**PE Policy**

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**Intent:**

**Our rationale for teaching PE:**

PE at Flixton Primary School aims to ensure **all** children are physically active for at least two hours per week. Pupils have the opportunity to take part in a range of sporting provision, as well as access to playing competitively. We have organised the programme of study in the following way, to ensure participation and engagement in a range of sports across the curriculum. Children throughout all year groups have the opportunity to be coached by sports specialists. The curriculum provides opportunities for children to develop a lifelong understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables children to make responsible decisions about leading a healthy lifestyle and promoting an active lifestyle of their own, in addition advising others on health and well-being.

By taking part in PE, children will develop key social skills. They will learn to actively engage in group work, as well as having access to different leadership roles. PE is known to improve self-esteem and self-confidence, furthermore, increasing oxygen levels that will directly impact on concentration levels. PE provides a chance for outdoor education, which can be a very powerful source of learning for many children, consequently, improving motivation to learn and increasing pride in what they do.

PE also builds body strength, stamina, balance, co-ordination, agility, cardiovascular fitness and flexibility. There are a considerable amount of health benefits, including decreased symptoms of anxiety and increased mental concentration to name a few. PE will help children to shape a brighter and safer future, reducing health risks later on in life, which result from cumulative unhealthy lifestyles.

**Excellence statements:**

**Excellence in PE is our goal for all of our pupils.**

Success in PE ensures that pupils have excellent educational experiences in lessons and in extra curricular activities and are well equipped for the next stage of their education. Flixton Primary School demonstrates excellence by pursuing a high successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.

**Excellence in PE is identified by:**

* Children who practise and apply skills in a wide range of different activities and situations, by themselves, in small groups and teams.
* Children who show high levels of physical fitness and understanding of their own long term health and well- being.
* Children who take initiative, organise and officiate for others and can evaluate what needs to be improved.
* Children who show exceptional levels of originality, creativity and imagination in their techniques, tactics and choreography.
* Children who show interest in PE, eagerly participate in every PE lesson and display positive sportsman attitudes.
* Children of both sexes, taking part in the appropriate level of competition

***When taught well, physical education enthuses and inspires pupils to participate fully and develop a life-long love of physical activity, sport and exercise.***

**Implementation:**

**Curriculum Planning and Organisation**

**Refer to curriculum map (found on school website) to see outline of each activity for each year group.**

* KS1 and KS2 classes have access to an online booking system, which allows them to organise their timetable slots.
* Each class is timetabled so that they can access the hall and outdoor facilities at least twice a week regularly.
* Early Years – PE is incorporated within their indoor and outdoor learning.
* The playground areas, field and AstroTurf are used to facilitate activities such as outdoor activities and games.
* Teaching staff will deliver high quality PE activities/lessons for 1.5-2 hours per week unless a coach is provided for additional opportunities. (Each year group will have at least one sport coach scheduled at some point throughout the school year- refer to curriculum map to see when)
* Qualified teachers provide swimming lessons to year 5 pupils from Urmston Leisure Centre.
* Breakfast, lunchtime and afterschool activities are provided for EYFS, KS1, and KS2 to provide extra physical activities and promote healthy lifestyles.
* Through the School Games organisation, children are given regular opportunities to participate in competitive sporting activities.

**EYFS**

Physical development within the EYFS framework is identified through two early learning goals:

**1) Moving and handling:**

**Expecting:**

* Children show good control and co-ordination in large and small movements.
* They will be able to move confidently in a range of ways, safely negotiating space.
* They handle equipment and tools effectively, including pencils for writing.

**Exceeding:**

* Children can hop confidently and skip in time to music.
* They hold paper in position and use their preferred hand for writing, using a correct pencil grip.
* They are beginning to be able to write on lines and control letter size.

**2) Health and self care:**

**Expecting:**

* Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
* They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Exceeding:**

* Children know about, and can make healthy choices in relation to, healthy eating and exercise.
* They can dress and undress independently, successfully managing fastening buttons or laces.

**KS1 & KS2**

**For planning and delivering of lessons, teachers to follow PE passport app-** A comprehensive directory of detailed plans supported by videos and resources, that provides teachers with the tools to deliver active, fun and challenging lessons in line with the National Curriculum.

**Lesson overview (approx 45min- 1 hour)**

* Introduction (5 mins) explain rules of new sport, discuss expectations
* Warm up (10 mins) combination of stretching and warm up game
* Main session (30 mins/40 mins) – including skills based learning & applying skills (Opportunity to challenge/ support on achieving their personal best-‘P.B’)
* Cool down/ plenary (5 mins) stretches, discuss skills learnt, achievements of P.B

**Cross Curricular links**

**Some examples of teaching PE within other curriculum areas:**

* English- Speaking and listening, following/giving instructions, oral/peer assessments, and movement within drama.
* Maths- measurement, shape and space, sequences, number, angles, position and movement, rotation and time.
* Science- Health and fitness
* Music- use of rhythm and tempo
* Computing- Use of stop watches, use of recording devices such as digital camera and digital video, use of spread sheets for recording and interpreting data and use of the internet to show professional/skilled athletes to help develop good technique
* PSHCE**-** following rules, living healthily, co-operating with others and understanding fairness and equality.

**Inclusion**

* Class teachers will ensure every child has a PE kit at the start of the year and at the beginning of every PE lesson. Spare will be provided for any occasional circumstances where a child does not have their own in school.
* Teachers will also wear staff PE uniform on the day that they teach PE (Navy hoodie and t-shirt with FPS and school logo, then appropriate black leg wear and suitable trainers).
* Lessons will provide good quality experiences that are suitably challenging for all pupils- concentrating on their ‘personal best’.
* Activities will be adapted and differentiated, taking into consideration the needs of the individual.
* All children will be given the opportunity to participate and experience a range of competitions (for example, sports day)
* Pupils or teachers will choose ‘player of the week’ which will be displayed on a poster on the front door of each classroom – to recognise pupil achievement.

**Assessment**

Through the course of a lesson, teachers are to carry out informal assessment by observation and giving out individual and group feedback. Recording of assessment will be done using the Primary Passport App. By using PE objectives, teachers will choose whether children have achieved bronze/silver/gold (working towards/expected/exceeding). This can be done during lesson, after or at the end of the topic.

**Resources**

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.

**Junior department:**

* Large gymnastic equipment and mats are stored in the junior hall
* All other equipment is stored in the outdoor PE shed.

**Infant department:**

* Majority of equipment is stored in infant hall.
* Outdoor sheds also used to store equipment

**Health and Safety**

* First aid equipment is available in every class, cloakrooms and in the school office, and all members of staff are trained in what action to take, including calling for assistance in the event of an accident. AED are also available in both departments.
* Inhalers for pupils suffering from asthma are made readily accessible.
* Children with diabetes are monitored closely throughout and after PE lessons by staff. (Care plans are available so all members of staff are aware of what actions to take)
* Regular checks are made on all equipment, any damage is reported to PE lead.
* Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
* Pupils are made aware of safe practice and understand the need for safety when undertaking any activity.
* Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
* Teachers ensure that no jewellery or watches are worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
* Pupils wear suitable footwear when travelling to and from the hall.

Please refer to ‘**Safe Practice in PE’** document for more information on how to keep safe during physical activity.

**Impact:**

Children will achieve excellence through an inclusive curriculum, having access to a wide range of resources, high quality experiences and opportunities that will develop their academic achievement as well as impact on their physical and emotional well being and cultural development.