



Kirkstall St Stephen's

P.E Policy

May 2024

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

KSS School Vision:

We are cherished, we are challenged, we are children of God.

- We are **cherished** – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.
- We are **challenged**- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.
- We are **children of God** – we recognise the value of each and every individual, encouraging every-one's unique spiritual development and potential.

In the light of the Mission Statement, Inclusion and Assessment Policies and intent, this is the policy statement for the delivery of PE at Kirkstall St Stephen's Primary School.

Intent:

At KSS, we believe that physical education, physical activity & school sport (PESSPA) is a vital part of school life and ultimately our children's future well-being. It plays an important role in the holistic development of our children, building character, resilience, co-operation, trust and self-confidence. We acknowledge and value the contribution PESSPA makes to whole school improvement, impacting attendance, behaviour and pupil attainment.

It is our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children benefit through: enhancing existing skills; learning new skills; having fun; performing with increasing physical competence and confidence in a range of physical activities. We offer a wide range of activities which encourage children to enjoy exercise and make healthy lifestyle choices. We have confidence that every child who leaves KSS will do so well prepared for not just high school PE but with a lifelong love of feeling fit and health and a wide range of activity experiences to draw upon in their future lives.

Teaching and Learning

- Early Years Foundation Stage

We encourage the physical development of our children in our Reception Class to be an integral part of their work. The children take part in P.E classes which are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We allow all children to undertake activities that offer appropriate physical challenge, indoors and outdoors, using a wide range of resources to support specific skills.

- Key Stage 1 and 2

In Key Stage 1, our pupils develop core movement and access a broad range of opportunities to extend their agility, balance and co-ordination, individually.

They are taught to:

- Master basic movements such as running, jumping, throwing, catching.
- Develop 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.

All the above skills taught in Year 1 or then reinforced and developed in Year 2, as mapped out in our skills progression long term plan.

In Key Stage 2, our pupils continue to implement 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

Once children finish Lower Key Stage Two, we intend for them to be 'Game Ready', with the necessary skills in place which enable them to partake in competitive sport and other physically demanding activities. These opportunities build character in our pupils and help to embed our school values: trust, justice, perseverance and respect.

Swimming and Water Safety

In addition to timetabled PE, we provide swimming instruction in Year 4 throughout the entire academic year, where pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

We closely monitor the progress of our children and follow the Leeds Schools Swimming Framework. This can be found on our website. We have many pupils who do not swim outside of school, which means we often have non-swimmers by the end of Year 4. We then target these children with swimming training programmes during the October half term and Easter holidays in Year 5 and 6. This ensures that 100% of our children are able to swim the minimum standards set by the National Curriculum by the time they leave school.

Assessment and Monitoring

Our teachers assess the children's work in PE by making informal judgments as they observe them during lessons and by assessing against the specific objectives set out in the National Curriculum and the Get Set 4 PE assessment software. Children are monitored on a regular basis to check progress through the use of Learning Journey Checklists. The subject leader also records the progress of swimmers, and tracks which children are accessing extra-curricular provision. All teachers refer to the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers to ensure the children read the clear 'end points' for each Key Stage.

Equal Opportunities and Inclusion of all children

All pupils will be given equal opportunity to fulfil their potential within physical education regardless of ethnicity, culture, class, sex and gender and special needs (ability and disability). Individuals will take part in all aspects of PE. We believe that equal opportunities are about encouraging choice, because access is not the same as opportunity. As wide a range of activities will be brought to all the children as attractively as possible to encourage their participation and at all times activities will be presented as worthwhile and valuable for

all participants.

Although class work will be taught to allow all participants to reach their full potential, extra-curricular activities will be, wherever possible, offered to widen the choice of activities the children may encounter in school. To meet the special needs of high achievers they will be encouraged to make links with local teams/clubs to enable them to pursue their talents. The school may enter into competitive events where these participants will be able to test their skills and experience in higher profile and more competitive situations to enable them to fulfil their potential.

Special Educational Needs

Children with special needs will be included in all physical education activities. All children will be encouraged to participate as fully as possible and lessons will be taught using the principles of equality so that individuals, regardless of their ability or disability, can participate and achieve. There may be individuals who need Support Plans for PE because of the nature of their disability. Whenever this is the case, a programme will be drawn up with consultation between the SENCO, PE coordinator, class teacher and any outside agencies the SENCO suggests are appropriate.

Safeguarding

Children do not get changed for PE in school. On days when children have PE, they arrive at school and depart from school in their PE kit. This not only safeguards our children but also maximises the amount of time they spend participating in PE, rather than getting changed.

Long hair will be tied back and hard bobbles or headbands will be removed. Jewellery will be removed or safely covered except for very small earring studs.

The Role of the P.E. Coordinator

The role of the P.E coordinator is to monitor and evaluate the teaching of P.E. across school by completing the following:

- Conduct P.E. 'Learning Walks' to deliver feedback to stay and to highlight areas of development for the subject.
- To Ensure the KSS P.E Long Term Plan and Progression of Skills document stays up to date and relevant so teachers can plan accordingly.
- To produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum.
- To audit staff to determine appropriate and targeted training.
- To ensure that PE resources are available and appropriate to the needs of the staff.
- To ensure that all pupils have the opportunity to become involved in extra – curricular clubs to further develop skills and talents and will monitor attendance to ensure there is an inclusive offer which is accessible to all pupils.
- To have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website.
- To ensure all coaching staff delivering PE and after-school clubs on the school site are quality assured.
- To contact local sports clubs to establish new community links with the school.

Accident Procedure General

In the case of serious accidents and emergencies (e.g. head injuries, serious cuts of suspected fractures) the first point of contact should be the school office. An adult or responsible child should be sent to the office to report the incident. A member of staff should stay with the child at all times and the remainder of the class should sit down well clear of the incident. Once reported, the person in the office has the responsibility for contacting a first aider and then the headteacher. Any further action required is taken by the head teacher, acting under the advice of the first aider. All accidents involving head injuries or further action will be recorded on CPOMS as soon as possible. A message will be sent to parents to explain the nature of the injury and action taken. (Refer to the school Health and Safety Policy) Children should be made aware and regularly reminded of these procedures and also know where first aid boxes are and who the first aiders in school are.

Procedures for Extra-Curricular Activities

The majority of our after-school club provision is delivered by external sporting agencies. These activities will be open to all pupils. Written parental permission must be given for a child to participate. When children are invited to take part in sports events that are organised with other schools, it is the responsibility of the Parents of the children involved to organise transport to and from the venue for their child. Letters will be sent home prior to the event and a consent form must be signed and returned prior to the event. There will be a first-aid trained adult at sports events, who will carry a first aid kit with them. The school visit leader will carry a mobile phone at all times and will have the contact details of the participants available at all times. If matches are cancelled children will be informed as soon as possible and parents will be contacted at home or their place of work. Teachers will stay with children after school until they can be picked up if they do not normally go home by themselves.

Equipment and Resources

All PE equipment is kept in the PE store cupboard, which is tidied and maintained by the PE coordinator. At the end of a PE lesson, PE equipment must be returned to the store cupboard by a member of staff. Children are not permitted to access the PE store cupboard. Money from the Sports Premium Fund is allocated annually to update and maintain resources in the PE store cupboard; it is the responsibility of the PE coordinator to manage this. All resources to support teaching and learning can be accessed through our Get Set 4 PE Schemes of Work

Apparatus Handling

It is an integral part of the subject to involve pupils in apparatus handling, particularly in gymnastics. However, this must be carried out in such a way as to reduce risk to pupils as far as is reasonably practical. Staff will teach pupils to learn how to handle equipment safely according to their age and strength. Children will be taught to use a buddie system when lifting apparatus.