



## **HARTSBOURNE PRIMARY SCHOOL**

**Mission statement: Valuing Potential; Creating Opportunities**

### **PHYSICAL EDUCATION POLICY**

**To be read in conjunction with Assessment Policy, Teaching and Learning Policy, Equal Opportunities Policies, Health & Safety Policies, Inclusion and SEND Policies, Science Policy**

Date of policy:	March 2025	Reviewed By: Liam Willimott	PE Subject Leader Head, SLT Governors
Date of Next Review:	March 2026		

### **RATIONALE**

Hartsbourne Primary School is committed to encouraging and developing children's knowledge, skills and understanding in PE, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, athletics and outdoor adventure activities.

Physical education makes a vital contribution to a child's physical, cognitive, social and emotional development and promotes children's understanding of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle, enabling our children to make informed choices about physical activity throughout their lives.

### **AIMS AND OBJECTIVES**

We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and a better understanding of the ways in which sport can transcend social and cultural boundaries. We will aim to:

- Enable children to develop and explore physical skills with increasing control and co-ordination.
- Encourage children to work and play with others in a range of group situations, join clubs and extend their interest and involvement in sport.
- Develop the way children perform skills and apply rules and conventions for different activities.
- Develop enjoyment of physical activity through creativity and imagination, improvisation and problem-solving.
- Provide an out of school hours programme of activities which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make progress.
- Increase children's ability to use what they have learnt to improve the quality and control of their performance.
- Influence girls and boys alike regardless of ability, to enjoy movement and activity.

### **OBJECTIVES**

- Respond positively to gender and other negative stereotyping and ensure all children have opportunities to fulfil their potential.
- Teach children to recognise and describe how their bodies feel during exercise.
- Develop an understanding of how to succeed in a range of physical activities and how to evaluate their own success and personal best.



## **TEACHING AND LEARNING**

- The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, development of skills and application of these skills.
- Children will be presented with opportunities to be creative, competitive, and co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, allowing for effective assessment.
- The structure of the curriculum overview will promote teaching and learning as it provides both continuity and progression. Planning will specify progression of skills, knowledge and understanding.
- In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through clear and appropriate differentiation.
- Children will be given the opportunity to develop and raise their achievement through recognising, evaluating and eventually correcting their own areas of development.
- Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This is linked with our policies on Personal, Social and Health Education (PSHE) and science.

## **CURRICULUM ORGANISATION**

The school follows the Getset4PE education scheme. Class teachers are given access to all high-quality lesson plans. Relevant units/resources are also available to all teachers on the website. Each teacher has their own login where they can access all termly overviews, schemes of work, lesson plans, lesson resources ect. They are expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

The curriculum planning in PE is carried out in two phases (long-term yearly overview and short-term lesson plans). The long-term plan maps out the PE activities covered in each term during the key stage. The PE coordinator plans this in conjunction with teachers each year creating cross-curricular links. The short-term lesson plans give details of differentiation, skill progression, structure and resources for each lesson. Class teachers and/or coaches annotate specific assessment grids over a unit. The class teacher keeps these individual skill sheets, and the class teacher and PE coordinator review the skills that have been taught. These are also available to the next teacher, so that the children are increasingly challenged as they move up through the school and teachers can access what the children covered in their previous year.

## **EARLY YEARS FOUNDATION STAGE**

We encourage the physical development of children in the reception class as an integral part of their learning and activities. We relate the physical development of Reception children to the objectives set out in the Development Matters document and Early Learning Goals, which underpin the curriculum planning for children from birth to five years of age.

We encourage the children to develop confidence and control of the way they move, and the way they handle 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 skills.



## TEACHING CHILDREN WITH ADDITIONAL NEEDS

When progress falls significantly outside the expected range, the child may have special or additional, educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is personalised based on the individual's needs. Intervention may lead to the creation of a PPM for children with special educational needs. The PPM may include, as appropriate, specific targets relating to PE.

We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Physically disabled pupils may require adapted/modified activities/ equipment to meet their needs and ensure their inclusion. This may include use of the school mini-bus, adapted coach or parental support if pupils are required to travel to a different venue.

## EQUIPMENT AND RESOURCES

The majority of PE equipment is stored in the outdoor PE shed and indoor PE cupboard. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning. Pupils are encouraged to:

- Look after resources.

- Use different resources to promote learning.

- Return all resources tidily and to the correct place (under supervision)

- Be told of any safety procedures relating to the carrying or handling of resources.

Children are **not** allowed in the PE shed or PE cupboard without supervision and damage, breakage or loss of resources should be reported to the Coordinator as soon as possible. When noticed; any damage to a piece of apparatus, which could cause subsequent injury, must be isolated from use, and reported to the Head Teacher and subject leader. No other groups or individuals should be able to access the resource until such time as it is made safe.

## HEALTH AND SAFETY

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching and be aware of the risk assessments (including visual safety checks) for the physical environment. Relevant safety documents are to be included in individual planning files to ensure all staff have access to them.

The general teaching requirement for health and safety applies in this subject. We will always teach the children to consider their own safety and the safety of others. All pupils will be taught how to handle, move and carry apparatus and/or resources appropriately. (For example; a bench should be moved by two pupils, one each end and both facing forward while holding the bench to one side).

Children will be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others. Teachers should be aware of the hall and remove/make safe any items that may obstruct or endanger the children during the lesson.



All teaching staff should familiarise themselves with fire exits in the Hall and remind children of the evacuation drill at the start of the first PE lesson of each term. Teachers will carry out informal (visual) risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

When using the Hall certain activities must be evaluated before children can participate safely. A visual safety check of the room and equipment will be undertaken to ensure all resources are safe and appropriate.

Generally, children who are well enough to be in school are well enough to participate in PE. Children who are unable to participate in a physical activity (eg sprain or broken limb) are still required to learn in the P.E lessons. They can be involved in lessons by drawing or recording the lesson, reading about sport, supporting the teacher and providing evaluative feedback.

### **Clothing**

We expect children to wear their school PE kits into school on the day(s) they have P.E. The class teacher will inform their class on which day(s) their class will have P.E. The governing body expects our teachers to set a good example by wearing appropriate clothing when teaching PE and being mindful of excessive jewellery. No jewellery (earrings, necklaces and watches) should be worn by pupils for any physical activity and if it must be worn it is to be covered with medical tape (micropore) provided by parents.

Clothing and correct attire for an activity represent important features of safe practice that apply in equal measures to both staff and pupils. Staff should always endeavour to wear the correct clothing on PE days and change their footwear. Clothing for PE should be well suited to its function. Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

Pupils should remove shoes and socks when they have indoor PE and should never participate in socks on polished surfaces. In situations where there are students unable to wear suitable clothing children will still be involved in P.E lessons (see above). If a child constantly forgets to wear their P.E kit to school, the following steps will be taken for each incident:

- Teacher speaks to parent after school;
- Standard PE letter is sent home.

### **MONITORING AND REVIEW**

The PE Coordinators will carry out subject monitoring and evaluating with support from the SLT and occasionally external providers, where appropriate. This will happen by observation of teaching and learning, including specialist staff, to assist in the identification of strengths and development needs. Additionally, leaders may decide to undertake a pupil voice assessment to help them understand the children's point of view in school regarding PE.

The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **EXTRA CURRICULAR ACTIVITIES**



The school offers a range of lunch/after school activities. Children are encouraged to attend free clubs provided and parents are informed of paid clubs available. Staff will assist the lunch time supervisors by providing lists of pupils who will need early access to the dining hall etc. Staff will notify pupils and parents of any cancellation, rearrangements of clubs as soon as possible.

### **WHOLE SCHOOL ACTIVITIES**

The school holds an annual Sports Week in the summer term and other sporting events during the week. Each year the PE coordinators plan for this week. All children will be given opportunities to attend local competitive events off site where possible. Swimming lessons will be Year 4 followed by mop up sessions for children who have not completed their 25 metres)

### **INAPPROPRIATE WEATHER**

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class-based learning around the activity or rescheduling the activity for another day. The class teacher is responsible for making this important decision based on the principles of Health & Safety.

If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

### **SUBJECT LEADERSHIP**

The PE Coordinators are responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice, modelling and leading by example
- Managing the budget (school budget) based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan.
- Auditing, ordering and reviewing resources.
- Ensuring that records and data are kept up to date.
- Attending courses to further own professional development and providing information and support for colleagues.
- Monitoring classroom practice and planning to ensure high quality delivery and setting future targets.
- Extending and developing relationships across the Bushey St James Trust, with contacts beyond the school and in the local community.
- The Sports Premium budget is managed by the SLT with an input from the PE subject coordinators