

**Policy: Physical Education (PE)**

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| **Adopted by Governing Body on** | **September 2023** |
| **Headteacher** | **L Jones** |
| **Date of Review** | **September 2024** |

**Contents:**

[Statement of intent](#_Statement_of_intent_1)

1. [Legal framework](#_Peafowl_and_the)
2. [Roles and responsibilities](#_Role_and_responsibilities)
3. [The early years foundation stage (EYFS)](#_The_early_years)
4. [Curriculum](#_Curriculum)
5. [Teaching and learning](#_Teaching_and_learning)
6. [Assessment and reporting](#_Assessment_and_reporting)
7. [Cross-curricular links](#_Cross-curricular_links)
8. [Extra-curricular activities](#_Extra-curricular_activities)
9. [PE kit and changing rooms](#_PE_kit_and)
10. [Behaviour](#_Behaviour)
11. [Health and safety](#_Health_and_safety)
12. [Reporting accidents](#_Reporting_accidents)
13. [Equal opportunities](#_Equal_opportunities)
14. [Monitoring and review](#_Monitoring_and_review_1)

## **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 early years foundation stage (EYFS)

* 1. Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.
  2. Pupils’ fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons.
  3. Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastic apparatus, floor mats and sporting goods, such as bats and balls.
  4. Pupils’ physical development will relate to the objectives of the early learning goals, which are set out in the DfE’s ‘Statutory framework for the early years foundation stage’, including :
* 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.
  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. EYFS 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. An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

# Curriculum

* 1. 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.

# Teaching and learning

* 1. All lessons will be planned and taught in line with the scheme of work, as developed by the **PE coordinator and curriculum team**, ensuring that potential for pupils’ progression is planned into the scheme of work.
  2. Lessons and activities will build upon pupils’ prior learning, developing their skills, knowledge and understanding within each activity area.
  3. The school creates long-term, medium-term and short-term plans for delivery of the PE curriculum – these are as follows:
* Long-term: Includes the PE topics studied in each term during the key stage
* Medium-term: Includes the details of work studied each month
* Short-term: Includes the details of work studied during each lesson
  1. The **PE coordinator 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 and building on the medium-term plans, taking into account pupils’ needs and identifying the methods through which topics could be taught.
  3. All relevant staff members are briefed on the school’s planning procedures as part of their staff training.
  4. Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils’ abilities.
  5. Pupils will be encouraged to evaluate their own performance, as well as the performance of others.
  6. Pupils will be given the opportunity to both collaborate and compete with each other during lessons.
  7. The **PE coordinator and curriculum team** will act as the first point of contact for staff members planning PE lessons or sporting events.
  8. A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils.
  9. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times.
  10. PE resources will be booked in advance and authorised for use by the **PE coordinator and curriculum team** prior to use.
  11. 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.

# Assessment and reporting

* 1. Teachers will record pupils’ ability and progression through two types of assessment – formative and summative.
  2. Formative assessments will be carried out during lessons, based on individual objects and outcomes – these assessments will be conducted informally by the class teacher.
  3. Summative assessments will be completed three times in the academic year **(typically termly)**. Pupils’ capabilities will be reviewed using open-ended tasks, providing them with an opportunity to demonstrate their capabilities in relation to the unit of work.
  4. Individuals’ assessment information will be recorded to help pupils’ future teachers plan appropriate work for them and assist in the assessment of pupils’ progress each year.
  5. Pupils will be assessed as **working towards (WTS), expected (EXS) or greater depth (GDS)**.
  6. Annual assessments of each pupil will be used to inform parents of their child’s progress and attainment.
  7. 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.
  8. Verbal reports will be provided at parent-teacher interviews during the **Autumn** and **Spring** terms.
  9. The progress of pupils with SEND will be monitored by the **SENCO**.
  10. 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.

# 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 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.

# 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:
* Shorts
* T-shirt
* No socks and no footwear
  1. During PE lessons, pupils are expected to wear the following for outdoor PE:
* Shorts or jogging bottoms
* T-shirt or 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: 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 such as watches, necklaces etc and have hair tied back. Teachers should remove earrings when teaching PE. Should the removal of earrings not be possible then teachers must tape over the ear and earrings. The amount of tape used needs to be sufficient to prevent the piercing penetrating, for example, the bone behind the ear should an unintentional blow be received from someone or some item of equipment, such as a ball.
  2. Children and PE lessons (e.g. games, athletics, OOA, dance, gymnastics): All potentially dangerous jewellery, such as watches, necklaces, etc, will be removed before PE lessons. Earrings should also be removed when participating in PE. Should the removal of earrings not be possible then tape must cover the earrings. The amount of tape used needs to be sufficient to prevent the piercing penetrating, for example, the bone behind the ear should an unintentional blow be received from someone or some item of equipment, such as a ball. The teacher supervising the group has the legal responsibility to ensure the taping is fit for purpose. If the teacher considers the taping to be unsatisfactory to permit safe participation, they will need to make adaptations in terms of how the student takes part in the practical aspects of the lesson. Adaptations include different tasks assigned to children such as observation and feedback tasks and photographing good practice. Jewellery must be removed by the child or parent, NOT a member of staff. Taping of the earrings must be by the child or parent, NOT a member of staff.
  3. Children and swimming: All potentially dangerous jewellery, such as watches, necklaces, etc, will be removed before PE lessons. Earrings should also be removed when participating in PE. Should the removal of earrings not be possible then an ear band must cover the earrings (tape is NOT permitted). Jewellery must be removed by the child or parent, NOT a member of staff. In relation to swimming lessons, if a child’s jewellery cannot be removed, or a child does not wear an ear band to cover earrings they will not be able to participate in the swimming 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 the teacher will hold a conversation with the parent and provide a reminder
2. If a child has forgot their PE kit on 3 occasions a formal discussion will be held with the parent by the teacher
3. If a child has forgot their PE kit of 6 occasions SLT will be informed and a meeting will be held with the parent
   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.

# Behaviour

* 1. Pupils will act in accordance with the school’s **Pupil Code of Conduct**.
  2. Pupils will be made aware of the expected behaviour for handling PE equipment and resources.
  3. Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous.
  4. During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils.
  5. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures outlined in the **Behavioural Policy**.
  6. In the event of severe behaviour, such as purposely hurting another pupil, the offending pupil will be sent to the headteacher, and may be subject to the school’s **Exclusion Policy**.

# Health and safety

* 1. Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum.
  2. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times.
  3. 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).
  4. All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction.
  5. The **PE** **coordinator and curriculum team** is responsible for reporting any concerns to the school’s **health and safety officer**.
  6. In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned.
  7. 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.
  8. 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.
  9. Swimming lessons will always be taught by a specialist swimming teacher.
  10. The **PE coordinator and curriculum team** will check the conditions and appropriateness of PE resources on an ongoing basis, restocking equipment as required.
  11. 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.
  12. 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.
  13. Pupils will not have access to PE resources and sporting equipment unless appropriately supervised.
  14. All PE equipment and resources will be safely stored, within a secure storage area, within the **school hall**.
  15. Pupils will be taught how to handle PE equipment and resources safely.
  16. 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.
  17. Pupils will help staff members to move and set up PE equipment.
  18. 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.
  19. 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.

# Reporting accidents

* 1. Accidents will be reported in accordance with the **Accident Reporting Procedure Policy**.
  2. All accidents and near-misses will be recorded, in writing, in the **Pupil Accident Log**.
  3. Staff members are responsible for identifying the cause of the accident and taking any necessary action in order to minimise the risk of an accident reoccurring.
  4. Treatment to injuries will only be administered by staff members who are first aid trained.
  5. Where required, further medical attention will be sought from the local doctors or hospital.
  6. In the event that a pupil has an accident causing minor injury, such as a bruise or scrape, the school will notify the pupil’s parents of the incident at the **end of the school day**.
  7. In the event that a pupil has an accident causing potentially serious or major injury, such as a broken bone or concussion, the school will notify the pupil’s parents immediately.

# Equal opportunities

* 1. Teaching staff will work closely with the **PE coordinator and curriculum team** to ensure that planned activities for lessons are accessible to all pupils, including pupils with special educational needs and disabilities (SEND).
  2. All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language.
  3. Teaching staff will liaise with the **special educational needs coordinator**, where necessary, in order to meet the needs of pupils.
  4. Pupils will not be grouped together based on gender, race or disability.

# Monitoring and review

* 1. This policy will be reviewed on an **annual** basis by the **headteacher** and **PE coordinator and curriculum team**, with any changes made to the policy being communicated to all teaching staff and the governing board.
  2. The curriculum plan will be monitored and evaluated by the **PE coordinator and curriculum team**, including the planning, assessment and reporting arrangements in place.
  3. All members of staff directly involved with the teaching of ICT 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**.