



Aim High

Never Give Up

Follow Your Dream

Lead By Example

PHYSICAL EDUCATION POLICY

Ratified By	School Effectiveness Committee
Date	11/10/2021
Minute	9
Review Date	Autumn 2024
Policy Statement	
What is the policy for?	A framework for teaching of PE across the school
Who has devised and contributed to this policy?	The policy has been written by the subject leader and staff in school have been fully consulted
How will this policy be communicated?	Website and 365
How will this policy be monitored?	As outlined in the policy
Which other policies are linked to this policy?	EYFS policy Feedback and Assessment Policy SEN policy Homework Policy Acceptable Use

Contents

Aims	2
Teaching, learning and assessment	4
Health and Safety	4
PE kit expectations	5
Legislation and guidance	5
Roles and responsibilities	5
Inclusion	7
Monitoring arrangements	7

Aims

Intent - What are we trying to achieve?

Norwood Primary School recognises the vital contribution of Physical Education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

Physical Education (PE) contributes to the overall education of a child by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. The skills learnt through Physical Education supports learning across the curriculum.

We provide a broad and balanced curriculum that steadily builds on pupils' skills and further develops their understanding of both rules and tactics.

Implementation – How is the curriculum being delivered?

Pupils experience a wide range of sports across their time in each year group and across their time at Norwood Primary School. Through a carefully chosen selection of sports, pupils will build on the basic skills taught in Key Stage 1 whilst in Key Stage 2 and will use these within competitive situations.

At Norwood Primary School we aim to:

- Instill a love for being physically active through ensuring that our pupils experience a wide range of sports in order to find the one that they fall in love with.
- Provide our pupils with an understanding of the need to be fit and healthy which leads to them making better choices in the future.
- Develop fundamental movement skills, becoming increasingly competent and confident across a range of sports.
- Experience both competitive and non-competitive game play.
- Teach pupils how to win with grace and be gracious in defeat
- Support pupils in evaluating their own and others performances in order to improve.
- Encourage teamwork, communication, cooperation, perseverance and sportsmanship to then be taken not only into a sporting situation but any event in life.

What is covered in EYFS and Key Stage 1?

Playground games	Tag Rugby	Athletics
Multi-skills	Boccia	Health and Fitness
Gymnastics	Frisbee	Cone Ball
Dance	Kwik Cricket	Basic ball games
	Football	

What is covered in Key Stage 2?

Multi-skills	Gymnastics	Dance
Quick Sticks Hockey	OAA	Tennis
Swimming	Health and Fitness	Athletics
Football	Netball	Boccia
Rounders	Football Golf	Dodgeball
Quidditch	Danish Longball	Ultimate Frisbee
Hockey	Basketball	Volleyball

Pupils are entitled to a minimum of 2 hours of timetabled PE a week. On top of this pupils will take part in the Daily Mile 3 x a week for a minimum of 15 minutes each time. Classes are encouraged to take regular movement breaks during lessons and many subjects are taught in ways which gets pupils actively moving.

All pupils showcase their work and learning through their PE book as well in practical lessons. This includes learning around be fit and healthy and will demonstrate their ability to evaluate and improve their own performance. Any work that pupils complete whilst not taking part in the physical sessions will also be displayed in their exercise books.

Extra-curricular club

A wide range of extra-curricular clubs are offered to all year groups. These are either led by the school Staff or YDP after school. Sessions last between 45 minutes- 1 hour long. Please note in the event of a club being oversubscribed, a waiting list will be formed.

Please note, due to covid-19 and the implementation of bubbles and other health and safety guidelines, clubs are currently on hold.

Cross curricular links – How does this subject link to other subjects across the curriculum?

Lessons are planned and delivered to promote cross curricular links as well as a clear focus on the importance of being fit and healthy within every session. Pupils are taught how to warm up and cool down properly and are encouraged to take on this responsibility as they get to upper KS2.

Strong links are made to Science through work on the human body and close links are also made with PSHE as we focus on eating healthily and maintaining positive attitudes in the face of defeat or difficulty.

Maths, Reading and Geography are promoted through each year groups OAA sessions whether this be in the form of orienteering or problem solving.

Assessment – How will the pupils’ attainment and progress be assessed and monitored?

Teachers will carry out regular assessments of the pupils through work in class. The subject lead will then moderate a selection of pupil’s work (2 HA, 2MA, 2LA) each term, carrying out lesson observations of the pupils to check their performance across and a range of sports. Assessments will then be tracked on our Non-Core Rank across the whole school, which will again be monitored and moderated by the subject lead.

Impact - What difference is the curriculum making?

Our Physical Education Curriculum teaches the importance of being fit and healthy in the modern world. It helps pupils to develop an understanding of why we need to be active and supports pupils in finding the activities and sports that they can continue later on in life.

Physical Education will promote British Values by promoting respect and democracy.

PE will help pupils develop a Growth Mindset through practice and perseverance. It teaches the importance of respecting others, being humble in victory and gracious in defeat. It promotes the need for discipline and sticking to rules. All that is taught and learnt through Physical Education can be taken back into the classroom and built upon.

Health and safety

Everyone has a duty under health and safety guidelines to ensure that Physical Education is carried out with due regard to the safety of both staff and pupils in line with school, Local Authority and Health and Safety policies.

- Staff should check the area, resources and apparatus before starting any PE lesson and pupils should be reminded of the key safety points at the start of a lesson.
- Staff should keep a close eye on the pupils during any session and should be given safety guidelines throughout. Any pupils in danger should be stopped immediately.
- All Jewelry should be removed before the start of a lesson.
- Earrings must be removed by the child themselves. If this is not possible they should be covered with tape- this MUST be provided by home.
- All long hair MUST be tied back.
- All pupils must be in the correct PE kit. (See the kit list below).
- No hoods or zips are allowed as this can cause injury.
- Inside PE - long trousers are not permitted – long trousers can be rolled up to the knees.
- Inside PE – either all pupils to have shoes removed or all to have shoes on.
- Inside PE- even if the lesson is to be completed in bare feet- shoes must be worn whilst walking to and from the hall.
- Pupils with a verruca must wear shoes.
- Pupils who do not have the correct kit will take part as an observer and parents will be informed if the kit is forgotten twice in succession.
- PE kits should be brought into school on a Monday and taken home on a Friday for washing.

In the event of an external sporting event, a full risk assessment will be completed and adhered to by all adults on the trip.

Pupils who wear additional items of clothing or jewellery that cannot be removed will be sent home a letter outlining the additional risks to the pupils during PE sessions. Parents will then need to send back a signed consent form to show their understanding and consent for their child to participate wearing such items. Staff must ensure that all possible measures are put into place to keep the child safe from injury e.g. tucking a necklace into their t-shirt.

PE Kit expectations

All pupils should bring their full PE kit to school on a Monday and take it home on Friday. Pupils will come to school in their school uniform and will get changed prior to their PE lesson. Pupils in Year 4 – Year 6 will be split into boys and girls for getting changed.

Outdoor kit- white t-shirt, black or grey jumper (no hood or zip), black shorts, black or grey tracksuit bottoms, white socks and trainers or plimsolls.

Indoor kit – white t-shirt, black shorts and trainers or plimsolls.

Pupils who do not have the correct kit or cannot take part due to a medical reason will take part as an observer, not a participant. Their role will be to support the teacher through evaluating others' performances, officiating, leading small group activities and the like.

Teaching staff will get changed prior to delivering a PE lesson in order to set a good example to the pupils.

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and responsibilities

The governing body

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- *A robust framework is in place for setting curriculum priorities and aspirational targets*
- *Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements*
- *Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)*
- *The school implements the relevant statutory assessment arrangements*
- *It participates actively in decision-making about the breadth and balance of the curriculum*

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- *All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met*
- *The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board*
- *Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum*
- *They manage requests to withdraw children from curriculum subjects, where appropriate*
The school's procedures for assessment meet all legal requirements
- *The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum*
- *The governing board is advised on whole-school targets in order to make informed decisions*
Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

- *They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.*
- *The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.*
- *The attainment and progress of the pupils across the school is analysed at least three times a year and feedback to governors is given once a year.*
- *Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.*
- *Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader*

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

- *More able pupils*
- *Pupils with low prior attainment*
- *Pupils from disadvantaged backgrounds Pupils with SEN*
- *Pupils with English as an additional language (EAL)*

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*

- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.