

**Policy: Physical Education (PE)**

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| **Adopted by Governing Body on** | **September 2020** |
| **Headteacher** | **L Jones** |
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## **Statement of intent**

**Royd Nursery Infant School** aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At the school, we offer pupils the opportunity to compete in sports and other activities, in order to help build character and reinforce values such as fairness and respect.

PE lessons are taught with the following aims in mind:

* Meet the requirements of the national curriculum
* Promote a healthy lifestyle
* Encourage physical activity and exercise
* Build self-esteem, confidence and resilience
* Provide all pupils with access to the lesson
* Develop pupils’ academic, social and physical ability
* Encourage good behaviour and respect amongst pupils
* Promote team work and cooperation amongst pupils

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

# Legal framework

* 1. This policy has due regard to legislation and guidance including, but not limited to, the following:
* Workplace (Health, Safety and Welfare) Regulations 1992
* Management of Health and Safety at Work Regulations 1999
* Health and Safety at Work etc. Act 1974
* DfE (2013 ‘Physical education programmes of study: key stages 1’
* DfE (2017) ‘Statutory framework for the early years foundation stage’
  1. This policy will be implemented in conjunction with the following school policies, documents and procedures:
* Health and Safety Policy
* Accident Reporting Procedure Policy
* Adverse Weather Policy
* First Aid Policy
* Uniform Policy
* LGBT Policy
* Primary School Uniform Assistance Policy
* Pupil Accident Log
* Pupil Code of Conduct
* Changing Rooms Risk Assessment
* Staff Code of Conduct

# Role and responsibilities

* 1. The **headteacher** is responsible for:
* Appointing an appropriate **PE coordinator and curriculum team**.
* Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
* Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
* Ensuring all necessary risk assessments have been undertaken.
* Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
* Liaising with the **PE coordinator and curriculum team** regarding the spending and impact of the PE and sport premium funding.
* Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.
  1. The **PE coordinator and curriculum team** is responsible for:
* The overall implementation of this policy.
* Liaising with staff members to develop an effective PE timetable.
* Producing a flexible and appropriate scheme of work.
* Supporting staff members in all aspects of the curriculum.
* Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
* Maintaining and replacing equipment.
* Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
* Monitoring the teaching of PE at the school, ensuring that high standards are consistently maintained.
* Undertaking the necessary risk assessments, and ensuring that the details of any PE-related accidents are recorded, including the action taken and the health and safety procedures followed.
* Maintaining records relating to the teaching of PE, including lesson plans, accident logs and risk assessments.
* Attending any necessary training, in order to help inform future developments of the subject at the school.
* Keeping up-to-date with any changes in the subject area.
* Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
* Liaising with the **senior leadership team (SLT)** and other relevant staff members regarding the use of the PE and sport premium.
* Providing the headteacher with an annual summary report regarding the teaching of PE at the school.
  1. Staff members involved in the teaching of PE are responsible for:
* Acting in accordance with the school’s **Health and Safety Policy**.
* Reporting accidents and other incidents in line with the school’s **Accident Reporting Procedure Policy**.
* Participating in any necessary training or CPD.
* Keeping up-to-date with changes within the subject area.
* Acting in accordance with the **Staff Code of Conduct**.
* Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
* Ensuring that privacy is given to pupils whilst they change for PE lessons.
* Providing an appropriate level of assistance, where necessary, to pupils changing for PE lessons, in line with the **Primary School Uniform Assistance Policy**.
  1. Parents are responsible for:
* Providing their child with the necessary PE kit.
* Providing their child with appropriate footwear for PE classes.
* Ensuring that, where necessary, a doctor’s note or similar evidence is provided when their child cannot participate in PE lessons.
  1. Pupils are responsible for:
* Acting in accordance with the **Pupil Code of Conduct** at all times.
* Making themselves familiar with this policy.
* Bringing their PE kit to school on the appropriate days.
* Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.

# The curriculum

* 1. The school aims to assist pupils in achieving attainment targets set out in the national curriculum. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills, and processes specified in the national curriculum. Pupils will learn a broad range of subject knowledge and draw on disciplines such as maths, science, computing and art.

**EYFS**

* 1. All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.
  2. FS2 classes will have **two** PE lessons per week, one which will be outdoor play, weather permitting, and the other which will take place in the **school hall**.
  3. All PE objectives within the EYFS are underpinned by the following three prime areas outlined in the ‘Statutory framework for the early years foundation stage’:
* Communication and language
* Physical development
* Personal, social and emotional development
  1. There are four specific areas through which the three prime areas are strengthened and applied:
* Literacy
* Mathematics
* Understanding the world
* Expressive arts and design
  1. The PE curriculum in the EYFS focusses on the specific areas of physical development.
  2. Pupils will be taught:
* Developing good control and coordination of large and small movements, moving confidentiality in a range of ways and negotiating space safely.
* Handling equipment and resources effectively.
* Developing an understanding of and talking about good health, including exercise and healthy diets.
* Managing basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
* Playing co-operatively, taking turns with others.
* Participating in new activities and verbally explaining why they like some activities more than others.
* Independently choosing the resources they need for their chosen activities.
* Working as part of a group and independently, understanding and following rules.
* Demonstrating an ability to follow instructions involving several ideas or actions.
* Counting reliably with numbers from one to 20, such as keeping score during sporting activities.
* Demonstrating an understanding of measurements, such as the use of metres during races.

**KS1**

* 1. KS1 classes will have **two** PE lessons per week, one which will be outdoor play, weather permitting, and the other which will take place in the **school hall**.
  2. During KS1, pupils will be taught to:
* Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
* Participate in team games, developing simple tactics for attacking and defending.
* Perform dances using simple movement patterns.
  1. In relation to swimming, pupils within KS1, will be taught to:
* Swim competently, confidently and proficiently over a distance of at least 25 metres.
* Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
* Perform safe self-rescue in different water-based situations.

# Cross-curricular links

* 1. Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.
  2. **English**
* Pupils are encouraged to describe what they have done and to discuss how they might improve.
  1. **Mathematics**
* Pupils further develop their counting skills by keeping score during team games.
* Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.
  1. **PSHE**
* The benefits of exercise and healthy eating are explained to pupils.
* Pupils are encouraged to make informed choices about their lifestyle.
* The opportunity to act as team leader or part of a team is provided.
* Pupils’ self-esteem is promoted.
  1. **Spiritual, moral, social and cultural (SMSC) development**
* Pupils learn to express their feelings in a healthy way.
* Team and group activities develop pupils’ social skills and help them to cooperate with other people outside of their friendship group.
* Pupils are encouraged to respect other pupils’ levels of ability.

# Teaching and learning

* 1. FS2 and KS1 classes will have **two** PE lessons per week, one which will be outdoor play, weather permitting, and the other which will take place in the **school hall**.
  2. The school uses a variety of teaching and learning styles in PE lessons that are matched to the activity and ability of pupils. The main aim of these lessons is to develop pupils’ knowledge, skills and understanding.
  3. Teaching and learning styles are adapted to support pupils with SEND to ensure these pupils continue to have their confidence and self-esteem raised.
  4. Pupils will be taught to describe associated processes and key characteristics in common language, as well as understand and use technical terminology and specialist vocabulary.
  5. The school uses a mixture of whole-class teaching, group work and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to their peers’ ideas and treating these with respect.
  6. Strategies for effective teaching include:
* Ensuring the teaching methods used suit the purpose and needs of the pupils.
* Providing a meaningful context and clear purpose when assigning tasks.
* Using focussed practical tasks to help pupils develop and evaluate PE work.
* Ensuring tasks are built on skills and understanding.
  1. The **classroom teacher** will work with the **PE subject leader and curriculum team** to ensure that the needs of all pupils are met by:
* Setting tasks which can have a variety of responses.
* Providing resources of differing complexity, according to the ability of the pupils.
* Setting tasks of varying difficulty, depending on the ability group.
* Utilising TAs to ensure that pupils are effectively supported (TAs are not used as part of lessons unless a child has a specific SEN need and requires 1:1 support).
  1. Displays of PE work on the whole school ‘School Sports Premium’ display are used to celebrate achievement and support teaching and learning.
  2. Displays are used to communicate ideas, stimulate interest, celebrate pupils’ work, reflect the ethos of the school and respond to pupils’ interests.
  3. A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils.
  4. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times.
  5. PE resources will be booked in advance and authorised for use by the **PE coordinator and curriculum team** prior to use.
  6. Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

1. **Planning** 
   1. All relevant staff members are briefed on the school’s planning procedures as part of staff training.
   2. Throughout school, PE is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
   3. Teachers will use the key learning content in the DfE’s ‘Physical Education programmes of study: key stages 1 and 2’ and the national curriculum as a starting point for their planning.
   4. Issues of health and safety are addressed in the planning and delivery of the science curriculum.
   5. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
   6. Lesson plans will demonstrate the balance of visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience.
   7. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
   8. The school creates long-term, medium-term and short-term plans for the delivery of the PE curriculum – these are as follows:

* Long-term: includes the topics studied in each **term** during the key stage
* Medium-term: includes the details of work studied each **term**
* Short-term: includes the details of work studied during each **lesson**
  1. The **PE** **subject leader and curriculum team** is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
  2. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils’ needs and identifying the methods in which topics could be taught.
  3. Long-term planning will be used to outline the units to be taught within each year group.
  4. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
  5. Medium-term plans will identify learning objectives, main learning activities and differentiation.
  6. Medium-term plans will be shared with the PE **subject leader and curriculum team** to ensure there is progression between years.
  7. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
  8. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

# Assessment and reporting

* 1. Pupils will be assessed, and their progression recorded, in line with the school’s **Assessment Policy**.
  2. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
  3. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.
  4. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the ‘Statutory framework for the early years foundation stage’.
  5. The progress and development of pupils within KS1 is assessed against the descriptors outlined in the national curriculum.
  6. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
  7. Assessment will be undertaken in various forms, including the following:
* Talking to pupils and asking questions
* Discussing pupils’ work with them
* Assessing work against the learning objectives
* Pupils’ self-evaluation of their work
  1. Teachers will record pupils’ ability and progression through two types of assessment – formative and summative.
  2. Formative assessment, which is carried out informally throughout the year, will be used to identify pupils’ understanding of subjects and inform their immediate lesson planning.
  3. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils’ future teachers, in order to demonstrate where pupils are at a given point in time.
  4. Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum.
  5. Parents will be provided with a written report about their child’s progress during the **Summer term** every year. This will include information on pupils’ attitudes towards PE, understanding of methods, investigatory skills and the knowledge levels they have achieved.
  6. Verbal reports will be provided at parents’ evenings during the **Autumn** and **Spring** terms.
  7. The progress of pupils with SEND will be monitored by the **SENCO**.
  8. A record will be kept of when a pupil is unable to participate in a lesson, along with any evidence supplied. If this becomes a regular occurrence, a meeting will be set up between the teacher, the pupil and their parents.

# Equipment and resources

* 1. The school has a selection of centrally stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
  2. The school library contains resources and topic books to support pupils’ research. The school receive books form Sheffield City Council Library on the topic focus for each half term. Books are displayed in the classroom linked to the half termly topic.
  3. The PE budget covers the cost of materials and replacement tools. Class teachers are required to maintain the tools and equipment in their classrooms.
  4. Pupils may occasionally be asked to bring materials from home if they can; however, to provide all pupils with the same opportunities, the school will provide for pupils who are unable to do this.
  5. Display walls are utilised and updated on a **termly** basis, in accordance with the area of PE being taught at the time.
  6. At the **start of each school year**, the **PE subject leader and curriculum team** will work with the **head teacher** to assess the school’s art tools, materials and equipment to ensure there is sufficient equipment for pupils, allowing for funds to be allocated where necessary. The PE co-ordinator and curriculum team is responsible for negotiating requests from staff members and ensuring resources are bought within the amount allocated in the annual budget.

# Health and safety

* 1. Staff members will act in accordance with the school’s Health and Safety Policy at all times.
  2. Accidents and near-misses will be reported following the procedure outlined in the school’s Accident Reporting Procedure Policy.
  3. All staff members will be shown how to correctly use equipment as part of their induction training.
  4. Any ‘new’ activities which a teacher has not used in the classroom before will be trialled prior to being performed with pupils.
  5. Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum.
  6. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times.
  7. A member of staff that is first aid trained will always be accessible to assist the member of staff delivering the PE lessons (refer to the Health and Safety induction pack for staff that are first aid trained and their locations).
  8. All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction.
  9. The **PE** **coordinator and curriculum team** is responsible for reporting any concerns to the school’s **health and safety officer**.
  10. In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned.
  11. All completed risk assessments will be given to the **PE coordinator and curriculum team** for authorisation; the headteacher will also be provided with a copy.
  12. Where pupils will be attending an off-site sporting or PE-related event, the **PE coordinator and curriculum team** is responsible for completing a risk assessment for the event.
  13. Swimming lessons will always be taught by a specialist swimming teacher.
  14. The **PE coordinator and curriculum team** will check the conditions and appropriateness of PE resources on an ongoing basis, restocking equipment as required.
  15. Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the **PE coordinator and curriculum team** as soon as possible.
  16. Damage to PE equipment will be reported to the **PE coordinator and curriculum team** as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use.
  17. Pupils will not have access to PE resources and sporting equipment unless appropriately supervised.
  18. All PE equipment and resources will be safely stored, within a secure storage area, within the **school hall**.
  19. Pupils will be taught how to handle PE equipment and resources safely.
  20. Mats should only be used for jumping from apparatus up to 1 meter in height (e.g. tressell table). Anything higher than 1 meter should not have a mat underneath (e.g. climbing frame, ladders, ropes). When carrying out forward rolls the pupils on the station are to be supervised by a member of staff at all times.
  21. Pupils will help staff members to move and set up PE equipment.
  22. In relation to swimming lessons or a lesson where bare feet are required (e.g. indoor PE), if a pupil has a verruca or wart, they must notify the staff member leading the lesson of this prior to the start of the lesson. The pupil will still participate in a lesson where bare feet are required, unless painful, then the child will observe.
  23. Pupils who occasionally are unable to take part in a lesson due to illness or injury require a letter from a GP. Those pupils can observe the lesson and contribute to class and group discussions.

# Homework

* 1. Homework will be set on a weekly basis and will follow and build upon curriculum content. The content of the homework will be decided by the class teacher and monitored by **SLT.** Throughout the academic year there will be a range of homework provided linked to differing subjects.
  2. Parents will receive a **weekly** newsletter informing them about the main topics and units of work that will be covered.
  3. Parents will be encouraged to discuss the homework that is set with their child. If they have any queries or other comments about the homework, parents should make an appointment to see their child’s class teacher.

# Extra-curricular activities

* 1. **Royd Nursery Infant School** provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.
  2. Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.
  3. There are a variety of PE-related extra-curricular activities for pupils to participate in outside of school hours including the following:
* Gymnastics
* Games (e.g. football, hockey, multiskills, circuits etc).
* Dance
  1. External sports coaches will lead activities and clubs, where appropriate.
  2. Towards the **end of each half term**, parents will be made aware of the extra-curricular activities on offer at the school for the following half term via the **parent mail** and the school **website**.
  3. The school participates in regular sporting events against other schools –pupils and parents will be made aware of these fixtures with due notice.
  4. Participation and success of extra-curricular events, such as sporting competitions, will be celebrated **during assemblies**.
  5. All teaching staff will actively encourage pupils to be physically active outside of school.

# PE kit and changing rooms

* 1. During PE lessons, pupils are expected to wear the following for indoor PE:
* Dark (navy or black) Shorts
* White T-shirt
  1. During PE lessons, pupils are expected to wear the following for outdoor PE:
* Dark (navy or black) shorts or dark (navy or black) jogging bottoms
* White T-shirt or dark (navy or black) jumper
* Pumps or trainers
  1. All children must have indoor and outdoor PE kit kept in school Monday – Friday and it must be situated on their individual school peg.
  2. During cold weather, pupils will be allowed to wear their **coats**, as appropriate.
  3. During swimming lessons, pupils are expected to wear the following:
* Girls - One piece bathing suit
* Boys – swimming trunks or shorts
* Swimming cap for pupils with long hair
* Goggles – please refer to the “Permission to wear goggles” form designed by Sheffield City Council School Swimming Service will be sent via Royd Nursery Infant School prior to swimming lessons commencing.
  1. Staff members will lead by example by wearing appropriate clothing when teaching PE, such as (plimsolls or trainers, shorts or tracksuit bottoms, t-shirt or tracksuit top). Teachers with long hair should also remove jewellery and have hair tied back.
  2. All potentially dangerous jewellery, such as watches, necklaces, earrings etc, will be removed before PE lessons. Jewellery must be removed by the child or parent, NOT a member of staff.
  3. In relation to PE and swimming lessons, if a child’s jewellery cannot be removed, they will not be able to participate in the lesson.
  4. All long hair is tied back for PE lessons. No clips or hair bands (Alice or head bands) are to be worn.
  5. Indoor PE (activities such as gymnastics and dance) will be undertaken in bare feet.
  6. The school will stock spare PE kits for pupils who forget theirs.
  7. Teachers must keep an ongoing record of pupils PE kit. In the event that a pupil repeatedly forgets their PE kit the following communication will be made with the parent, by the class teacher:

1. If a child has forgot their PE kit on 3 occasions a discussion will be held
2. If a child has forgot their PE kit of 6 occasions a letter will be sent home
3. If a child has forgot their PE kit on 9 occasions then SLT will be informed and a meeting will be held
   1. Foundation Stage and Key Stage 1 children will change in the same classroom. From Key Stage 2 only staff members of the same sex as the pupils will be allowed in the changing rooms.
   2. Pupils who identify as transgender will be allowed to get changed in the **disabled toilet facilities** instead.

# Equal opportunities

* 1. We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. Our **Equal Opportunities Policy** ensures all pupils are able to achieve their potential in all areas of the curriculum.
  2. In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted, and the delivery of the PE curriculum is differentiated for these pupils, in line with the school’s **SEND Policy**.
  3. The planning and organising of teaching strategies for PE will be reviewed on an **annual** basis by the **PE subject leader and curriculum team** to ensure that no pupil is at a disadvantage.
  4. The school aims to maximise the use and benefits of PE as one of many resources to enable all pupils to achieve their full potential.

# Monitoring and review

* 1. This policy will be reviewed on an **annual** basis by the **PE subject leader and curriculum team** and **head teacher**.
  2. Any changes made to this policy will be communicated to all members of staff and the governing board.
  3. All members of staff directly involved with teaching PE are required to familiarise themselves with this policy.
  4. The spending and impact of the PE and sport premium is monitored by the **governing board**.