

**Gretton Primary School**  
**Physical Education, School Sport and Physical Activity**  
**Policy**

Approved by the Governors: Paul Sammon

Date: September 2023

Review date: September 2026

### **Rationale**

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Physical activity has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities is wide and includes athletics, dance, games, gymnastics, OAA (including problem solving and orienteering) and swimming. A high-quality programme is designed to satisfy the needs, abilities and interests of all individual children. Each class will receive at least 2 hours of physical activity per week. The sessions will contain elements required by the National Curriculum of:

### **National Curriculum**

#### **Aims**

The National Curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

#### **KS1 pupils should be taught to:**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in

competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

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

### **Expectations at the end of KS2:**

Pupils should 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 movement. They should 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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Gretton's Intent**

*To instil a passion /love of movement by developing confident, able movers.  
To ensure children leave Gretton Primary being physically literate. They will demonstrate this by being motivated, confident, physically competent, and understanding the value of being physically active. **Every single PE lesson will work towards creating this passion.***

### **Our Aims**

- To promote a **healthy and fulfilling lifestyle** by developing **self-motivation** to take part in physical activity outside school as recreation: by developing a **positive attitude and interest** in a wide range of physical activities and by raising awareness of issues regarding **health and wellbeing**.
- To contribute to the **physical development** of each child: size, strength, fitness, speed, gross and fine motor skills.
- To contribute to the **intellectual development** of each child such as their **aesthetic appreciation and understanding** of Dance and Gymnastics.
- To help establish the individual child's **self-esteem and confidence**. To develop **social skills** (co-operating in groups, playing fairly to rules, mixing with children from other schools).
- To ensure that every child participates in an **intra-house** (competition within the school) and ALL KS2 children are offered the chance to take part in an **inter-school** (against other schools) competition every year.
- To ensure every child has the opportunity to take part in **extra-curricular activities**, as well as external competitions and tournaments.

### Guidelines

#### **At Gretton we will;**

- Follow a **broad and balanced PE curriculum** fulfilling the demands of the National Curriculum.
- Aim to ensure every child moving on to secondary school has achieved the requirements for swimming: **water confidence and water safety**.
- Ensure every child has the opportunity to represent Gretton in a **competitive sports fixture**.
- Have a well-developed '**Physical Activity Leaders**' team that will encourage children to take part in physical activities in and out of school and arrange inter-school competitions regularly
- **Integrate physical activity**, where possible, into other curriculum areas
- Develop programmes that meet the needs of all the children, providing **equal opportunities** e.g. inclusion of SEND.
- Involve the **outside community** where possible - e.g. Sports Day - parents, clubs, inter-school matches.
- Provide **enjoyable experiences**, which promote the school values - 'We are kind', 'We make good choices', 'We try our best' and 'We dream big!'

### The P.E. Curriculum

#### **Curriculum Framework**

Teachers should use the Brooke Weston Trust Skills Progression document for each area of PE has been devised to show progress across and within year groups.

#### **Individual Lessons**

Sequences of learning may be taken directly from available resources (e.g. Cambridge Scheme, PE Hub etc.) and adapted to suit the class. Teachers should ensure that individual lesson plans match the skills being covered in the BWT Long Term Plan.

## **PE Kit**

### **KS1**

- Royal blue shorts
- Purple T-shirt with school logo
- Trainers
- Optional purple hoody with school logo
- Optional royal blue tracksuit bottoms

### **KS2**

- Royal blue shorts
- Purple T-shirt with school logo
- Trainers
- Purple hoody with school logo
- Royal blue tracksuit bottoms

### **Children Without Kit**

A child who has forgotten their kit should first be reminded by the teacher. A letter will then be sent home and if it is an ongoing problem an informal conversation with the parents would be appropriate. Children will be able to continue to participate within PE lessons by borrowing kit from the school office, if available.

### **The Early Years Foundation stage**

We encourage the physical development of our children in the reception class as one of the 7 areas of learning. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific fundamental skills.

### **How PE teaching is monitored**

PE is monitored annually by the PE coordinator (Sarah Block), the Brooke Weston Trust P.E. Director of Sport (Hannah Layram) and our P.E. governor (Paul Sammon). Teachers work closely with specialists named above using coaching model of CPD which

is supportive and informative. When appropriate, it is also possible that the PE subject leader will seek the support of a specialist to evaluate particular areas of the curriculum such as gymnastics. Monitoring will feed into the next year's PE action plan.

### **Health and Safety**

The class teacher is responsible for the safety of all the children in the class during any P.E. lesson - inside or outside. They should check all equipment is safely put out. Any damaged or broken equipment to be removed immediately and the P.E. co-ordinator to be informed.

Earrings - should not be worn during ANY PE lesson, nor should tape be applied. Ideally, children should come to school on PE days without wearing any earrings, or parents will need to remove before the lesson. Staff are not permitted to remove earrings.

**Hall is to be used for gymnastics and dance only (and in wet weather conditions)**

**In the hall, children must be taught to:**

- use the space sensibly and wisely
- lift and move equipment in the correct and safe way
- behave calmly and quietly
- take shoes off when entering the hall and line them up on a bench.

Teachers must:

- group children appropriately so that a suitable number are working at any one time taking into account the size of the hall
- position themselves where they have the best possible view of all children.
- make children aware of any potential hazards around the room.

If an accident occurs the teacher should:

- instruct all children to sit down immediately
- send for help from a qualified first aider

In the field (KS2 only) or playground

All of the above in addition to...

- Ensure that children have any necessary medication and that the sports first aid kit is taken to the field.
- Teachers must move around the groups and keep a very careful watch on all children.
- Never assume that children know the safe way to use games equipment.
- Teachers must take a mobile phone to the field.

### **Accidents**

See First Aid Policy.

### **Medical Conditions**

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics. The teacher or child (depending on the age of the child) must always have their inhalers at hand during any PE lesson.

### **Equipment and Resources**

#### **Safety**

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught a safe method of carrying equipment at all times. External health and safety advisors also check the equipment annually.

Mats - must only be used in places where children are jumping or landing. They must not be placed near equipment as a 'fall site.' Mats may be used when practising somersaults to protect children's spines.

Verrucas - If children have a verruca, parents must provide a verruca sock for gymnastics, or children may wear socks and shoes for outdoor PE lessons.

#### **Locating equipment**

Equipment is kept in the PE shed in the front playground with access via a padlock and key. Mats are kept in the school hall and lunchtime supervisors have access to a range of resources in the back playground shed to use at playtime and lunchtimes. The responsibility of keeping resources tidy and organised falls on all staff which will be checked by the PE coordinator regularly.

#### **Ordering Equipment**

Any new equipment required can be ordered through the PE coordinator. The P.E. and Sports Premium can be used to update P.E. resources.

#### **Recording and Assessment**

The PE Long Term Plan will serve as a record of the broad topics covered in each activity area for subsequent teachers to refer to. In line with the BWT Skills Progression Document, teachers should make notes of significant achievement against the objectives for each PE unit. Teachers will then formally assess children at least 3 times a year for each year group to inform next steps, planning and end of year judgments. Throughout every sequence of learning, teachers to use informal, formative assessment e.g. questioning, feedback, peer/self-assessment.

During swimming lessons, when children have met the National Requirement for Y6, this should be noted by the swimming leader and certificates will then be presented in assembly. If children do not meet the national requirement by the end of Year 5, they will be invited to booster sessions throughout Year 6, which are funded by the PE and Sports Premium.

Swimming lessons - parents may wish to withdraw their child from the Year 5 curriculum swimming lessons. In this instance, parents will need to provide a written letter to explain that they are responsible for organising their child's own swimming lessons out of school.

### **STAFF Continued Professional Development**

- The PE co-ordinator will have access to specific support from Brooke Weston Trust as well as COTSSP.
- All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.
- The PE co-ordinator will have a program of team-teaching with Beth Ranson (COTSSP) set out through the year to support staff. This will be targeted to newly-qualified teachers, new staff and in areas where existing staff feel unconfident.
- Staff are able to share practice and planning through their BWT Year group meetings.
- Staff audits are provided to staff yearly to identify areas of development in teaching, which will then be coached by a specialist member of staff.

### **DISSEMINATION and REVIEW**

All staff and governors will receive a copy of this policy. A copy will be available on the School Web Site. The policy and schemes of work will be available on request to parents, the Academy, OFSTED and others working for the school, through the Head teacher.

### **Appendix**

#### **Further Points to Consider**

- *Insist on correct and safe PE kit.*
- *Use pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.*
- *Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.*
- *Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.*

- Select a mixture of competitive and non-competitive activities.*
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.*
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.*
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.*
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.*
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.*