



Fairchildes Primary School

PE Policy

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Sections Edited:	PE Equipment and External Coaches and Provision
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Introduction

Our aim of establishing and applying safe-practice standards in PE are to:

- enable pupils to participate in PE lessons that provide appropriate challenge with acceptable risk
- promote pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life
- fulfil the provision of a broad, balanced and relevant curriculum for physical education through:
 - an environment that is safe for activity
 - adequately supervised activities
 - the use of regular and approved practice
 - progressive stages of learning and challenge
 - the use of equipment for the purpose for which it was intended
 - providing basic care in the event of an accident
 - the use of forethought and sound preparation
 - involving pupils in the process of risk management
- identify and provide for any professional learning needs the staff are likely to encounter in their work.
- embed and show appreciation for school sports throughout the whole school

Aims and Objectives

1. To develop physical competence to excel in a wide range of physical activities, including competitive sports.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
3. To improve observation skills and the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance.
4. For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body.
5. To develop the ability to work independently and respond appropriately and sympathetically to others.
6. To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

Teaching and Learning

All classes have at least two hours of PE per week. At Fairchildes primary school, our PE curriculum provides a broad base of movement knowledge, skills placing pupils in co-operative, collaborative and competitive situations which aim to cater for the needs of every pupil. We will develop their creative and expressive abilities and provide situations where pupils work independently, in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

PE at Fairchildes is inclusive and every pupil has equal access irrespective of their age, gender, cultural or ethnic background. Wherever possible, PE is linked to different areas of the curriculum. PE is rarely cancelled and on no account is PE used as a sanction. We understand the importance of the subject contributing to all aspects of health.

In the EYFS practitioners should:

- Plan activities that offer appropriate physical challenges and provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills.
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

During Key Stage 1, pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities.

Key Stage 2 pupils should have access to all components of the National Curriculum

Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming). At KS2 the PE lessons are planned to enable more complex skills, knowledge and understanding to be developed.

Assessment

The Physical Education National Curriculum (2014) sets out the aims, purpose of study and content for physical education. It does not specify a detailed overview of the nature and content of learning. However, it does present attainment targets that pupils should reach by the end of each key stage and these targets are considered the minimum entitlement.

Please see the link below for core skills for both key stages:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

When appropriate, class teachers should use assessment methods to capture learning. Common methods used on a day to day basis include peer observation, videoing and analysing performance and using learner statements. All these methods can be integrated into the learning activities to assess pupils' knowledge, skills and understanding. Summative assessments are made by the class teacher at the end of each academic year in line with the school's system for assessing foundation subjects.

Inclusion

All pupils are entitled to access a full programme of PE as possible. To enable all pupils to enjoy suitable and safe participation and to demonstrate optimum inclusion as appropriate we try to gain as much knowledge of the specific learning difficulty, disability, medical condition or emotional or behavioural disorder and understand how the individual's condition affects them.

Pupils who have suffered an injury, had a medical operation or have been advised by their doctor to not participate in PE or physical activity, may be excused from practically taking part in PE lessons until recovered. The child will be given a different role to undertake e.g. umpire, coach or commentator.

Other Subject Relevant Areas

Planning and Preparing PE Lessons

All our PE lessons are well-prepared and structured to contribute to safe learning situations. Good practice = safe practice. At Fairchildes, class teachers teach PE and use The PE Hub scheme of work to support planning. There are units of work for all six areas of PE and these have been positioned in and across the year groups to achieve a broad, balanced and progressive programme. See our long term plan on Google drive.

Our long, medium and short term plans, plus other useful PE resources, are stored on our Google Drive and these are regularly updated by the PE Subject Leader. Teachers use clear lesson objectives and outcomes which are made clear to pupils. It is important that explicit learning about safety is made where appropriate and teachers monitor pupils' understanding of, and ability to apply effectively, principles of safe practice.

Each lesson should include a warm-up and cool down relevant to the main activity and learning environment/weather conditions. All pupils should be physically active for sustained periods of time in every lesson. The use of visual aids and IT are strongly encouraged to enhance learning.

High quality PE lessons should include challenges for pupils, which involve developing:

- A sense of accomplishment/achievement
- Learning something new and wanting to learn more
- Physical and mental well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

Enrichment Opportunities

We provide a diverse and quality assured extra-curricular programme with links, where possible, to local opportunities.

Our school is part of Croydon School Sports Partnership which enables us to access a wide variety of leagues, fixtures, events and festivals.

Healthy competition is central to both curricular and extra-curricular programmes. Fair play, tolerance, leadership and other values are taught through both.

Class Teachers, the PE coordinator and members of the SLT identify and develop gifted and talented* pupils in PE and provide support, enabling them to reach their full potential in one or more of the following areas: athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming.

Staff Training and Support

Opportunities are taken by the PE subject leader and colleagues to attend CPD*, as and where appropriate, to increase confidence and competence to deliver high quality PE.

All staff are briefed on safe practice and know where to find the PE policy and the AFPE Safe Practice document.

External Coaches and Provision

Swimming takes place at our local swimming pool for all Year 4 pupils, for 15 weeks of the year. Lessons are planned and delivered by the Borough swimming instructors. The instructors will provide assessments at the end of each term.

Street dance is provided to years 3 and 5 as part of their PE lessons and as an after school activity for AGT dancers.

External coaches provide PE lessons for years 2 and 4.

Clothing, Footwear and Personal Effects

It is expected that all children and staff are appropriately dressed for PE lessons. For further information, see the school's uniform policy.

PE Equipment

At Fairchildes, we try where possible to purchase equipment that has a British and European Standards Kite mark (BS and BS EN respectively).

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry them correctly. A video of handling our gym equipment can be found on the staff shared drive.

All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience. In addition to the annual contractor (gymnastics and early years' outdoor equipment/surface) inspections, we have a system for staff to report faulty equipment. Where equipment is deemed unsafe, but repairable, it is moved well away from the working area and clearly labelled as unsafe until made good.

Equipment condemned following an inspection is completely removed and disposed of.

a) Mats/gymnastics equipment

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling).

Mats should never be used to protect against foreseeable outcomes of poorly developed skill such as anticipating that pupils will fall while suspended from a horizontal ladder or similar apparatus.

b) Storage of PE Equipment

Most of the games equipment is kept in the Kent Hall cupboard. Gymnastics equipment is stored in and around the hall itself.

It is the responsibility of all staff to ensure that the equipment is replaced tidily in order to minimise the potential for tripping, and to allow safe accessibility for pupils to pick up, transport and return the equipment they are using.