



# Longhill Primary School

## Physical Education Policy



Reviewed by: Mr J Kendall, November 2018  
Date Agreed by the Quality of Teaching Team:  
Date of Report to the SIMC and minute number:  
Date of Next Review: As required

**This Policy should be read in conjunction with the following policies:  
Community Use of Schools and Physical Intervention**

Longhill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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## PHYSICAL EDUCATION POLICY

### 1.0 Introduction

- Our school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical and emotional development and well-being.
- A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

### 2.0 Aims & Objectives

- Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.
- Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.
- A balance of individual, paired and group activities; co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They also develop a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender cultural or ethnic background.
- The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving.
- Activities are offered over a wide breadth of sports and physical activities, catering for all pupils and facilitating pupils to develop competence in a broad range of activities.
- Pupils are encouraged to appreciate the importance of, and lead, healthy and active lifestyles, and begin to understand those factors that affect health and fitness.
- Pupils are encouraged to be active for sustained periods of time, both during lessons and during their own time.
- Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE and ICT skills.

### 2.1 Curricular Aims:

- To develop skillful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency  
**(Acquisition and Development of Skills)**

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- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas (**Selecting and Applying of Skills, Tactics and Compositional Ideas**)
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance (**Evaluating and Improving Performance**)
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising (**Knowledge and Understanding of Fitness and Health**)
- To develop the ability to work independently, and communicate with and respond positively towards others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

### 3.0 Staffing and Staff Development

- All staff take responsibility for teaching their own class PE for at least 1 of 2 lessons per week
- Specialist swimming instructors employed by Hull City Council
- Where PE is used to provide PPA time, the lesson is taken by qualified sports coaches who follow their own plans. Where coaches are used all protocols are followed as laid down by AfPE (see Appendix 1 – Safe Practice Policy)
- Staff are encouraged to attend courses offered by the local authority, the SSP and other partners. Through our work with various partners, links have been created with external agencies to help provide examples of good practice for staff to observe.

### 4.0 Teaching and learning styles

- 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 and we do this through a mixture of whole-class teaching and individual/group activities. 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.
- Within lessons we give children the opportunity both to collaborate and to compete with each other, and to have the opportunity to use a wide range of resources. 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:
  - using the **STEP** principle (space, task, equipment and people)
  - setting common tasks that are open-ended and can have a variety of results
  - setting tasks of increasing difficulty, where not all children complete all tasks
  - grouping children by ability and setting different tasks for each group, e.g. different games;
  - providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

### 5.0 Entitlement

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- As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2 we teach dance, games, gymnastics, swimming and water safety, athletics, and outdoor adventurous activities.

- Presently the year groups receive the following amounts of time for PE:

**Foundation Stage:** 90 min + 20 min per day active play

**Year 1 and 2:** 120 mins

**Year 3 and 4:** 120 mins

**Year 5 and 6:** 120 mins

- There is currently a long-term plan indicating what activities should be covered in each Key Stage.
- The hall timetable has been planned to allow as much use of hall time as possible. Where possible, classes have an indoor and outdoor space available to them on their PE slot. This enables classes to still have a lesson in case of inclement weather. The allocation of units on the curriculum map has taken into account whether an activity needs just indoor space.
- The PE co-ordinators, working in conjunction with the SSCO (tutor for the national subject leader modules) are responsible for mapping the curriculum and OSHL, ensuring that pupils experience a coherent and progressive curriculum throughout their time in school.

## **6.0 PE Curriculum Planning**

- PE is a foundation subject in the National Curriculum. Our school uses 'The PE Hub' schemes to plan lessons. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan/curriculum map, maps out the PE activities covered in each term during the key stage.
- Our short term plans, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.
- The class teacher adapts these units as required to fit the specific needs of their class by annotating the plans accordingly.
- We plan the 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.

## **7.0 The Foundation Stage**

- We encourage the physical development and literacy 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 Years Foundation Stage Framework, 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.

## **8.0 Out of School Hours Learning (OSHL)**

- The OSHL opportunities offered to all our children aim to complement and develop skills acquired in their curricular lessons. They also aim to offer children opportunities that they might not otherwise be able to access. We aim to encourage all children to take part and involve them through the School Council in deciding some of the clubs we put on offer. The opportunities offered cover a wide range of activities, during the course of the academic year we aim to offer at least one extending, enabling and enrichment activity. Some of the opportunities are put on each year to prepare children for festivals or competitions, others are aimed at helping our children keep healthy.
- Registers of clubs are kept, in accordance with Safe Practice guidance, but also to enable us to identify those children who do not take part in extra regular activity.
- Pupils take part in a range of intra and inter school competitions organised through the SSP and within the academy trust. These include tag rugby, netball, cross country, football, multi skills and athletics.
- Where possible, as many opportunities for signposting children from our OSHL clubs into clubs in the wider community are taken.
- There is a notice board in school which hosts leaflets from community clubs, assemblies are used to promote community clubs and using information from the school's gifted and talented register, parents and children are provided with as much information as possible on avenues for extension into community sport.
- The school has established links with a number of local clubs including Longhill Ravens Football Club, Hull FC, Hull KR and Hull City AFC.
- Where outside providers of OSHL clubs on school site are used, all safe practice guidance is adhered to in accordance with AfPE (see Appendix 1 - Safe Practice policy).
- As a Healthy School, the aim is to have children as active at break and lunchtimes as possible. Children are encouraged to throw, catch, kick, balance, skip and use bats and balls.

## **9.0 Contribution of PE to teaching in other curriculum areas**

- Our scheme of work encourages cross-curricular learning, with cross-curricular opportunities built into plans

### English

- PE contributes to the Speaking and Listening aspect of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

### Information and communication technology (ICT)

- It is possible to use ICT to support P.E and this is identified in the medium term plans. However, it is not practical to do this for every unit. Once a year one unit

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should be identified as an ICT focus. E.g. collecting data on pupil performances for athletics, or using the digital camera to record symmetrical balances as part of a mathematics project.

#### Personal, social and health education (PSHE) and citizenship

- PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

#### Spiritual, moral, social and cultural development

- The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

### **10.0 Teaching PE to children with special needs**

- We teach PE to all children, whatever their ability, 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 needs of all children.
- Differentiation is evident in all lessons taught, ensuring that all pupils can make progress during individual lessons, and across units as a whole

### **11.0 Assessment and recording**

- Watching children work, talking to them about what they are doing and listening to them describe their work will generate useful assessment information.
- Recording every aspect of children's work is neither necessary nor desirable. One assessment will be conducted per child, per year, on one of statutory points of study. In addition to this, a swimming record will be completed for each Year 4 child on a yearly basis. Significant achievement and weaknesses may be noted in these assessments to serve as a basis for planning appropriate challenges or to form part of the annual report on progress.
- At the end of Key Stages 1 and 2 teachers are not required to make statutory judgements about children's attainment in relation to the attainment targets and level descriptions for PE
- The subject co-ordinator samples work in lessons by observation and by talking to the children and compares the evidence against the expected outcomes for the units of work.

### **12.0 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 the PE store. All equipment is stored in

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labelled bags or boxes and it is expected that Teachers will ensure all equipment is returned correctly.

- The drama hall contains a music centre to support the teaching of dance.
- The children use the playground (with extensive markings) for games and athletics activities and the local swimming pool for swimming lessons.
- An annual audit of all physical education equipment is conducted by the PE co-ordinator in order to prioritise any necessary expenditure for the year.

### **13.0 Health and Safety**

- The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times.
- We expect children to change for PE into the agreed clothing for each activity area.
- The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE.
- For further guidance on school's health and safety procedures in terms of PE please refer to the Safe Practice PE policy and the risk assessment file.

### **14.0 Monitoring and review**

- The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader.
- 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.

### **15.0 Every Child Matters School Policy Statement**

Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being.

These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and additional provision; and partnership with parents/carers, other schools, the local community and with practitioners from health, education and social services providing 'wrap around' care and personalised services.

## Longhill Primary School Physical Education Policy – Safe Practice Policy

This policy statement is designed as an appendix to the school's Physical Education Policy. The policy is written in direct response to the Association for Physical Education (AfPE) guidelines 'Safe Practice in Physical Education and School Sport 2008 and will be referred to throughout this policy. Any further clarification or detail can be found within this document.

### Duty of Care

The law does not expect perfection; however it does impose on those involved in delivering P.E a duty of care to

- Identify foreseeable risks that may result in injury
- Take reasonable practicable steps to reduce the risk to an acceptable level

### Good Practice (see AfPE for greater detail)

To ensure the school fully undertakes its duty of care, the following must be in place:

- Teachers (or ASL) must be qualified to teach or instruct the activity
- Appropriate supervision must be provided
- All reasonable steps to ensure the safety of the working environment are taken
- The children have been taught about the need for safety
- Suitable footwear and clothing are worn
- Practices and procedures are in place which avoid foreseeable accidents
- Appropriate paperwork for informing parents is used
- Record keeping shows what pupils have experienced and of what they are capable
- The school (teachers and governors) are up to date with current health and safety procedures
- Appropriate risk assessments have been undertaken
- Governors are aware of and have approved activities

This policy aims to ensure that the above objectives are achieved

### 1. Qualifications

- All teachers are qualified to teach physical education lessons.
- Basic teacher qualification only prepares teachers to teach basic skills. These will be recognised in the schools scheme of work for P.E and should not be exceeded unless the permission of the head is given. Teachers should not attempt anything that is beyond their capabilities.

### 2. Supervision

The modernisation of school workforces has led to supervision and teaching responsibilities being given to adults who may not hold a teaching qualification. In these circumstances the teacher always maintains overall responsibility for what is taught and for the conduct health and well being of the pupils involved.

#### 2.1 Levels of supervision

In the first instance it is good practice for teachers to directly supervise ASLs in order to evaluate their competence and approach to the pupils. Direct supervision involves the ASL working alongside the teacher whereby the teacher can intervene at any time if necessary.

At a later stage distant supervision may be appropriate. This would allow the ASL to work at some distance from a teacher possibly out of sight. Further AfPE guidance can be found re PPA time in Appendix A.

In curriculum time the teacher remains responsible for the planning, assessment and reporting of the subject.

Group sizes for P.E need to take into account the nature of the activity; the age, experience, and developmental stage of the children: the requirements of the national curriculum and the working space available. Further detailed advice is contained later in the document.

Pupils with special needs (temporary or long term) should be known to the teacher and any supply teacher or adult helper. This can be done using the details on the inside of the school register. However the school needs to the confidentiality of this when provision is provided by external agencies.

Parental notes excusing a child from a P.E lesson on medical grounds must always be followed. Should these persist, teacher should contact parents and if necessary a note from the school to parents can be sent stressing the concern over the child's inactivity as well as the schools inability to be able to deliver statutory National Curriculum requirements. Failure to respond by the parents could lead to the involvement of the welfare services.

Children present but unable to participate actively are still the responsibility of the teacher and these children should still be incorporated into the lesson (for example as evaluators of a small group, timekeepers etc)

### 3. Safety

An awareness of safety is contained with the P.E curriculum and involves the following.

- Knowing that we all have duty of care to each other.
- Thinking before acting.
- Knowing and applying the accepted techniques.
- Involving children in assessing and managing risk.
- Using tasks which allow for differentiation.
- Understanding and providing the progression of activities and teaching accordingly.
- Avoiding inherently hazard activities, which cannot be reasonably managed.
- Adopting a position whereby the teacher can effectively supervise the class.

#### 3.1 Handling Apparatus

All children should be taught how to handle and site/position apparatus safely. Only rarely should apparatus be left out to allow one group to follow on from another. (eg the same or similar year groups working on similar units of work). Apparatus handling skills should be taught repeatedly from reception onwards.

#### 3.2 Basic Rules

- Allocate sufficient children to each apparatus dependant on age/size.
- Begin by demonstrating using a small number of children. (*This maybe a very static lesson but there should be no issue with this*).
- Point out safe hand positions, which guard against toppling or premature release.
- Select lighter pieces first.
- Teach 'tandem' lifting with the child at the front leading.
- Lifting boxes etc. should be done with sufficient children to make things light.
- 2 children to a mat
- Trestles opened before being moved.
- No use of apparatus until the teacher gives command.

Apparatus is checked by the teacher in the following way before the children commence work.

- Everything is where it should be.
- Space around apparatus units is safe.
- Mats are correctly positioned.
- All fixings are secured.

### 3.3 Supporting Children

Though an inherent part of certain aspects of P.E, supporting should be kept to a minimum. It should be noted that whilst a teacher is supporting one child it is difficult to guarantee quality supervision of the other children. These general guidelines should be followed.

- Supporters know what is expected of them.
- Supporters should be able to undertake the task.
- The supporter and performer should be clear what type of support is to be given.
- The performer gives consent for support to be given.
- Contact should be between the same sexes if at all possible.
- Support activity often warrants the use of matting.
- Teachers should only offer support or encourage support if they are fully aware of the technique to be employed.

### 3.4 Safety and Risk Assessment

There is always an element of risk assessment in any lesson. Teachers need to be aware of the risks prior to and during any P.E lesson. Each year a risk assessment associated with swimming will be undertaken prior to the commencement of swimming lessons.

General risk assessments should take place prior to any P.E lesson. In the halls and gymnasium teachers should look for the following.

#### Floor

- Is it clean, free from water or food?
- Are there any slippery patches?
- Any signs of dangerous objects (staples etc.)
- A safe working area away from obstacles is marked out with floor tape.

#### Lighting

- Is there sufficient light?
- Are the lights too low for the activity?
- Is there any sunlight likely to cause dazzling?
- Are any artificial lights flickering and causing 'strobing'?

#### Walls

- As there anything protruding from the walls or likely to fall off (loose display papers)?
- Are all apparatus against walls and secure?

#### Doors

- Closed and secure?
- Has space been allowed for the door to open safely?

#### Heating

- Not too hot or too cold?

### Apparatus and other Objects (see also below)

- All apparatus in good condition? A visual check prior to any lesson.
- Pianos, tables, chairs etc. Are they pushed out of harm's way?
- Is apparatus fit for purpose/age appropriate?

### Equipment

- Is it stored safely and accessible?
- Storage area marked out and labelled.

### Playgrounds

- Is the surface reasonably dry and free from loose materials?
- Is there any potential hazard likely to trip a child?
- Is there adequate space for the activities planned?

### Playing Fields

- Any sign of broken glass, cans etc.?
- Any sign of faeces of dog, fox or cat?
- Is there adequate space for the activities planned?
- Area checked by teacher with visual sweep and children warned to report anything they see.

### Gymnastics Apparatus

- Gymnastics apparatus is potentially dangerous. The risk of injury can be minimised by applying the following procedures.
- Make sure all apparatus is returned to its allotted place and appropriately secured.
- Assemble and dismantle gym equipment systematically beginning with the assembly of large apparatus followed by the smaller pieces of equipment and finally the mats. This process is reversed for putting away.

Visually check the safety of the equipment prior to and after use.

Report any problems immediately to the head/PE Coordinator for disposal or repair and label the apparatus 'not to be used'.

### Mats

Much has been written about the safe use of mats over the past few years. The use of mats with apparatus is to act as landing zones for safe dismounts.

- Use mats where they are expected to cushion deliberate landings.
- Do not scatter them around profusely. They can become just as much of a hazard as a safety feature.
- Be wary of placing a mat where there is a high probability of a child falling from an apparatus. It is better to limit the apparatus or the expectations on the child.
- Teachers and children should check mats throughout P.E lessons because of the likely movement.

### Goal Posts and Netball Posts

Netball posts should be carried with the utmost care. One child at each end of the posts

### Clothing, Personal effects and Protection

Clothing is an important aspect to safety in P.E. A change of clothes for all age groups is therefore a vital part of health and safety.

For gymnastics and dance.

- Bare feet unless a specific ailment such as verrucas is diagnosed. (This is to protect the sufferer if verruca are sore not the other children from infection. Verrucas are only infectious in wet areas like pools). Trainers are not acceptable under any circumstances because they lack sensitivity to the apparatus and are prone to cause accidents.
- Leotards, shorts and close fitting t-shirts are acceptable. Full tracksuits may be too warm. Loose fitting t-shirts can be dangerous unless tucked into shorts or tracksuit bottoms.

#### For games.

- Children should be encouraged to bring warm clothing for outdoor activities.
- Trainers can be worn, but they should not be footwear worn in day to day usage.
- Football or rugby lessons may lead to some children bringing boots. This is acceptable as long as those children have shin pads and they only play against other children who also have boots and pads.

#### For swimming

- Trunks and full bathing costumes are acceptable – not bikinis or long Bermuda type shorts.
- Eye goggles may only be worn after written permission is received from the parents and only in exceptional circumstance—Teachers may also refuse to allow a child to take part in swimming if he or she is shown not to be able to safely use the goggles.

#### Personal Effects

Any jewellery/personal must be removed prior to P.E. Temporary use of tape to cover the studs is acceptable, but parents should be made aware that this is only a temporary measure.

#### Protection

The only piece of personal protection likely to be used by a child in the primary school is shin pads for soccer.

#### Exposure to the Sun

Total risk protection is not possible, but there are measures we can take to minimise this risk.

- Reduce the amount of exposure time by limiting lessons to no more than 60 min.
- Encouraging children to wear sun protection clothing e.g. hats, long sleeves.
- Allow the use of sun-tan lotion but only applied by the children to themselves.

## **4.0 Pupils with Special Needs (See AfPE for detailed guidance)**

Pupils with special needs of any kind should not be discriminated against in the P.E. lesson. Their programme of activity should be as near normal as possible. This should be the guiding principal. The following procedure is necessary to ensure this principal is adhered to.

- Consultation: between parents, teachers, doctors (if applicable) and children as to what is and what is not possible.
- Adaptation: provide lessons, which will differentiate and allow a child with special needs to take as full a part as possible.
- Use of PE session for therapeutic/physiotherapy session

## **5.0 Accidents and First Aid**

Accidents and accident prevention are covered in detail in the school's Health and Safety Policy.

## **6.0 Transporting Children**

When transporting children to sporting fixtures using staff or parental cars, the following should be considered:

- Staff/parents have necessary insurance cover
- Children are wearing seat belts at all times and are only carried in the back
- Booster seats are used where children are less than 135cms in height