



## **Physical Education, School Sports and Physical Activity Policy**

### **Vision Statement**

Through physical education, school sport and physical activity, we aim to promote healthy lifestyles, develop a love for physical activity, promote mental health and wellbeing and develop skills for life. Physical activity not only improves health, reduces stress and improves concentration, but also promotes effective physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others.

At Intake Farm, we aim to nurture a love for, and an enjoyment of, physical activity. We aim to provide a broad and balanced programme of physical education.

Our curriculum aims to ensure that all pupils develop physical literacy and the fundamental knowledge, understanding and skills to enjoy and excel in a wide range of physical activities. Activities are designed to be enjoyable, vigorous and purposeful. Through providing positive experiences and a wide range of activities and skills, we hope to foster a lifelong interest in physical activity. Our range of physical activities is wide and includes athletics, dance, games, gymnastics and swimming.

Through physical activities, education and sport, children learn to develop skills for life such as, fair play, respect, team work, perseverance, decision making and communication skills.

### **Physical education**

PE takes place as part of the school curriculum timetable. All Key Stage 1 and Key Stage 2 pupils have a 2 hour weekly PE slot. Physical education is about developing fundamental skills, learning to move and moving to learn, all achieved through ABCs (agility, balance and coordination skills).

### **School sport**

This takes place as structured learning beyond the curriculum referred to as after-school Clubs.

### **Physical activity**

This is daily physical activity in addition to the curriculum and after-school clubs. We aim for all pupils to achieve the daily 30 minutes of daily activity. This is achieved through active lessons.

### **Aims for Intake Farm Primary**

Our aims are:

- to meet the School Improvement Plan objectives relating to PE;
- to provide 2 hours of weekly timetabled curriculum PE;
- for children to understand that PE, school sport and physical activity are an important part of healthy and active life styles;
- for children to gain confidence and a love for movement through physical literacy and fundamental skills;
- to plan carefully for progression and continuity in children's learning through identification of clear learning objectives developing knowledge, skills and understanding;
- to ensure that parents and governors are kept informed of the school's policy and provision provided;
- to contribute to the spiritual, moral and social cultural development of each child;
- for children to develop personal, social and thinking skills through health and physical activity;
- for children to enjoy, and engage in, physical and healthy activities.

### **The Primary PE and Sports Premium**

The PE and Sports funding is used to enhance the quality of physical education, school sports and physical activity across the school. We use the evidencing the impact of primary PE and sports premium document to report annually on the spending, impact and sustainability.

The five key indicators we work towards are:

- the engagement of all pupils in regular physical activity;
- the chief medical officer guidelines recommend that all children engage in 60 minutes of physical activity a day, of which 30 minutes should be in school;
- the profile of PE and Sport is raised across the school as a tool for whole school improvement;
- increased confidence, knowledge and skills of all staff teaching PE and sport;
- broader experience of a range of sports and activities offered to all pupils;
- increased participation in competitive sport.

### **Intake Farm's PE non-negotiables**

We will aim to ensure:

- that every child can swim 25 meters and has basic water skills;
- involvement with Mansfield Sports Partnership (MSP);
- use of sports coaches to enhance teaching and learning (CPD);
- that children wear the correct PE kit for all lessons;
- that all teachers wear appropriate kit to teach PE lessons;
- inclusion for all, by adapting activities, taking into account children with special needs, though modification such as mini versions of games and practices;
- that we report on the funding and impact of The Primary PE and Sports Premium;
- that we fulfil the requirements of the National Curriculum by providing a broad and balanced programme for PE (ABCs);
- that we provide a curriculum that builds upon individual children's previous experiences and capabilities and guides them towards a life of physical development;
- that we contribute towards the physical development of each child through enjoyment and participation in physical activities;
- engage children in daily physical exercise and movement;
- raise awareness and understanding of the importance of health and hygiene through physical activity and the effects physical activity has on the body;
- that we offer a range of extra-curricular sporting activities – after-school clubs;
- provide opportunities for children to take part in intra and inter-competitive fixtures;
- that we celebrate sporting achievements such as competitions and awards both at school and personal achievements out of school;
- that we promote Mansfield School Games values; teamwork, respect, honesty, determination, self-belief and passion.

### **PE and sports values: teamwork, respect, honesty, determination, self-belief, passion**

We will:

- provide opportunities that will enable children to become independent learners through discovery, decision making, problem solving and evaluation;
- promote activities that develop children's interpersonal skills through structured partner, small group, team and class work;

- provide opportunities for children to take part in intra and inter competitive fixtures;
- provide opportunities that challenge pupils, both physically and mentally.

Our children will:

- work cooperatively with others as a leader or member of a group/team;
- play fairly and respond appropriately to success and unsuccessful outcomes;
- recognise and adhere to relevant rules for different games or activities;
- have opportunities to make up own games and devise rules;
- show a willingness to watch and evaluate the performance of others.

### **Time allocation**

Each class receives two timetabled sessions a week (2 hours a week). In Foundation Stage, the children receive one timetabled weekly slot plus daily adult-led physical activities.

### **National Curriculum outcomes**

Foundation Stage children are taught to:

- move in different ways including, slithering, shuffling, rolling, walking, running, jumping, skipping, sliding and hopping;
- travel with confidence and skill around, under, over and through balancing equipment. Jump off an object and land appropriately;
- negotiate space;
- throw, catch and kick a ball;
- make up dances and experiment with ways of changing them.

Key Stage 1 Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending;
- perform basic dances using simple movement patterns.

Key stage 2 children are taught to:

- continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements;
- enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success;
- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, techniques, control and balance (for example through athletics and gymnastics);
- perform dances using a range of movement patterns;
- take part in outdoor adventurous activity challenges both individually and within a team;
- compare their best performances with previous ones and demonstrate improvements to achieve their personal best.

## **Our PE curriculum**

### **Long term plan**

Teachers use the curriculum framework, skills development and long term plan of activities and sports as a starting point when planning lessons.

### **Units of work**

Units of study are usually taught as a half term block. Reference is made to the PE and sports progression skills.

Swimming lessons are planned and taught by trained instructors who plan targets for each of the ability groups. In school we have Val Sabin schemes of work used to support/work alongside the planning and delivery of lessons. Sports coaches are used to support staff in areas they feel less confident teaching. The teacher and coach work together to deliver the sessions and develop plans together.

### **Individual lessons - intent, implementation and impact**

All PE lessons are:

- planned - recorded;
- purposeful - clear objective;
- personalised – differentiation, such as equipment or task;
- participation - all children are physically active and involved for most part of the lesson;
- practice - children have time to practise and perfect new skills;
- praise - we use positive feedback and encouragement;
- progression – ensure all children have made progress during the session.

### **Basic lesson structure**

- Warm up – 3 to 5 minutes, gentle exercise or stretching.
- Main focus –skills practice.
- Development- more challenging tasks in small groups.
- Conclusion- transfer of skills learned to final activity e.g. playing small sided games or performing a sequence.
- Cool down.

### **Swimming**

We aim to provide the best opportunity for all pupils to achieve the 25-metre swimming award and gain basic water safety skills. To achieve this, we provide Year 4 pupils with 40 consecutive weeks of swimming lessons (top-up sessions). The swimming lessons are delivered by swimming coaches at the local pool. The class teacher monitors the progress of pupils and swimming distance awards.

### **Monitoring**

PE is monitored annually. The subject leader and/or SLT will observe a sample of lessons each year. Planning is monitored. Annual questionnaires are completed to assess teachers' strengths and areas for development. Informal observations such as learning walks take place. Pupils are interviewed.

### **Assessment**

Key Stage 1 and Key Stage 2 pupils' progress and attainment is recorded termly using the whole-school system ScholarPack.

End-of-year reports are used to inform parents of progress made and skills developed. Termly parents' meetings are used to discuss PE progress with parents.

Points to consider are:

- pupils record of participation;
- the overall physical skill and ability of the pupil;
- the ability to appreciate and evaluate the performances of self and others;
- how well the child interacts with other members of the class – whether or not the child dominates, cooperates or withdraws;
- whether or not the child is motivated and enthusiastic;
- whether or not the child has any particular aptitudes or talents;
- the work the class has covered.

## **PE kit**

### **FS1 - Nursery**

Children in FS1 are encouraged to come to school dressed in appropriate sportswear on the PE day. Shoes and socks will be removed for indoor activities.

### **FS2, KS1, KS2**

In the interest of safety and hygiene children change into the following kit:

#### **Games and Athletics:**

shorts (black), T shirt (white) for indoor lessons, (track suit bottoms and sweatshirts should only be necessary outside on a cold day), trainers or plimsolls.

#### **Dance and gymnastics:**

as for games but bare feet.

#### **Swimming:**

swimming costume (for girls) and swim trunks (for boys). No bikinis or swim shorts. Outdoor activity appropriate clothing for activity and weather conditions.

## **Jewellery**

All jewellery must be removed before PE and stored in the school office. Teachers and office staff are not responsible for removing jewellery. All long hair should be tied back and away from the face, using soft head bands or soft hair bobbles.

Parents and carers are reminded regularly about the PE kit policy through letters, text and social media.

## **Risk Assessment**

### **Accidents**

For small cuts and grazes and minor bumps the teaching assistant should accompany the children to apply first aid. A record is made in the accident book and a letter taken home.

For serious accidents (head injury, serious cuts or suspected fracture) the teacher or teaching assistant should stay with the child and class and send for additional help. After the incident the teacher or teaching assistant must complete an accident report form available from the office. Parents to be informed as soon as possible.

### **Medical conditions**

It is the responsibility of the teacher and teaching assistant to take note of any medical conditions of individual children in their class such as asthma, diabetes or epilepsy. Inhalers are kept in the school office. Teaching assistants are trained in first aid and some have epi pen and diabetes training. (See medications

Physical Education, School Sports and Physical Activity Policy Lucy Smoczyk (policy for details). A record of more complex medical conditions is recorded and supported by named teaching assistants. A list of medical conditions is kept in the school office.

### **Equipment**

Equipment is checked on a regular basis. Any worn, unsafe equipment is discarded and replaced if necessary.

Children are taught to carry equipment using the correct posture, grip and number of people. Equipment is stored in the large shed in the playground. Large gymnastics equipment is kept in the hall. It is the responsibility of the class teacher or teaching assistant to ensure equipment is put away and stored neatly and safely.

Any breakages or damaged equipment is reported to the PE lead, SLT or office manager.

### **Off Site Visits**

Risk assessments are completed for off site visits. The Nottinghamshire Evolve forms are completed. A first aider always accompanies the visit. A group list is taken and any medical needs addressed. Consent from parents is obtained to attend on and off-site events.

### **Outside providers**

All providers have DBS (Disclosure and Barring Service) checked and other qualifications checked. They must all sign in and out of school. A member of school staff is also present during sessions with children.

### **Photographs**

Parental consent for any photographs taken at sporting events is obtained.

### **Clothing**

The correct PE clothes, removal of jewellery and long hair ties back is expected by both children and adults as outlined in the PE Kit policy.

### **Inclusion**

Inclusion in physical education means all children have access to, and are given confidence in, all areas, regardless of race, gender or ability. We aim to create an environment in which all children learn to respect and value each other. This can be achieved by:

- mixing groups and teams of gender and ability;
- structuring lessons so all are fully involved;
- giving all children the opportunity to share their work;
- ensuring all children wear the same PE kit for lessons;
- staff to set a good example by wearing appropriate kit;
- modifying lessons to meet the needs of those with additional physical needs;
- providing an enjoyable, positive experience where all children's ideas and abilities are valued;
- giving all children the chance to take part in extra-curricular clubs including those with special needs and pupil premium children;
- celebrating achievements in assembly.

### **After School Clubs**

We provide a variety of sports after-school clubs. Outside agencies provide after-school sessions for children in 6-week blocks, including football, boccia and dance. We have a designated TA who supports pupil Premium and SEND children with a weekly sports club.

**Staff training - CPD**

The PE coordinator has access to relevant training to support and develop their role. Sports coaches are used to support the planning and delivery of lessons and support staff to develop knowledge. Staff meetings and inset days are used to update staff with changes, developments and initiatives in the PE curriculum, school sports and physical activity. The PE lead attends termly Mansfield School Games meetings. Mansfield Sports Partnership offer a range of courses which are used to support staff. The headteacher and PE lead attend the annual PE and Sports Conference.

Policy written by L Smoczyk

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