



Caldecote Primary School

Physical Education and Activities Policy

April 2020

1. Introduction

Physical Education is a Foundation subject within the National Curriculum.

PE is about introducing pupils to the world of sport, offering creative, competitive and problem-solving experiences which, combined with an enjoyment of exercise, provide the foundations for a healthy, active adult lifestyle.

Regular physical activity can improve quality of life, improve health, promote learning and social inclusion, raise individual self-esteem and confidence and counter anti-social behaviour. Active schools, like ours, can play a key role in promoting active lifestyles to young people, through developing their attitudes, knowledge, confidence and competence to help encourage a lifelong commitment to physical activity.

Pupils and young people should be encouraged and given opportunities to develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Thus discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity, therefore helping them to make informed choices about physical activity.

2. Aims

At Caldecote Primary School we aim to ensure that all pupils:

- Are taught that sport is for everyone regardless of skill, ability or need – everyone can lead a physically active and healthy life and enjoy sport
- Independently understand how to lead an active and healthy lifestyle
- Experience a broad range of sports and games
- Have opportunities to lead physically active lifestyles through what they experience and learn in PE as well as through active learning, active playtimes and access to sporting opportunities after school
- Have the ability to be able to reflect on and improve theirs and others performances and skills
- Are resilient, hardworking, determined, positive and respectful
- Have their successes celebrated through weekly celebration assemblies, displays in school, on the school's social media and the newsletter

3. Teaching and Learning

We use a variety of teaching and learning methods in PE lessons. Our principal aim is to develop the pupil's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Pupils should have the opportunity to work:

- As a whole class;

- In groups – size dependent on age;
- In pairs;
- Individually;
- Co-operatively;
- Competitively;
- In teams of various sizes;
- In mixed ability groups.

Pupils should also have the opportunity to experience

- Leadership;
- Making decisions and choices about their work;
- Success and failure.

Teachers draw attention to good examples of individual performance as models for the other pupils and we encourage the pupil to evaluate their own work as well as the work of other pupils. Within lessons we give the pupil the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, there are pupils of differing physical ability. We ensure all PE is fully inclusive and adaptations are made where needed so all can participate, learn and succeed. We also expose pupils to 'inclusive sports' which they may see in the Paralympics.

4. Facilities

Facilities available for physical activity include:

- Onsite: School Hall and outdoor playgrounds (with playground games markings and grids etc.) and school field.
- Offsite: The School joins the local schools sports partnership and has access to tournaments and competitions arranged at local schools. Many events are held at our partnership secondary school Comberton Village College. We use a local private pool for our swimming provision.

5. Staff Leadership and Development

5.1 Responsibilities

There is a leader for PE who takes responsibility for all types of physical activities across the school, including out-of-school clubs and events. The PE leader will review and reflect on provision throughout the year and set goals to enhance the PE experience of all pupils and staff within the school.

The Deputy Headteacher has responsibility for monitoring the curriculum entitlement and, together with a team from across the school, leads on healthy lifestyles and playtime provision.

5.2 Staff Development

The PE leader is also responsible for ensuring all staff have the understanding and knowledge to deliver lessons which develop and challenge all pupils appropriately. They will organise training which is led by specialists regularly and this is open for all staff to attend regardless of their role within the school. Lunchtime supervisors and playground staff are involved in decision making about active playtimes and support and training is regularly given to all staff.

Outside companies delivering PE and out of school hour's provision have appropriate training/qualifications and have undergone a DBS check.

6. Curriculum

The PE programme is broad and balanced, complies with statutory requirements and is accessible to and meets the needs and interests of all pupils. Pupils participate in regular indoor and outdoor PE sessions throughout the year.

Years 4, 5 & 6 are offered the opportunity to take part in an off-site residential where they will experience different physical activities such as orienteering, water based and high ropes/abseiling.

The curriculum is enhanced through providing pupils with the opportunities to participate in festivals and competitions outside of school throughout their time at Caldecote. We are also keen to involve local sports clubs and are proactive in accepting their opportunities and experiences.

7. PE Curriculum Planning

PE is a Foundation subject in the National Curriculum. In Key Stage 1 we teach dance, games, gymnastics, athletics and swimming and water safety. In Key Stage 2 we teach

dance, games, gymnastics, athletics, swimming and water safety and outdoor and adventurous activities.

The whole school overview maps out which sports and areas of PE are taught by whom. Alongside this, there are clear objectives to support teachers with their planning to ensure there is progression of skills and knowledge.

Planning is supported by the Cambridgeshire PE scheme of work. These plans show clear progression throughout the year and between each year groups. They support teachers with the delivery of lessons, development of skill and give ideas for games and activities.

8. The Foundation Stage

As the Reception Class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the pupil to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupil aged three to five years of age. We encourage the pupil to develop confidence and control of the way they move and the way they handle tools and equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenges, both indoors and outdoors, using a wide range of resources to support specific skills.

9. Promoting Spiritual, Moral, Social and Cultural Development (SMSC)

The teaching of PE offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other pupils' levels of ability and encourages them to co-operate across a range of activities and experiences. Pupils learn to respect and work with each other and develop a better understanding of themselves and of each other.

Spiritual development can be addressed through various areas of activity within Physical Education:

- Dance – through the exploration of ideas, feelings and meaning and to make sense of them in a personal way in their own creative work
- Games – through team spirit and achievements in relation to personal and team reflection
- Individual activities – through awareness of personal achievement

PE provides the opportunity for the development of personal values including the difference between right and wrong, trust, being fair to others and the ability to follow simple rules safely for the benefit of themselves and others.

Participation in PE relies on the individual linking and working together. The development of social skills is an integral part of PE, including co-operation, collaboration, teamwork, communication, personal commitment, responsibility and loyalty.

PE provides the opportunity for pupils to appreciate the traditionalism and cultural values that are integral to sporting activities. Dance enables pupils to explore and express ideas, thoughts and feelings in relation to a range of cultural contexts as well as appreciate dance from different cultures, times and places.

10. Teaching PE To Pupil With Special Educational Needs

PE forms part of the School Curriculum Policy to provide a broad and balanced education to all. Through our PE teaching, we provide learning opportunities that enable all pupils to make progress regardless of their need or ability. Adaptations will be made to ensure all pupils are able to participate. This may be through the use of resources, different equipment and additional staffing.

Where pupils 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.

11. Out of School Hours Learning

All pupils are provided with opportunities to be physically active through out of hours clubs including both individual and team/group and non-competitive and competitive. The emphasis is on participation and enjoyment and the opportunities are open to all pupils, regardless of ability.

All of our sports clubs are run by JS Sports who also provide our in-school specialist coaching.

Specific events are organised throughout the year that promote physical activity and raise its profile across the whole school community, e.g. Sports Relief fun runs, Caldecote cross country and other events that may arise.

12. Opportunities for Informal/Formal Physical Activity Across the School Day

- Daily Mile
- Active learning in the classroom
- Curricular PE
- Active playtimes
- Outdoor curriculum learning opportunities
- Active lunchtimes (led by Year 6 Silver Stars and designated activity zones)
- After school clubs

13. Health and Safety

The school is committed to safe and effective exercise procedures and these are clearly stated within the Health & Safety Policy and risk assessment documents.

The general teaching requirement for health and safety applies in this subject. We encourage the pupil to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. Teachers are responsible for making sure their class are dressed appropriately, including jewellery off and hair tied up.

The Governing Body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the Governing Body is that no jewellery is to be worn for any physical activity.

13.1 Equipment safety:

- The apparatus must be checked before use to ensure that it is in good working order
- Apparatus that is in need of repair should be marked accordingly and put away where it cannot be used until repaired
- Apparatus should be carried from place to place and not dragged, thus preserving the apparatus and minimising the risk of damage to the floor (causing splinters etc.)
- Apparatus should not be placed too near walls, radiators etc. Sufficient space must be allowed for landing, etc.

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- Pupils must be taught to handle apparatus correctly, although such handling must take place with the teacher's permission, under the teacher's supervision and be checked by the teacher prior to the apparatus being used
 - Ensure that all floors are clean, dry and clear of litter
 - Check that the hall is adequately heated and well-lit and that the surrounding chairs, tables or display boards are safely stored and well clear of any fire exits
 - Staff must ensure they understand how to use all equipment safely and appropriately and they must seek support and advice prior to the lesson if they have any queries
 - Pupil are involved in risk assessment processes and are encouraged to recognise hazards and make decisions about how to control risks to themselves and others
 - Specialist PE apparatus is annually inspected and maintained by REJB Sports

13.2 Pupil Safety

All pupils must wear appropriate kit:

- Shorts and t-shirt (tucked in) should be worn and bare feet for indoor PE
- A tracksuit and jumper may be worn outside during the winter months with trainers
- All long hair should be tied back
- No jewellery to be worn – this includes fitness watches. In the event of a child having pierced ears and studs are worn which cannot be removed by the child, tape must be applied by the child
- Earrings must be out for swimming
- Should pupils fail to bring kit, spare kit is provided if possible
- Swimming - shorts, trunks or swimming costume must be worn
 - Buoyancy aids for non-swimmers provided by school.
 - Goggles if needed provided from home.
- Pupils with a verruca – these do not need to be covered, but if the child or parents wish to, waterproof socks, or plasters can be used
- Teachers should be aware of any pupil with medical conditions, asthma etc. which should be noted in the class register. If a child has medicine in school, this should be

taken by the teacher when they are off site. This should also be written on any risk assessments

- Teachers should know the School's First Aiders and where they can be found

14. Community/Club Links

The school links with some sports clubs in the local community such as Cambridge United FC and links with the local sports college to utilise available expertise and enhance the quality and range of provision. We are always looking for and taking up opportunities that allow our pupil to learn about, experience and participate in a broad range of sports outside of what we can offer as a school.

Pupils are made aware of physical activity opportunities beyond school through a variety of means, i.e. SSP and schools newsletters, posters, announcements in assembly, etc.

15. Active Travel

The school has Junior Travel Ambassadors who support the school in promoting active travel.

The school endeavours to offer cycling proficiency.

Pupils, staff and parents/carers are encouraged to walk or cycle to school through the strategies in place and these are publicised through a variety of means including our school website, newsletter, notice boards, etc.

16. Consultation, Monitoring and Review

The monitoring of the standards of pupil's work and of the quality of teaching in PE is the responsibility of the PE lead and is overseen by the Headteacher and PE Governor. The curriculum and out of school hours learning opportunities are monitored on an ongoing basis through self-evaluation and reviewed regularly. 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. The PE subject leader makes an annual evaluation on the strengths and weaknesses in the subject and indicates areas for further improvement on their Subject Leader Development Plan.

Aspects that are monitored include:

- The quality of PE taught and experienced by pupils
- Pupils' knowledge of and attitude towards physical activity
- Pupils' progress/attainment in physical education
- The range of PE opportunities offered to pupils and levels of participation
- The number of links to clubs/activities within the community and pupil/pupil and young people participation in these
- The number of professional development courses attended by staff/activity leaders
- Staff members confidence and knowledge of and when delivering the different aspects of PE
- The quality of facilities and resources available to support PE teaching

The methods of evaluation include:

- Assessing pupils' achievements
- Reviewing schemes of work
- Reviewing programmes of activities and the curriculum map
- Reviewing registers for activities and pupil attendance
- Staff and pupil discussions
- Minutes of School Council meetings
- Questionnaires
- School Sport Partnership reviews and meetings

17. Parents

Pupils, staff and parents/carers are consulted and involved in decisions about the range and type of physical activity opportunities offered.

17.1 Involving Staff and Parents/Carers

- Staff and parents/carers are consulted and involved in decisions about, and the delivery of, physical activity and other healthy schools issues through questionnaires and requests in the school newsletter
- PE topics are shared with parents on the school website through classes topic webs
- The school's activity facilities are made available for staff and parents/carers to use before school and during late afternoon/evening
- Parents are invited to weekly celebration assemblies where achievements are recognised and shared
- Parents / Carers are invited to attend and participate in whole school sports events such as Sports Day

18. PE and Sport Premium Funding for Primary Schools

The School receives funding from the Government each year. The school uses the funding to make additional and sustainable improvements to the quality of PE and sport we offer. We aim to make changes which will benefit pupils and staff in future years.

The subject leader monitors, measures and reports on the impact of our spending. All spending is recorded and published on the school website for public viewing in line with Government requirements.

19. Competition

In all classes, all pupils have opportunities to take part in inter-school and intra-school competition. There are house competitions and tournaments between classes and year groups throughout the year and a whole school sports day in the summer. The school regularly participates in competitions and events with or against other local schools. We keep a register of those attending these to ensure as many pupils as possible have the opportunity to experience these.

20. Policy Review

The Policy statement will be reviewed in line with the rolling programme of Policy reviews.

Headteacher:

Date:.....

Chair of Governors:

Date:

