



Kirkstall St Stephen's
Physical Education Policy

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Kirkstall St Stephen's Primary School Physical Education Policy

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This policy has been written by Henry Crossley (Year 5 Teacher, PE Curriculum Leader) and developed with Phillip Sheppard (Head Teacher) and Zoe Barnett (Deputy Head Teacher). Our curriculum has been developed with input from our parents and Sports Leader pupils within school.

PE at Kirkstall St Stephen's C of E Primary School

At Kirkstall St Stephen's C of E Primary School, we believe that PE, 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.

Our INTENT statement

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, literacy and confidence in a range of physical activities and contexts. We offer a wide range of activities that encourage children to enjoy exercise and make healthy lifestyle choices. We intend for our children to leave Kirkstall St Stephen's with the confidence to partake in PESSPA at high school and local clubs.

We believe that swimming is an important life skill and allows children to engage in a broad range of water-based physical activities throughout their lives. It is our intent that 100% of our pupils leave our school able to swim the minimum standards set by the National Curriculum.

Implementation

Henry Crossley (Year 5 Teacher, PE Curriculum Leader) is responsible for mapping the PE curriculum, ensuring that pupils experience a coherent and progressive PE curriculum throughout their time at school. As a school, we are committed to ensuring that ALL our children receive high-quality PE lessons which are planned, sequenced and mapped out in broad and balanced blocks using our Get Set 4 PE Framework. We believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to our children's physical and

emotional development and health. A balance of individual, team, cooperative and competitive activities aims to cater to individual pupils' needs and abilities. Our long-term plan is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

All our pupils take part in two one-hour lessons per week within the curriculum and are encouraged to partake in activities beyond school. Weather permitting, all of our PE lessons take place outside in the school playground, with the exception of Gymnastics and Dance lessons, which take place in the school hall. We are a contained school, and therefore, Upper Key Stage Two use the Sports Hall at Kirkstall Leisure Centre once a week. This provides sufficient space for high-quality PE in Upper Key Stage Two.

We are very proud of the breadth of extra-curricular sport that takes place at our school. The cost of all of the extra-curricular provision is paid for by school. This helps maintain very high numbers at our school clubs and is greatly appreciated by our parents and carers. We provide opportunities for every child through after-school clubs including: Football, Cricket, Netball, Athletics, Basketball, Mini-tennis and Gymnastics.

These clubs allow children to apply their skills learnt in school and interact socially whilst exercising; we intend to target the least physically active children in our school (particularly those whose physical development has been most hindered by Covid-19) to ensure they partake in these opportunities. All this promotes high self-esteem and confidence when faced with challenges in all areas of life at home, school and the community.

Furthermore, we maintain close links with local clubs, such as: Kirkstall Crusaders, Milford Marlins, Catalans Football, Kirkstall Educational Cricket Club and Leeds City Basketball. Our children are encouraged to exercise outside of school and we share their success in Celebration Assemblies. We also run a hugely popular, annual Sports Week, which enables our children to take part in a broad range of adventurous activities, such as rock climbing, caving and obstacle courses. Sports Week is planned in conjunction with our Sports Leaders within school.

What does PE look like in EYFS?

We encourage the physical development of our children in Reception Class as an integral part of their work. As these classes 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, which underpin the curriculum

planning for children aged three 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 allow all children to undertake activities that offer appropriate physical challenge, indoors and outdoors, using a wide range of resources to support specific skills.

What does PE look like in Key Stage 1?

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 and with others. Our pupils are able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.

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.

What does PE look like in Key Stage 2?

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**. We are partnered with Active Schools and partake in a wide range of competitive sport, including: Athletics, football, basketball, cricket, netball and mini-tennis. We also take-part in Active Schools 'Come and Try' sessions for our less confident pupils.

In Key Stage 2, our pupils:

- use running, jumping, catching and throwing in isolation and in combination.
- play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones to achieve their personal best.

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

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. Teachers do not use written data to assess progress and attainment in PE, with the exception of the subject leader, who 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.

Staffing / Staff Development

We intend for ALL the children at our school to receive high-quality PE lessons. The PE Subject Leader supports staff to gain confidence and competence in teaching high-quality PE. This ensures that our ambitious curriculum, which is planned and sequenced, is well resourced in terms of staff competence, subject knowledge and pedagogy.

We are proud that at Kirkstall St Stephen's C of E Primary School, all teachers teach PE for their class. Money is set aside annually from the Sports Premium Fund specifically for staff CPD. Staff then consult with the PE Subject Leader to address areas of development. In the past three years, we have worked with Premier Sports, Leeds United Foundation, Chance to Shine and MVMNT to ensure staff development needs are identified and met.

Safe Practice

As a school, we ensure the safety of all pupils and staff through the following codes of practice:

Equipment:

- Safe storage of all equipment – all equipment is stored safely and tidily in the PE cupboard so easy access and availability are maintained for the whole school. Children are not permitted in the PE cupboard. It is the job of staff to return all PE equipment either at the end of a lesson or the end of a school day.
- Equipment is checked by the class teacher at the beginning and end of use. All unsafe, damaged or lost equipment is to be reported to the PE Subject Leader.
- Named First Aiders within the School: all Teaching Assistants, the Deputy Headteacher and Business Manager.
- A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to recognise and be aware of hazards that are present from an early age.

Indoors:

- Teachers ensure that all furniture and obstacles are arranged safely around the room and that children are aware of their presence.
- Teachers check that the floor is clear and provides a safe surface to work on.

Outdoors:

- Teachers will consider whether conditions are appropriate for the chosen activity (considering temperature, icy surfaces, etc) and act accordingly.

Gymnastics/Dance:

- Mats will not be put under climbing apparatus.
- Children will be taught safe ways of carrying and handling apparatus.
- All apparatus will be checked before use. Pupils should never touch or use equipment until instructed to do so.
- Pupils should be made aware of the hazards of working with apparatus and be clear on stopping/starting and emergency procedures.

Swimming:

- Children will be supervised by a minimum of two teaching members of staff on the journeys to and from the pool.
- A male and female adult will be available to supervise the changing rooms once at the pool. If required, a member of pool staff will supervise a changing room if there is not a male and female member of school staff with the party.
- Teaching will take place from the poolside and a teacher will not swim with the children.
- Teachers will be aware of the off-site accident procedure.
- Members of staff will wear appropriate footwear.
- Children and staff will be made aware of pool evacuation/ safety procedures including pool rules and expected behaviour.
- A non-teaching lifeguard, provided by pool staff, will always be present during swimming sessions, along with 2 swimming teachers.
- Long hair will be tied back and appropriate swimwear will be worn in accordance with pool rules.
- Children will shower before getting changed following their lesson.

Games and Athletics:

- During games activities involving balls and especially striking games, consideration must be given to the direction of hit and distance of pupils from the bat to avoid contact with people, windows, houses, etc.
- Any damaged equipment will be reported to the PE co-ordinator so that it can be removed from use and mended or replaced

Outdoor and adventurous activities:

- Parental permission must be given if children are going off-site.

- Qualified instruction will be provided if the activity requires it.
- A full itinerary will be left at school so that, at all times, the school knows where the group should be.
- A mobile phone will be taken to any off-site activity.
- There will be an adequate supervision ratio of staff to pupils for the chosen activity.
- Participating staff will make a preliminary visit to get to know the area and try out

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.

Off site

Teachers must be aware of the accident procedures for any place or centre they visit. Staff off site may be contacted via mobile phones. The school office has the mobile numbers for all staff in school so they may be contact if necessary. Before going off site, teachers must ensure they have relevant phone numbers with them.

Safeguarding

What is our school changing policy?

- 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.

Kit Policy

Staff: will set an example by wearing appropriate footwear and removing potentially dangerous jewellery. Clothing must allow ease of movement so that the teacher can work with the children and also quickly get to a child who may require assistance.

Children:

- Should wear dark coloured, close fitting and comfortable leotards, PE skirts, shorts or leggings and red, tucked in T-shirts so that children can move freely without loose clothing endangering them
- Long hair will be tied back and hard bobbles or headbands will be *removed*
- Jewellery will be removed or safely covered (with a sweatband, tubi-grip or masking tape) except for very small earring studs
- If a child forgets their PE kit, then a standard letter should be sent home making the parent/guardian aware of the child's entitlement to PE and the necessity for bringing in the appropriate clothing. (See Appendix for copy of letter)

Equal Opportunities and Inclusion

Physical Education will be taught using the principles of equality, as it is the philosophy of the school that this leads to good teaching.

School is the only place where all young people are exposed to physical education and activity. We believe it is our responsibility to encourage equal opportunity in all areas of physical activity, so the children are physically and mentally prepared to participate in the physical activities of their choice in later years.

Equal Opportunity is a cross-curricular theme that permeates all subjects and there are many ways in which this will happen in school through PE. PE is an area of the curriculum where issues related to equal opportunities can be explicitly raised, challenged and explored with the children. Every opportunity will be taken to do this so that children can begin to consider themselves and other people as individuals with shared goals, attributes and abilities.

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 is about encouraging choice not simply allowing it, 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.

Procedures for Extra-Curricular Activities

The majority of our after-school club provision is delivered by external sporting agencies and is funded by our school's Sports Premium, at no cost to parents.

Extra-curricular activities will be taken on by staff voluntarily. These activities will be open to all pupils. Written parental permission must be given for a child to participate. Any parental helpers must have a CRB check and will always be accompanied, during sessions, by the teacher in charge.

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.

Role of Governors

The Governing Body is responsible for formulating, agreeing and adopting the policy.

Governors will then on an on-going basis:

- Support, monitor and review this policy.
- Ensure there is effective allocation of resources.
- Ensure that the school premises support the policy.
- Monitors the effectiveness of teaching and learning in terms of raising pupil attainment.
- Ensure that staff development and performance management promotes good quality teaching and learning.
- Monitors the effectiveness of the policy through the school's self review process.

Role of PE Coordinator

The PE Coordinator will:

- Monitor the teaching and learning of PE within the school.
- Keep up to date with new developments and inform staff.
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum.
- Audit staff to determine appropriate and targeted training.
- Aim for high teaching competency across the school.
- Ensure that PE resources are available and appropriate to the needs of the staff.
- Audit resources regularly and take overall responsibility for equipment and resources.
- 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.

- Ensure that PE keeps a high profile within the school, through displays etc.
- Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work.
- Assist with recording keeping and assessment of the subject.
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website.
- Regularly share current and projected priorities and outcomes with pupils, parents, staff and senior leaders including governors.
- Have a formal, long term strategy for PE, sport and physical activity. This should be aligned with the SDP and have been informed with pupil and staff feedback
- Ensure all coaching staff delivering PE and after-school clubs on the school site are quality assured.
- Establish a Sports Leaders Group, where pupils can discuss and plan PE, sport and pa activities
- Informally observe PE lessons to compile a picture of teaching competency across the school.
- Contact local sports clubs to establish new community links with the school

Responsibility of Teachers

Teachers should:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for the planning and teaching of PE as set out in this Policy.

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.

Sports Premium

We are proud of the impact our Sports Premium fund has on the children at our school. Please visit our school website for annual spending reports from previous years, as well as the current year's projected budget.

Monitoring, evaluation and review

The PE policy will be reviewed every two years. These are some of the questions that will be considered. These questions will be considered by looking at the long-term, medium-term and short-term plans throughout the school, and through pupil interviews.

- Is PE in school working?
- Is the time allocation right?
- Are we making the best use of resources?
- Is there a broad and balanced delivery of the curriculum?
- What new equipment and resources do we need?
- How effective is the Get Set 4 PE Scheme of Work?
- Has there been an improvement in standards in the subject?
- How much progress is being made by pupils of all abilities?
- What are the strengths and weaknesses of PE in school at the present?
- What are the staff development needs?

Apparatus Handling Policy

It is an integral part of the subject to involve pupils in apparatus handling, particularly in gymnastics and trampolining. However, this must be carried out in such a way as to reduce risk to pupils as far as is reasonably practical. Schools must have arrangements to enable pupils to learn how to handle equipment safely according to their age and strength.

BAAPLE guidance, page 196 and 199 refer.

1. Never touch apparatus unless instructed to do so by the teacher
2. Carry apparatus – never drag it across the floor
3. When lifting apparatus children should know:-
 - a. How many children should be holding it
 - b. Where they have to grip the apparatus
 - c. To have knees bent, straight back and head up, ready to lift
 - d. Only to lift when everyone is ready
4. Always have plenty of children lifting the apparatus and use the 'buddie' system. With young children '1, 2, 3, 'lift' and with older children where only two are lifting, one takes responsibility to say 'ready, lift'.
5. When the apparatus is in place the leader says '1, 2, 3 down.'
6. Four young children carry a mat; two older children carry a mat. One holds the trolley still whilst the other/s pull/s.
7. Four children carry a bench. They stand on alternate sides.
8. Four young and four older children carry a nesting table.
9. The class teacher lifts the ladders, bars, and beams down from the climbing frame and positions them on the floor for children to collect.
10. Avoid walking backwards when carrying apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
11. When apparatus has been positioned children should sit on the floor to await instructions.

APPENDIX 1

Warming Up and Cooling Down

It is important that a warm up and cool down are included at the beginning and end of every PE lesson to ensure a safe and effective exercise session. These elements of the sessions ensure that physical activity is comfortable and reduce the risk of injury such as muscle strain. It is also important to create good exercise habits at an early age. By including a warm up and cool down in every PE lesson, the child can begin to understand the importance of the warming up process before exercise and the cooling down afterwards and can develop good exercising habits that will continue throughout the rest of his/her life

Warm Up

- helps to prepare the bodies gradually for the activity to follow (including the heart, lungs, blood vessels, bones, muscles, ligaments, tendons and connective tissue).
- helps to prepare minds for the activity to follow
- helps to prevent injury
- helps to improve performance
- gradually increases the body temperature.

The warm up session should be active for all participants, relevant to the activity to follow, varied and fun. It should include gentle mobility exercises to prepare the muscles and joints and pulse raising activities to prepare the cardio-vascular system. A series of stretches should follow. **Pupils should be encouraged to offer ideas on the above exercises and stretches and thus make a valuable contribution to the lesson. By the end of Key Stage 2 pupils should be taking responsibility for their own warm up and cool down.**

Warming up time and warming up activities depend on the type of activity which is to follow, the age and ability of the group and the weather conditions you are working in. Taking all these factors into account a short 5 - 10 minute warm up consisting of the following 4 elements should be included in every lesson:

1. Some gentle pulse raising activities to begin the warm up and to gradually begin to increase the heart rate and warm the body up. (i.e. gentle jogging, a simple jogging or movement game with few instructions or rules to complicate the activity e.g. 'Broad Beans')
2. Mobility or loosening up' exercises that move the joints in a controlled manner through their normal range of movement
3. Short held exercises (never allow the child to bounce while stretching) prepare the muscles and associated ligaments and connective tissue for exercise. Pay special attention to parts of the body that will feature during the lesson (i.e. arms and shoulders in a throwing lesson).

4. Some more active and energetic pulse raising games to finish the warming up process (e.g. energetic chasing, or well known ball games i.e. Hot Rice).

Cool Down

- prepares the body to stop exercising (decreasing the heart rate and blood circulation gradually)
- helps prevent muscle stiffness and soreness
- returns the body safely and effectively to the pre-exercise condition and is a period of adjustment from exercise to rest
- allows the teacher to end the lesson and prepare the children for their next session of the day by relaxing them and 'bringing them down'
- allows the class to reflect on what they have learnt and the progress they have made

Cooling down should only take about 5 minutes and should be varied and relaxing to allow the children to be fresh for their next lesson. Gentle stretching exercises should be performed to return the muscles to pre-exercise or 'resting' length and may also be specifically used to develop flexibility. Various relaxation techniques (in the form of games and listening activities) are also enjoyable and effective cool downs.

