



Grove School

# Policy for Physical Education

Mission statement:

**“Enjoy, learn, achieve”**

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## Policy for Physical Education

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## A The contribution of physical education to the whole child

Physical Education contributes to the overall education of young people by helping them to lead full and valuable lives through engaging in purposeful physical activity. Through physical education there is scope for the development, not only of basic movements but also of personal qualities e.g. self-confidence, initiative, leadership and self-control, attitudes e.g. team spirit, co-operation and respect for rules and skills e.g. self-expression, communication skills, cognitive skills and decision making skills.

The importance of physical education to a healthy lifestyle is now widely recognised. But it must, above all, be an enjoyable experience. All children enjoy play and that enjoyment must be an integral part of every experience of physical education. Through this process pupils discover their aptitudes, abilities and preferences and make choices about how to get involved in lifelong physical activity.

## B Expectations for learning

- The children will be physically active, by taking part in activities, which will involve the whole body;
- Children will improve their physical performance by learning new skills, demonstrating, refining, performing and evaluating;
- Children will become independent learners and solve problems;
- Children will develop positive attitudes by developing self-confidence, leadership, team spirit, initiative, self-control and co-operation, appreciate the need for fair play and understand the effects and consequences of their actions on others;
- Children will be concerned with their own and others' safety, understand the effect of exercise on the body and the relationship with healthy lifestyles.

## C Early Years and Foundation Stage

At Grove School we follow the guidelines for physical development as stated in the Development Matters for the Early Years Foundation Stage.

The physical development of young children is encouraged through the provision of opportunities for children to be active and interactive and improve skills in:

- co-ordination
- control
- manipulation
- movement

Children are supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They are supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

What Physical Development means for children:

- children learn by being active and Physical Development takes place across all areas of learning and development;
- helps gain confidence in what they can do;
- enables children to feel the positive benefits of being healthy and active;
- helps children develop a sense of well-being;
- good health in the early years helps safeguard health and well-being throughout life.

To give all our children the best opportunities for physical development the practitioner should give attention to the following areas.

#### Positive Relationships:

- Build children's confidence in taking manageable risks in their play.
- Motivate children to be active and help develop movement skills through praise, encouragement, games and appropriate guidance;
- Notice and value children's natural and spontaneous movements, through which they are finding out about their bodies and exploring sensations such as balance;
- Provide time to support children's understanding of how exercise, sleeping and hygiene promote good health.

#### Enabling Environments:

- Provide equipment and resources that are sufficient, challenging and interesting and which can be used in a variety of ways.
- Allow sufficient space, indoors and outdoors, to set up relevant activities for energetic play.
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills with relevant specialists such as physiotherapists and occupational therapists.
- Use additional adult help, as necessary, to support individuals and to encourage increased independence in physical activities.

#### Learning and Development:

- Plan activities that offer physical challenges and plenty of opportunities for physical activity.
- Give sufficient time for children to use a range of equipment to persist in activities, practising new and existing skills and learning from their mistakes
- Introduce appropriate vocabulary to children, alongside their actions.
- Treat mealtimes as an opportunity to promote children's social development, while enjoying food and promoting the importance of healthy choices.

## D Key Stage 1 and 2

When the children evaluate and improve their performances, connections should be made with:

- Developing, selecting and applying skills, tactics and ideas;
- Fitness and health;
- The short and long-term effects of exercise on the body.

National Curriculum requirements:

### **Key Stage One and Key Stage 2:**

Children are taught knowledge, skills and understanding in:

- |                                      |             |
|--------------------------------------|-------------|
| * Invasion Games                     | * Dance     |
| * Gymnastics                         | * Swimming  |
| * Outdoor and Adventurous Activities | * Athletics |
| * Striking and Fielding Activities   |             |

Pupils are provided with 2 x 45 minutes of high- quality PE per week.

### Expectations

#### **Key Stage 1 - end of key stage descriptions**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing 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

## Key Stage 2 - end of key stage descriptions

Pupils should continue to apply 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics)
- 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 and demonstrate improvement to achieve their personal best.

### Swimming and water safety

Grove School uses Handsworth Leisure centre to provide swimming lessons for all pupils in Year 3 and Year 4. Children in Year 3 & 4 have a weekly swimming lesson for a year.

Pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ;perform safe self-rescue in different water-based situations.

E How we ensure pupils have learning experiences of a high quality

- a) High quality medium and short-term planning
- clear learning objectives linked to National Curriculum/EYFS expectations;
  - Good teacher subject knowledge;
  - Clear sequences of lessons which build on previous learning and skills;
  - Thorough consideration given to planning;
  - High quality classroom and lesson management.
- b) Through equality of opportunity  
Every practitioner to have a good awareness of social, cultural, spiritual and moral differences and not to have pre-determined expectations of abilities of any group of learners.
- c) Through inclusive practice which meets individual needs  
Good quality differentiation by matching tasks to ability. An awareness of the individual learning needs of pupils.
- d) Contributing to cross-curricular skills  
Physical education encourages qualities of personal development: leadership, self-confidence, initiative, and self-control. Working with others: team spirit, co-operation, communication and appreciation of others' efforts, strengths and weaknesses.
- e) High quality of assessment for learning  
All practitioners to use observations and assessment of pupil's development and learning to inform planning
- f) Professional development  
Training, advice, resources and support for all staff from and by middle and senior managers and external consultants.



## F Curriculum and resources

The long-term overview for Physical Education and medium-term planning can be found on the BGFL 365/sharepoint under curriculum.

The school uses the PE Hub to plan the units of work in PE>

Equipment is stored centrally in PE cupboards in Lower School and one cupboard in Upper School.

A hub of high quality PE planning resources that empowers primary school teachers to deliver better Physical Education. Welcome to a revolution in physical education. Through engaging lesson plans, simple-to-use teaching resources, and specialised professional development, the PE Hub is transforming how primary PE is delivered across the UK.

## G Pupil progress

Teachers consider the progress of groups of learners within lessons and units of teaching. Observations of and assessment of learners' progress is used to inform planning and end of unit summative judgements.

## H Health and Safety

It is the responsibility of all adults leading learning in PE to ensure the safe practice of PE is fully assessed before all lessons:

### Clothing:

#### Pupils

Clothing should be well suited for its function, light and allowing for freedom of movement without being baggy or loose fitting. This must consist of a white school PE T-shirt and black shorts. A

black tracksuit may be worn in poor weather conditions.  
Football kits are not to be worn for PE.

Safeguarding, personal development and hygiene mean the wearing of vest and pants for younger pupils is not appropriate. There is an expectation that all pupils dress appropriately for PE.

#### Suitable Footwear

Suitable footwear for indoor and outdoor PE is crucial to safe participation and supervision.

Pupils are advised to wear black plimsolls indoors and for outdoor learning pupils should wear plimsolls or training shoes.

For dance and gymnastics children should participate in bare feet.

Pupils should not participate in socks on a hall surface.

Staff have a responsibility to check, using health & safety guidelines, that the hall surface is clean and of a good quality.

#### Staff:

Where possible all staff teaching PE lessons should change into appropriate clothing. Ties, scarves and loose cardigans should be removed. At the very least a change of footwear and the removal of jewellery should be undertaken.

High heel shoes and boots should never be worn for the teaching of PE.

#### Spare Kit

Where possible, children should always take part in PE lessons therefore spare kit is available for each class. Staff will monitor attendance and participation in PE and will contact parents to discuss any concerns.

#### Changing for PE

Children will bring their PE kit to school and will change in school. Many older pupils may require separate changing arrangements, for instance a separate classroom. Pupils should be made aware of the risk of changing outside the classroom. Changing areas must be supervised at all times.

### Jewellery including religious artefacts.

All jewellery should be removed by all pupils and all staff. If they cannot be removed staff must take action to try to make them safe. Religious bangles should be covered by a sweat band.

Micropore tape should be made available to be used to secure necklaces and cover rings and earrings.

All staff have a duty of care to ensure the safety of all pupils, a verbal reminder should always be given.

Children may wear a headscarf in PE. The lead teacher should ensure it is tied securely and will not inhibit performance or compromise safety.

All valuables to be placed in box by children, retrieved by the children at the end of the lesson.

### Hair

Long hair should be tied back and clips/grips removed for all PE including swimming.

### Sensory aids

The wearing of sensory aids and hearing aids will be determined by nature of the activity, (activities requiring physical contact would not be appropriate). However a balanced judgment on whether it is a greater risk to the wearer should be assessed. An adjustment to the activity may be necessary to ensure the safety.

### Religious and cultural festivals.

Staff need to be aware that certain festivals eg Ramadan, which involve fasting from dawn till dusk over the period of a month; may require some pupils to exercise specific dietary regimes. Normal energy resources may become temporarily depleted and the risk of dehydration is increased. In such situations, staff expectation of performance and the level of challenge may need to be reduced to accommodate pupil needs.

### English as an additional language.

Pupils new to English may need additional support to understand the health and safety procedures related to PE. During a lesson careful consideration must be made to ensure pupils are aware of

the safety signals and know when to stop all activities for safety reasons.

### Apparatus

All PE apparatus is to be checked annually by Mercury Sports. The finance officer and building site supervisor will ensure that any apparatus is removed, repaired or replaced based on the recommendation of the annual survey.

It is important that children learn how to handle equipment safely from an early stage. In the Foundation Stage, where teaching assistants are available, they could take a group at a time to set out equipment in order to promote this. As children progress through school it is recommended having an 'apparatus lesson' at the start of every gymnastics unit to remind and reinforce safe handling.

### Gymnastics

#### **Basic safety when using equipment**

##### **MATS**

- Should be stored on a mat trolley
- Should be used to indicate a landing area
- Should be working away from the walls towards the centre of the hall
- Should be placed underneath ropes/climbing frames
- Should be carried by: 4 children at KS1 (1 by each corner) and 2 children at KS2 (1 each side/end) all facing the way they are going

### Apparatus

Teacher should model safe handling of equipment, pupils are taught to manage risks competently and understand the risk involved in using apparatus.

Pupils should be taught to lift apparatus should be lifted in a technically safe way:

- straight backs
- use legs to lift (bend knees)
- thumbs on top, fingers underneath

Apparatus should be placed around the edge of the hall, wherever possible, so that the children do not have to carry it very far.

Apparatus should be carried calmly, ensuring that no one is travelling backwards, if possible.

#### Athletics and games

Care should be taken when the ground is wet and appropriate footwear should be worn.

If children are running a distance it should not exceed 1,000m.

Heavy implements should not be thrown.

When throwing is taking place, the field/area must be checked to ensure it is clear.

When taking part in striking/fielding activities children must have adequate space to work safely.

#### Swimming

Children must be counted in and out of the swimming pool and leisure centre.

Children must be made aware of the need for sensible behaviour and attitudes when in the changing rooms and at the poolside.

Children to be taught the emergency drill at the leisure centre, this is to be completed at the beginning of each unit of work by Leisure Centre Instructors.

Teachers must wear appropriate clothing and footwear.

Teachers must make sure children are aware of deep and shallow ends of the swimming pool.

Teachers must know the location and function of emergency equipment.

Teachers must check condition of buoyancy aids.

#### OAA

If venturing outside of school a risk assessment must be completed to ensure adequate supervision and identification of hazards.

### Dance

Ensure floor is clean and well maintained.

Ensure any stimulus objects used are put safely out of the way.

Ensure children have adequate space to work safely. Children

Should have an understanding of appropriate noise levels in PE lessons.

Should have a clear awareness of their safety and the safety of others around them.

Should understand the need to respond to requests such as **STOP, STOP AND SIT, FREEZE** immediately.

## I Planning

Lessons should be planned and have a clear structure, i.e. warm-up, activity, conclusion. Risk of activities should be assessed when planning lessons.

Staff must know how to teach the skill before conducting a lesson.

There should be systematic progression of skills and levels of difficulty during each lesson.

Staff must be aware of special needs - social, emotional, both medical and learning.

As soon as a piece of equipment is recognised as unsafe, an **OUT OF USE** sign must be immediately placed on the apparatus, and then reported to the Building Site Supervisor immediately.

## **Injuries**

All members of staff have a responsibility to administer and record basic first aid.

If a child has a minor accident in the hall or playgrounds/outside learning areas the member of staff working with the child administers first aid and completes the first aid book for that playground or hall. Parents are informed verbally.

If a child has a head bump they must be checked by a staff member, if necessary the parent/carer contacted and a first aid form completed, copied for the pupil file and a copy provided for the parent/carer.

If a pupil vomits and/or has diarrhoea the parent/carer should be contacted to take the child home. Advice from the school nurse service is the child should not return to school until 48 hours after the last symptom.

School will consult with the school nurse and /or Medical Conditions in School file for advice regarding illnesses and will follow the advice given, sharing with parents/carers as appropriate.

## **Accident procedure**

Get help - send 2 children, with a red hand, to nearest first aider. Teacher must stay with the injured child.

If a child needs to be taken to hospital, staff should stay with the child until the parent arrives, or accompany a child taken to hospital by ambulance. School staff need to ensure they understand the local emergency services cover arrangements and that the correct information is provided for navigation systems. A gold card is available next to every telephone point providing clear instructions for all staff and visitors should they need to contact emergency services. All staff should ensure they are fully aware and understand these procedures.

A Medical Emergency Report should be completed when:

1. A pupil has a medical emergency whilst at school and has been given prescribed emergency medication , e.g Epipen

Or

2. A pupil has been sent to hospital via an ambulance.

The form will be completed by a senior manager and the member of staff who administered first aid.

In addition to this if a member of staff or child should need to go to hospital following an accident or injury on school site then the Local authority accident form is completed. This form should be checked and signed off by a senior leader.

Fire drill - leave out of nearest exit immediately. Children should not collect coats but should quickly put shoes on if they are not wearing them.

All staff should be aware of the Emergency Procedure and Evacuation Policy.

#### J Professional development

Staff to ensure they have the skills and confidence to deliver Physical Education lessons. All staff involved in delivering Physical Education Lessons must take part in continued professional development as required in order to fulfil their role safely and effectively.

#### K Risk assessment.

Risk assessment for the use of Early Years Hall for PE lessons can be found on the BGFL 365/sharepoint under risk assessments.

Risk assessment for the use of Middle School Hall for PE lessons can be found on BGFL 365/sharepoint under risk assessments.

Risk assessment for the use of Upper School Hall for PE lessons can be found on the BGFL 365/sharepoint under risk assessments.



Risk assessment for the use of Upper School Playground for PE lessons can be found on the BGFL 365/sharepoint under risk assessments.

Risk assessment for crossing over to Upper School/Middle School for PE lessons can be found on the BGFL 365/sharepoint under risk assessments.

Risk assessment for travelling to the swimming pool, transport and walking can be found on the BGFL 365/sharepoint under risk assessments.

Risk assessment for swimming lessons can be found on the shared area.

Risk assessments for each sport being taught can be found on the shared area.

Further reference for safe practice in PE can be found in the 'Safe Practice for Physical Education and School Sport' Book (See Director of PE for copy)

## **L     Programme of support for NQTs in the teaching of PE**

All NQTs received training from PE lead E Rice on 28.08.2020. During this training, staff were shown how to:

- Access online resources
- Set high expectations during PE lessons
- Enter and exit their designated area for PE
- Access equipment should they need it
- Effectively deliver a high-quality PE lesson using an example KS2 plan and the use of role play

All NQTs had an opportunity to participate in a question and answer session to support their subject knowledge.

NQTs are encouraged to observe more experienced members of staff to support their professional development. E Rice will observe NQTs in the teaching of PE once a term and feedback their strengths and any areas for development.

