- To understand how skills can be transferable to various sports

The Teaching and Learning of PE

Pupils in KS1 and KS2 will receive 2 hours of structured PE lessons per week, 15 minutes break-time and 30 minutes of unstructured physical lunch break, per day.

In Key Stage 1, pupils are taught to develop fundamental movement skills. They become increasingly competent and confident in these. They have access to a broad range of opportunities to extend their agility, balance and coordination. They

have opportunities to engage in competitive and co-operative physical activities. This is done through a range of increasingly challenging situations.

In Key Stage 2, pupils continue to apply and develop a broader range of skills. They learn how to use them in different ways and to link them to make actions and sequences of movement. Through our curriculum, we encourage communication, collaboration and competition. They develop an understanding of how to improve in different physical activities and sports. They learn how to evaluate and recognise their own successes.

In Early Years, pupils develop their physical development skills. This is done through daily use of our purpose-built outdoor area and opportunities to use and develop their gross motor skills. Outdoors, pupils are encouraged to climb, balance and move in different ways whilst negotiating space. Pupils use a range of equipment to help them learn and consolidate new skills. Fine motor development is an essential part of pupils' physical development in early years. Pupils engage in daily focussed fine motor sessions. They have activities to strengthen fine motor skills in their daily provision.

Children should remain active during the majority of the session and must adhere to behaviour expectations outlined by the class teacher or coach. This will support children maintaining engagement within all PE sessions.

Clear learning outcomes and purposes should be explained to all children at the beginning of every PE session and both outcome and purposes should be referred to throughout the session.

Appropriate vocabulary will be used within all PE sessions. Key vocabulary can be displayed around the environment in various ways, as per class teachers planning.

Planning

PE planning should follow the academy teaching and learning policy and must incorporate the national curriculum. Teachers have their own Get Set 4 PE accounts which provides them with suitable lesson plans and equipment lists to help aid the delivery of lessons.

The lesson outcomes set by the class teacher/coach link to the current national curriculum.

All planning of PE sessions should follow the same structure:

- Introduction of outcome and purpose
- Warm up/Stretches
- Conditioning activity
- Skill-based activity
- Game situation activity
- Session feedback and reflection

Pupils should be given the opportunity to self-assess, peer assess or receive adult assessment feedback, at the end of each session. Class teachers/coaches can choose to celebrate a PE participant of the session.

Inclusion and Equal Opportunities

All children at Simpson's Lane Academy are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion and special educational needs. We feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific sensory and physical needs, adaptations to the curriculum may be necessary to ensure that children have every opportunity to succeed at their stage of development.

Resources and Equipment

- Teachers will prepare resources required of PE sessions before the start of each session.
- Teachers are to use a wide range of resources to cater for all children.
- Children should be taught how to safely use the resources and equipment and show a good understanding of this.
- PE lead to audit the resources and equipment at the end of each academic year.
- Resource budget to be allocated to replace/maintain resources
- Teachers to notify PE lead of any damaged or missing resources/equipment
- Resources and equipment to be stored in the allocated PE stores and all staff made aware of the location.

Assessment

Class teachers should assess all children weekly and feed this assessment forward into future planning and sessions. Class teachers can confer with coaches, cover

supervisors and support staff that have been involved with children's PE sessions to support all assessments.

Health and Safety

All internal/external fixed equipment is to be checked and maintained by the EQUANS, through Wakefield Council, every year. The report can be located by the Finance Officer.

Teachers are to assess environment for any dangers or potential risks before the beginning of each PE session. Any dangers or risks to be reported to the Health and Safety Co-ordinator immediately.

Non-Negotiables

- All children are required to wear correct PE kit, outlined in the PE and uniform policy.
- Teachers, coaches and staff leading a PE session are required to wear PE kit for the PE session, to role model the expectations to children.
- Teachers are required to follow CPD model when working with external coaches.

Dress Code

Children must wear PE kits which are provided for them when participating in indoor PE. Children can wear their own suitable PE clothing when taking part in outdoor PE session (weather appropriate). Class teachers are to make all parents aware of class PE days via Seesaw and Twitter.

We encourage all of our children to take part in as much sport and physical activity as possible, but the health and safety of our children is our first concern. Therefore, we must insist that all children follow our uniform guidelines for PE set out below.

- Indoor P.E. – P.E. kit of plain black shorts and plain white t-shirt.
- Outdoor P.E. – Academy P.E. kit can be worn and covered by plain black or navy tracksuit bottoms and tracksuit top/jumper in colder weather. The tracksuit should not have bold print, logos or slogans. No hoodies allowed. Suitable outdoor trainers.
- Long hair (shoulder length or longer) must be tied back.
- The only permitted body piercings are stud earrings and these are to be removed for P.E. lessons or covered with tape/plaster.

Swimming

Year 5 pupils attend swimming and water safety lessons. They learn to swim competently, confidently and proficiently. This is over a distance of at least 25 metres using a range of strokes effectively. Also, they perform safe self-rescue in different water-based situations.

- Swimming will be delivered to all pupils in Year 5.
- Swimming data will be reported on Academy website in accordance with National Guidelines
- Swimming will be delivered from September up until the Summer 2 term.