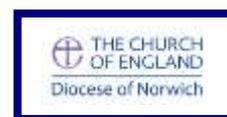


Together Everyone Achieves More

Wreningham School is committed to Safeguarding
And promoting the Welfare of children



Wreningham V.C. Primary school

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

Physical Education (PE) Policy

Policy Consultation & Review

All policies at Wreningham VC Primary School should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School

Date: Updated March 2022

PE Subject Leader: Mr R Hodge

Headteacher: Mr RP Jones

Intent

For all children to enjoy being active and experience excellent physical education, school sport and physical activity: promoting an active and healthy lifestyle that will lead to life-long participation. In addition, to develop agility, balance and coordination, foster respect, resilience and determination, and provide opportunities for collaboration and communication.

The national curriculum for physical education aims to ensure that all pupils: -

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Implementation:

- The long term PE plan sets out the activities and skills taught, and ensures the requirements of the National Curriculum are fully met.
- Each class will participate in two high quality, challenging and enjoyable taught PE lessons each week.
- PE is promoted by teachers and staff in a positive manner: being supportive, encouraging and enthusiastic in the activities being taught. Teachers wear PE kit during the lesson to promote the importance and high regard for the subject.
- High quality teaching of fundamental movement skills with opportunities to develop agility, balance and coordination for all children.
- Opportunities to apply these skills within games, competitive sports and physical activities are interwoven with explicit skill development in the PE lessons taught throughout the year.
- A consistent, progressive skills-based approach to teaching PE from foundation to year 6, encompassing challenge and child led ownership of that challenge. The REAL PE scheme has been adopted to drive this approach, with high quality one to one training provided for each class teacher to ensure high quality teaching.
- Teaching of positive learning behaviours will be embedded in PE teaching: evaluating and recognising own successes, a willingness to identify weaknesses, embracing failure and proactively seeking challenge, and developing understanding of how to self improve.
- A range of physical activities and sports are taught, involving the introduction and progression in activity/sport specific skills from through KS1 to KS2, to complement the fundamental movement skills and learning behaviours developed through REAL PE.
Core Sports with Progression from KS1 to KS2:
Basketball, Football, Athletics, Hockey, Netball, Rugby
Additional Sports/Activities Taught:
Rounders, Lacrosse, Tennis, Yoga, Cricket
- Children gain experience of a wider range of enjoyable, adventurous physical outdoor activities, accessed through KS2 out-of-school residential visits: canoeing, bouldering, climbing, mountain biking, orienteering.
- A group children in year 6 will be assigned roles as 'Sports Leaders', whose remit will involve organising and officiating additional intra-school competition between the Houses, and across the key stages, assisting in sports day and other events and being school sports role model.
- Experience of competition, events and physical activities will be provided through intra-school 'house' competition, organised by upper KS2 sports leaders.
- Experience of inter-school competition, events and physical activities will be provided through access and active involvement in the Norfolk School Games. Children will have the opportunity to compete in cluster, area and county level competition. A strong working relationship maintained with the area sports co-ordinator through the School Games South Norfolk Sports Partnership offer, providing access to competition, school support and CPD.
- The school will apply annually for the School Games Award – ensuring the school meets the criteria set out to achieve the highest award achievable, ensuring high quality PE provision and high levels of participation are maintained and pushed higher.
- Efforts, progress and participation are celebrated, along with attainment and competitive intra and inter school success.
- Relevant, effective assessment of physical skills, utilising the REAL PE assessment wheel is used by all four classes.
- The experience of passing on skills, insight into teaching PE and opportunity to acquire strong transitional skills is given to year 6 children through assisting KS1 teachers in teaching structured, high quality REAL PE skills lessons to younger children in the school.
- Children's views, expectations and experience is surveyed at the start and end of each year, with information reviewed critically to gain insight into areas for improvement and reflection of the PE provision in school to the people that matter: the children themselves.
- Each class takes part in a 'daily mile' to instil an understanding of the need to stay fit and healthy, and begin the morning with an active, energizing activity which will set the school day in a positive mindset. The benefits of this will be promoted and discussed by the class teachers regularly.

This policy was adopted by the Governing Body on 21/3/22 - Next review date Spring Term 2025

- Children from year 3 to 6 will be taught to swim, in ability groups to meet their needs. Children will be given the teaching and support to meet the statutory requirement of swimming 25 metres unaided by the time they leave year 6. In addition, children will be taught life-saving skills.
- A range of after-school, extra-curricular sports and physical activity clubs is provided throughout the school year. These include netball, basketball, lacrosse, cricket, tag rugby, cricket, multi-sports and table tennis.
- The school will hold an annual sports day to include both team based collaborative activities and individual events, promoting competition, collaboration, achievement, participation and enjoyment.

Impact

- Children are enthused and engaged, and actively look forward to PE lessons in school.
- Children choose to participate in sport and activity outside of school through clubs and sporting organisation.
- Children demonstrate excellent progression in fundamental movement skills and ability to apply those skills increasingly competently, creatively and effectively in physical activities and sports as they move up the school.
- Children proactively choose to challenge themselves, are willing and able to be constructively critical of their performance or mastery of a physical skill and are able to make effective decisions and refinements to improve those skills.
- Children communicate and collaborate in activities and sports in a positive, supportive and respectful manner, both in structured lessons and competition, in the classroom and in 'free-time' during the school day.
- Year 6 children leave Wreningham having gained and developed higher level coaching, teaching and supporting skills through experience of teaching younger children in school.
- Children perform confidently and competently in competitive intra and inter school sport and competition, and feel good about their performance, efforts and participation irrespective of competition results.
- Children moving on to high school are equipped with confidence, having developed a full range of fundamental movement skills to build upon, along with experience, knowledge and competence in the sports and activities they will experience in KS3.
- Children are fit and healthy during their daily school life.
- After school physical activity and sport clubs are consistently well attended, with children demanding opportunities to stay after school to take part in physical activity.
- All children leave Wreningham with an experience of competing in inter-school sport or taking part in out of school events, festivals and physical activities.
- Children speak positively about the benefits of PE in school and hold it in high regard.
- Children have high expectations of themselves in physical activity, games and sports.
- Children choose to use their free-time in school to take part in physical activity in a constructive and positive manner.

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

This policy was adopted by the Governing Body on 21/3/22 - Next review date Spring Term 2025

Teaching and Learning

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children in a supportive, secure and positive way. Within lessons we give the children the opportunity both to collaborate, to lead, and to compete with each other. Within lessons, they will have the opportunity to use a wide range of resources and equipment.

In all classes, there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies.

- Activities which involve achieving a personal best
- Collaborative activities requiring teamwork and appreciation of others' strengths and weaknesses
- Use of challenge based activities whereby the child takes ownership of their own learning, achievement and challenge – facilitated by the REAL PE scheme skills approach.

PE Curriculum planning

PE is a foundation subject in the National Curriculum.

All classes utilise the REAL PE schemes to teach a skills based approach to PE. Specific teaching by The skills-based approach of REAL PE will be compliment additional specific teaching of sports and games and physical activities.

As required, we teach dance, games and gymnastics at Key Stage 1 and Key Stage 2. .

Outdoor and adventurous activities are taught from Year 3 to Year 6 during their residential trips – including orienteering, canoeing, kayaking and climbing/bouldering skills and fencing.

The use of a skills based scheme in lower KS1 also provides opportunity for year 6 children to be involved in quality teaching and leadership skills. Every Year 6 child will have the opportunity to learn leadership and mentoring skills during the year, through the support of PE teaching to the Year 1 and 2 children. (restrictions related to Covid-19 from March 2020 have prevented mixing of class bubbles, however, this opportunity will resume as soon as restriction allow).

The planning and delivery of each unit of work in the scheme will be adapted by individual teachers to provide appropriate challenge for all students, to extend those who are more able and provide appropriate levels of support in order for all students to make progress.

We plan PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

The Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is 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 give all

children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

We use the REAL PE scheme tailored for foundation stage to introduction early skills through a story based approach along with yoga to provide children with an engaging, holistic experience of PE in order to develop their early physical literacy along with additional skills of listening, participation, following instruction and being imaginative and creative.

In addition, the use of Yoga for children is taught alongside REAL PE to help develop control and flexibility at this early stage.

Equal Opportunities, Gifted and Talented and Inclusion

We teach PE inclusively, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children.

- Teachers provide learning opportunities that are matched to the specific needs of children, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs). Games and activities are adapted appropriately to allow fully inclusive participation by all children.
- Every student has equal access to national curriculum PESSPA. At Wreningham,, learning experiences are differentiated to meet the specific needs of individuals and groups of students, including those who have diverse SEND, gifted and talented students and those who have English as an additional language.
- Lesson planning, delivery and assessment aim to ensure that students are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.
- Teachers and adults other than the regular teachers working with children will be made aware of any students who have special educational needs or medical conditions.

The special educational needs coordinator (SENCO) will liaise with staff to ensure all students' needs are met in relation to teaching and learning in PESSPA.

Assessment and Recording

The progression of children's skills is assessed using the REAL PE assessment unit tools (The Jasmin Assessment Wheel).

In addition, teachers assess children's work in PE by making informal judgements as they observe them during lessons. This enables the teacher to make an annual assessment for each child as part of the child's annual report for parents

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in our two PE stores, and this is accessible to specific children who are given this responsibility. A limited number of responsible year 6 children are trained to take care of and distribute equipment from the store. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment safely as part of their work – having been taught how to do this safely.

The children use the school field, and village sports field for games and athletics activities.

This policy was adopted by the Governing Body on 21/3/22 - Next review date Spring Term 2025

The school use Aqua Animals for the provision of swimming tuition (since January 2022).

Health and safety

The general teaching requirement for health and safety applies in this subject.

Wreningham school follows the guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PESSPA and should be referred to regarding any aspect of health and safety.

A current copy of the current edition of the afPE Safe Practice in PESSPA is located in the staffroom.

The policy of the governing body is that no jewellery is to be worn for any physical activity. Where ear studs cannot be removed, they must be taped.

Leadership and Management

The subject leader is responsible to the Headteacher and will ensure that the following tasks associated with the role are considered and carried out where appropriate:

- developing good classroom practice
- assist in managing the sport premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole-school development plan
- posting reports on the school website about the allocation of the PESSPA and sport premium and its impact
- auditing, ordering and reviewing the efficiency of equipment, learning resources to ensure students are well taught and protected
- attending courses to further their own professional development and providing information, support and appropriate continuing professional learning for colleagues
- monitoring classroom practice and planning, auditing needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved
- making all resources available to all staff, including health and safety policy, schemes of work, assessment materials and resources to support learning
- carrying out risk assessments when required
- extending relationships and contacts beyond the school and in the local community
- keeping up to date with and implementing any national, employer and SSP developments as appropriate.

Monitoring and review

The PE subject leader is responsible for the standard of children's work and for the quality of teaching in PE.

The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The PE subject leader leads informal discussions annually at a staff meeting to evaluate and monitor the strengths and weaknesses of the subject.

This policy was adopted by the Governing Body on 21/3/22 - Next review date Spring Term 2025

Subject monitoring and evaluating will be carried out by the subject leader with support from the school leadership team where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PESSPA:

- observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs
- assessment of student progress and achievement
- student interviews
- self-evaluation of the subject in relation to PESSPA and sport premium.

Additional PESSPA and sport premium funding is being accessed here to release the subject leader to ensure that this monitoring is carried out in accordance with best practice and this policy.

Extra-curricular activities

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term.

Inter-School/Outside School Sport/Physical Activity and The Norfolk School Games

The school accesses inter-school competitive sport, festivals and opportunities for children to experience events and activities away from school premises through the Norfolk School Games offer. This includes playing an active role in organising cluster level competition with local schools, through to qualifying for South Norfolk and County level.

Relevant risk assessments will be carried out or obtained by the lead teacher prior to the activity.

The school will continue to maintain a strong working relationship with the South Norfolk School Games co-ordinator and will strive to obtain as many places/teams as required in events offered. The aim of the school is to provide at least one inter-school sport/activity experience for every child in KS2 each year if possible. (restrictions related to Covid-19 from March 2020 have prevented mixing of class bubbles, however, this opportunity will resume as soon as restrictions allow).

External Sports Coaches

The Headteacher will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport licence, where relevant, and confirming authenticity of all ASL and coaches.

The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well-being of the students.

PE Kit / Uniform

We encourage the children to consider their own safety and the safety of others at all times. Children arrive in school in their PE kits on days when they have a PE lesson.

The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.

PE Kit:

Children are required to come into school in their PE kit on days where PE is timetabled, or if they are attending an after-school sports club.

The Wreningham kit consists of:

- White T-shirt and black shorts/black leggings
- Reception, Year 1 and Year 2 require plimsolls in a shoe bag,
- Years 3 – 6 require trainers for outside use.

Children in KS2 should bring an additional warm fleece/tracksuit in case of wet or colder weather. This negates the need to wear their school red jumper/cardigan, where it may get wet/muddy/damaged.

Gymnastics in the school hall will always be carried out in bare feet.

Long hair worn by students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

For classroom-based movement in a limited space or playground activity (eg ‘daily mile’ and warm up activities), it is acceptable for children to remain in their school uniform. During this type of activity, children work within a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced.

In hot weather, protection from the sun is advisable; therefore children can wear caps and loose, light clothing. Parents will be advised to provide sun cream protection for their children to apply.

Religious and Cultural Clothing

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

Clothing for PE – Staff

Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measure to both staff and students. Staff should always endeavour to wear appropriate clothing for teaching PE.. On the rare occasions that this proves difficult or impractical, appropriate footwear should be worn.

Personal effects, including jewellery and cultural or religious adornments

Personal effects, such as jewellery (including body piercings), religious artefacts, watches, hair slides, and sensory aids (including glasses if possible) should be **removed** to establish a safe working environment.

Ongoing risk assessment needs to determine what action will be appropriate. Staff should always try to avoid complete exclusion from a lesson due to a student being unable to remove personal effects.