



Policy for PE

Pickhurst Academy

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Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the Physical Education (PE) entitlement. It will form the basis for the development of PE in the school over the next year. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the National Curriculum 2014, which gives details of what pupils in each age group will cover. This policy is updated annually and in accordance to any updates.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all members of the teaching and non-teaching staff and the curriculum committee of the Governing Body. It will also be available on the school's shared drive system.

The significance of Physical Education

At Pickhurst Junior Academy we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education (PE). PE should provide opportunities for all pupils to become physically literate and confident in a way which also supports their health and fitness. Children should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active lives as well as the values of sportsmanship, fairness and respect through the sports and activities they undertake.

Aims:

The consistent delivery of high-quality PE lessons which are exciting, challenging and enjoyable and provide many varied learning opportunities.

- Develop knowledge, skills and understanding across a range of sporting activities.
- Engage in moderate to intense physical activity over sustained periods of time.
- Participate in competitive sports and activities.
- Lead healthy and active lives, picking up positive habits for their future lives.
- To compete in games and activities in a collaborative team.
- To develop Staff competence and confidence in delivering high-quality PE lessons
- To promote safe practice in all activities.
- To use sport to build pupils self-confidence and self-esteem.
- To encourage involvement in extra-curricular sporting activities and develop community and club links.
- Increase participation in competitive sports both in and out of School.
- To develop Staff competence and confidence in the delivery of high-quality PE lessons.



At Pickhurst, through recognition of the need to prepare our children for their futures and the world of work, our curriculum is broad, balanced and inclusive. It has defined end points with a clear sequence and progression, with children attaining the crucial knowledge and skills they need by the time they leave our school.

Intent Statements	Aims	
Statement 1: <u>To foster effective learning behaviours (Pickhurst Core Values).</u> To develop the behaviours that learners need to succeed in the world such as: pride, respect, confidence, kindness and inquisitiveness.	<i>To be proud</i>	Sharing sporting experiences and achievements outside of school. Representing the school at a competition.
	<i>To be inquisitive</i>	Trying new sports and activities, through the vast range of after-school clubs on offer, as well as through the PE curriculum during the school day. Wanting to represent the school in events which they may not have experienced before, such as inter-school cross country.
	<i>To be confident</i>	Being given the opportunity to practice and develop their own skills throughout their time at Pickhurst. Being offered opportunities internally and externally to support the children's development.
	<i>To be kind</i>	Celebrating the achievements of others, and championing those that may need additional encouragement. Team activities and sports help to promote a sense of collaboration and kindness towards others.
	<i>To be healthy</i>	Understanding how to lead a healthy and active lifestyle. Understanding the effects of exercise on the body. Having the chance to participate in a variety of sports.
	<i>To be understanding</i>	Understanding how to handle both success and defeat through the concept of fair play, honest competition, good sportsmanship.
	<i>To be respectful</i>	Taking care and respecting PE equipment. Completing tasks to the best of their ability and sharing knowledge with their peers. Supporting each other when there is a competitive element.
	<i>To be successful</i>	Expressing and creating sequences in PE lessons, such as in gymnastics and dance. Collaborating with peers. Representing the school.
	<i>To be trustworthy</i>	Building trust and being cooperative and competitive, both as individuals and in groups. Demonstrating both leadership and teamwork through team sports and activities.



Statement 2:

To nurture our children's learning journey.

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum. Layering knowledge across subjects so that it becomes embedded and children can flourish, reach and exceed their potential academically, physically, emotionally and artistically.

- Subject specific knowledge and skills, built around objectives within the National Curriculum, identified within Knowledge Organisers. The skills are built upon which activates prior learning.
- Rationale for the way in which PE has been organised to best layer knowledge and concepts within and across year groups.
- PE has been used to allow for meaningful links to be made across other subject areas.
- 'Sticky learning' (prior learning and key concepts) is addressed at the start of each unit and lesson. The children are encouraged to recall and retrieve prior learning to support with their new knowledge & skills

Delivery

Children will receive two hours of Physical Education lessons per week, made up of 1 hour of curriculum PE with the school's PE teacher and a minimum of 1 hour of indoor PE with the class teacher. This should additionally include, Weekly Mile, lunch and break-time activities and after-school clubs.

Scheme of Work and Planning

Planning is the responsibility of the Class Teacher and PE Coach together with help from the PE Co-ordinators in conjunction with the "getset4pe" scheme.

Planning is used to:

- Set clear achievable goals.
- Ensure work is matched to pupils' abilities, experience and interests.
- Ensure progression, continuity and subject coverage throughout the school.
- Provide criteria for assessment and evaluation of teaching and learning.

Physical development in the Foundation Stage is about improving skills of control, coordination, manipulation and movement of both gross and fine motor development. It helps children gain confidence and develops a positive sense of wellbeing. Particular attention is paid to:

- Planning activities to offer appropriate physical challenges.
- Providing sufficient space indoors and outdoors to set up activities.
- Allowing sufficient time for children to explore the equipment.
- Providing a range of resources.
- Introducing the language of movement.



Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

- Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma.
- Staff know about the safe practices involved in moving and using apparatus.
- Pupils wear appropriate clothing. Our School provides a PE kit for all children and does not discriminate based on gender, race, disability, sexual orientation or belief.
- All long hair should be tied back away from the face.
- No jewellery should be worn during PE this includes earrings and watches, these will be required to be removed prior to the PE lesson. Children should come to school with earrings removed. If they do not or cannot then they will be unable to participate within the main activities due to risk. Parents will also be contacted by the class teacher to discuss this.
- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/space that PE and school sport takes place in.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.
- School shoes are not permitted to be worn for PE.

Staff teaching PE should wear the PE kit also consider their own and their pupils' safety with regard to their own additional personal clothing, footwear and jewellery when involved in the teaching of any sporting activity.

We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips and for all sports which are played at school.

Safeguarding

When outside the school building all staff within PE session should be wearing their High Vis Jacket to ensure that children are aware who is the member of staff. Staff should have a walkie Talkie available to be contactable and for them to contact others in an emergency. All staff should have their classes First Aid bag with appropriate medication for those who need it. When leaving the main school site to access the field staff should sign in and out via the office to ensure their whereabouts is known.



Implementation

- *Purpose:* Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- *Progression:* Pupils' capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and so to is working to achieve successful outcomes through repetition, application and refinement of skills.
- *Pace:* High levels of activity, avoiding still spots (pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.
- *Coherence:* All teachers should reinforce previous understanding and establish links between curricular experiences.
- *Challenge:* High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks.
- *Differentiation:* Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

Impact

The "Edcan Network" has the following information regarding the positive outcomes and impacts of physical activity in primary schools.

<https://www.edcan.ca/articles/impact-physical-education-students-well-academic-success/>

Research confirms that healthier students make better learners. The term *quality physical education* is used to describe programs that are catered to a student's age, skill level, culture and unique needs. They include 90 minutes of physical activity per week, fostering student's wellbeing and improving their academic success. However, instructional time for quality phys-ed programs around the world are being decreased to prioritize other subject areas (especially Math, Science, Social Studies and English) in hopes to achieve higher academic achievement. However, several studies have identified a significant relationship between physical activity and academic achievement. Research also demonstrates that phys-ed does not have negative impacts on student success and that it offers the following physical, social, emotional and cognitive benefits:

Physical

Quality phys-ed helps students understand how exercise helps them to develop a healthy lifestyle, gain a variety of skills that help them to participate in a variety of physical activities and enjoy an active lifestyle.



Social

Quality phys-ed provides students with the opportunity to socialize with others and learn different skills such as communication, tolerance, trust, empathy and respect for others. They also learn positive team skills including cooperation, leadership, cohesion and responsibility. Students who play sports or participate in other physical activities experience a variety of emotions and learn how to better cope in stressful, challenging or painful situations.

Emotional

Quality phys-ed can be associated with improved mental health, since increased activity provides psychological benefits including reduced stress, anxiety and depression. It also helps students develop strategies to manage their emotions and increases their self-esteem.

Cognitive

Research tends to show that increased blood flow produced by physical activity may stimulate the brain and boost mental performance. Avoiding inactivity may also increase energy and concentration in the classroom.

Cross-curricular Links

PE staff teach in other departments within the school and bring their expertise to the teaching of Physical Education and vice versa. Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

1. Science.
 - a. Health and fitness.
 - b. Drugs and abuse.
2. Maths.
 - a. Speed.
 - b. Distance.
- c. Time.
 - a. Measuring.
 - b. Recording.
 - c. Handling data.
3. English.
 - a. Speaking and listening.
 - b. Subject-specific vocabulary.
4. Geography.
 - a. Map-reading.
5. Music.
 - a. Rhythm.
 - b. Tempo.



6. ICT.

- a. Use of stop watches.
- b. Use of digital camera and digital video.
- c. Use of spreadsheets for recording and interpreting data.
- d. Use of the internet.

7. History.

- a. Events.
- b. Culture.
- c. Development of sport(s).
- d. Origins of sport(s).

8. Geography.

- a. Sport around the world similarities and differences.
- b. International events

Assessment

The Assessment Policy informs all areas of the PE Department's assessment procedures. The PE and School Sport service will assess children in fundamental movement skills every year. Informal assessment is carried out on a lesson-by-lesson basis. This information is recorded and stored in the 'Assessment Tracker' spreadsheet on the school network and this is done at each half term. Two in Autumn, Spring and Summer Term.

Special Educational Needs

In accordance with the Special Needs Policy, children with special educational needs are included in all lessons. Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in PE lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is the responsibility of the Class Teacher to ensure that any special equipment for a lesson is available to such children. If teachers need any special equipment they must bring this to the attention of the PE Co-ordinator and the Special Needs Co-ordinator. Modifications will be made in consultation with support staff and physiotherapists. It is important to concentrate on pupils' abilities and needs, not on their disabilities. At times it may be appropriate to have the help of a Support Assistant to assist with the management of a particular child during PE. Pupils of low ability will receive constant reassurance and patience to help improve their confidence.

Within the ARP Physical education is an important subject for students where we aim to support students with their fine and gross motor skills, spatial awareness, balance, teamwork and co-ordination. All students have regular opportunities to participate in physical activities which are tailored to meet students' specific needs. Most students participate in PE lessons with a sports coach which repeat and progress skills across the phases. Students also have opportunities to access the BEAM program to movement screening and development tool for primary age students.



Equal Opportunities

All children have the same access to PE activities regardless of their gender, race or cultural background.

Health and Safety and Accident Procedures

In the event of an accident School Health and Safety Procedures should be followed. A list of First Aiders is available in the staff room and in both PE halls, along with a First Aid kit. First Aid should only be carried out by staff holding the relevant qualification.

The role of the PE Co-ordinator

The PE Co-ordinator is responsible for the development and monitoring of the PE curriculum. They plan work with teachers and review and contribute to their planning. They will assist staff by leading staff meetings; planning and leading in-service training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources; co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources. In monitoring and evaluating they analyses pupils' access to the subject; reviews teachers' plans; observes classroom practice and monitors levels of achievement in the subject.

Clothing

For reasons of hygiene and safety, children should be dressed correctly for PE as follows:

Indoor – gymnastics, dance and games.

- White t-shirt
- Black shorts
- Children should work in bare feet or plimsolls (no other footwear).

Outdoor – games and athletics.

- White t-shirt
- Black shorts
- Dark green, grey or black sweatshirt or tracksuit top (especially needed for winter months).
- Dark green or grey or black tracksuit bottoms (for cold weather).
- Trainers will be required for all game's lessons (football boots if required).
- All children must wear shin pads when playing football on the field and gum shields when involved in hockey or lacrosse match situations.



Children should come to school in their PE kit on their timetabled PE day.

Monday – Year 6

Tuesday – Year 5

Wednesday – Year 3

Thursday – Year 4

Friday - Woodlands

- Tracksuit bottoms should not be worn for gymnastics.
- Children should remove jewellery, watches and wristbands before participating in any form of physical activity.
- Long hair should be tied back.
- Sports clothing with commercial designer logos is not permitted.
- When children represent the school at competitions, the school PE kit should be worn unless otherwise notified.

Security

Members of staff are responsible for safety and security of the sports buildings and facilities. The School Hall should be checked at the beginning of each period of use to ensure that the floor surface is clean and free of any hazardous materials or equipment. Once staff have checked that pupils are outside the buildings, the areas should be left locked when not in use and lights turned out. Pupils are not to enter the PE storage areas or office unless specifically invited to do so by a member of staff, and never without supervision. Members of staff are responsible for the safety, well-being and conduct of all the students listed on their registers for the whole time they have been allocated to them for lessons. Students excused from participation due to illness or injury must remain under the supervision of a member of staff at all times.

Wet Weather Contingencies

If, due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be switched indoors, in the case of Outdoor PE. The decision to switch lessons indoors will remain with the teacher responsible for that lesson. There will also be an option of Classroom based PE sessions which will continue progression of skill in a controlled environment safely.