



# Physical Education Policy

“Physical Education is about pupils learning about themselves: their capabilities, their potential and their limitations. It is the foundation of all sports participation. But it goes beyond the individual and understanding themselves – it is learning how to work with and respect others.”

Lucy Pearson, England Cricketer and Teacher

Version	Date	Actions taken	Person responsible
1	10.12.15	Policy Updated	
2	30.09.18	Policy Updated	NS and JA
3	30.4.22	Policy Updated	CS and NS
4	7.9.22	Policy Updated	NS and CS
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## **Introduction**

Our Physical Education curriculum is designed to be progressive, developing pupil's knowledge, skills, understanding and physical competence. It is our intent that all pupils will enjoy being physically active and build positive attitudes and resilience when involved in physical activities. The curriculum promotes the importance of a healthy lifestyle and a balanced diet and ensures that pupils are aware of the link between physical activity and good mental health. The curriculum also teaches pupils how to cooperate and collaborate with others as part of a team, understand fairness and demonstrate good sporting behaviour as an individual participant, a team member and a spectator. Our intention is that pupils leave Queens' Federation with the physical literacy, confidence and motivation to continue participating in physical activity, setting the foundation for a healthy, active and fulfilling life.

## **Aims**

Physical Education enables pupils to:

- develop physical competence and to help promote physical development
- develop an appreciation of skilful and creative performances across the areas of activity
- know about, value and understand the benefits of participation in physical activity whilst at school and throughout life
- produce both creative and skilful solutions to problems
- grow in self confidence and personal satisfaction through involvement in physical activity
- build resilience, perseverance and the ability to embrace challenge
- develop personal and social skills, including cooperation and sensitivity to others
- develop qualities of commitment, fairness and enthusiasm
- develop planning, performing and evaluating skills in all areas of the PE curriculum
- improve personal physical skills as well as team performance
- have regard for instructions, rules and be able to put these into practice for safety at all times
- understand and recognise the effects of physical activity on their bodies and the health benefits of an active lifestyle
- develop positive attitudes towards physical activity
- encourage a broad range of physical activities and sports

## **Curriculum Content and Progression**

We place a high value on the skills that pupils develop through the curriculum, and want to ensure that a right concern for curriculum coverage never comes at the price of failing to extend pupil's skills as lifelong learners.

### **Foundation Curriculum**

Physical Development in the Early Years Foundation Stage is about improving skills of co-ordination, control, manipulation and movement. Physical development has two other very important aspects. It helps pupils gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps pupils develop a positive sense of well-being.

### **Key Stage 1**

During KS1, pupils develop fundamental movement skills and extend their agility, balance and coordination: individually and with others. They start to work and play with other pupils in pairs and small groups. They have the opportunity to engage in competitive (both against

self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

## **Key Stage 2**

During KS2, pupils 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, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

## **Curriculum Organisation**

Under the National Curriculum 2013, pupils should be taught to:

Key Stage 1:

- 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:

- 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**

In particular, 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

## **Planning**

The school follows the 'GetSet4PE' scheme of work, which provides full coverage of the National Curriculum for PE in Key Stages 1 and 2. Where staff wish to, they are free to adapt or augment the scheme with their own ideas and activities. The subject leader will support the teachers as appropriate in the planning and delivery of the curriculum and in monitoring the quality of teaching.

## **Continuity and Progression**

Continuity refers to the repetition and consolidation of essential elements, for example:

- a) basic skills and body control required in the different areas of activity –

- e.g. sending and receiving in games, body tension and extension in gymnastics, rhythmical movement and expression in dance.
- b) linking movement together – e.g. series of actions into a sequence, collect, travel and pass a ball.
  - c) rules and procedures for safe activity – e.g. handling apparatus in gymnastics;
  - d) principles of health related exercise and an active life style;
  - e) observation and evaluation of physical activity.

Progression is central to our Physical Education curriculum, ensuring that pupils build on prior learning and develop their skills, knowledge and understanding in a structured way as they move through the school. Progression of physical learning experiences will be related to physical growth and development, as well as key principles underlying the progression of material within an activity area. Progression should be based on providing pupils with progressively challenging but realistic learning experiences, which reflect their physical, social, cognitive and emotional stage of development.

The basic principles of changing space, equipment, people and the specific movement activity will provide the framework for progression. For example, in gymnastics, progression will be achieved by increasing the difficulty of the movement, combining movements into a movement phrase or sequence, taking the movement / sequence onto a single piece of apparatus or combined apparatus and by adding a partner/ group. Pupils' planning and evaluating skills will also be developed through progressive learning experiences. Progression will be based on the complexity of the task, people involved and the detail of either the planning or analysis required. Each unit is carefully sequenced to revisit and consolidate fundamental movement skills before applying them to more complex activities, games and sports.

### **Time Allocation**

The school is committed to providing all pupils with at least two hours high quality Physical Education lessons a week. This consists of two weekly 1 hour lessons and up to thirty minutes a day of additional physical activities aimed at improving speed, agility, coordination, balance and fitness. The Daily Mile is incorporated into this daily schedule with county challenges accessed.

### **Teaching and Learning Strategies**

Pupils will be involved in performing, selecting and applying, evaluating and using the information to improve performance, and developing their understanding of fitness, health and wellbeing. Children will have an opportunity to participate in:

- open / divergent tasks, which provide pupils with the opportunity to explore, create and solve problems
- closed / practice type tasks, which enable specific skills to be developed and refined
- observation and evaluation type tasks, which provide the opportunity for pupils to develop their knowledge and understanding of what makes an effective performance and use the information to improve their own performances
- partner and group tasks that provide opportunities to collaborate, practise teamwork and learn from peers.

Differentiation may be by outcome – pupils finding their own response to a set activity – or by task – different or modified tasks being set for different individuals or groups of pupils, or

a combination of task and outcome, for example when working in differentiated groups or pairings.

### **Cross-Curricular Links**

Wherever possible, teachers try to make links with other areas of the curriculum, within PE lessons.

Examples might include:

- History and Geography - topic related dance
- Music – exploring and responding to music within dance sessions
- Science – the effect of exercise on pulse rate and breathing
- PSHCE – the importance of a healthy lifestyle and wellbeing

### **Contribution to Other Areas of the Curriculum**

- Physical education provides the opportunity for the development of personal values including the difference between right and wrong, trust, being fair to others and the ability to follow simple rules safely for the benefit of themselves and others.
- Participation in physical education relies on individuals liaising and working together. The development of social skills is an integral part of physical education, including cooperation, collaboration, teamwork, communication, personal commitment, responsibility and loyalty.
- Physical education provides the opportunity for pupils to appreciate the traditionalism and cultural values that are integral to sporting activities. Dance enables pupils to explore and express ideas, thoughts and feelings in relation to a range of cultural contexts as well as appreciate dance from different cultures, times and places.

### **Promoting Key Skills**

In addition, the physical education curriculum provides opportunities for the promotion of our school values, as well as opportunities for:

- **Communication** – through a range of partner, group and team tasks including exploration, creative, problem solving, evaluation and feedback activities.
- **Application Of Number** – through the measuring of performance, including heart rate, understanding of shape and relationship e.g. symmetry and asymmetry.
- **Computing** – through the use of digital imagery within the evaluating and improving aspect of the curriculum and using information from the intranet to develop knowledge and understanding of skills, tactics and compositional ideas.
- **Teamwork** – through working with partners or in small groups/teams to complete a range of tasks including creative, problem solving, skill practices, team games and evaluation activities.
- **Improving Pupils' Own Learning and Performance** - through self and peer evaluation activities, which encourage pupils to use the information to improve performance; independent learning activities which encourage pupils' to draw and use their skills, knowledge and understanding.

- **Problem Solving** – through structured open-ended tasks, which allow pupils’ to explore, plan, perform, reflect and adapt their response in relation to the set task, individually and in different sized groups.
- **Leadership** – through organising small groups, leading warm-ups and supporting others in learning new skills.

#### **Promoting Other Aspects**

- **Thinking Skills** – through exploring, planning and creating movement responses to set tasks, reflecting, evaluating and then refining/adapting their performance, practically and orally sharing their work/ideas with others. Pupils are required to think in different ways including artistically, aesthetically, competitively, strategically and tactically.
- **Enterprise And Entrepreneurial Skills** – through encouraging the willingness to explore and consider alternative ideas and views in dance and gymnastics; to develop pupils social skills, self confidence and independence.
- **Work-Related Learning** – through developing the understanding of the different roles within physical education and sport e.g. performer, referee, coach, manager, choreographer, sports journalist, commentator etc.
- **Education For Sustainable Development** – through developing an understanding of health and fitness and utilising this knowledge to make informed decisions about adopting a healthy lifestyle and life-long learning.

#### **Health and Safety**

Teachers have an additional duty of care in physical education, which is met through fulfilling their responsibilities within the teaching and learning strategies section of the policy. Pupils must be made aware of all safety issues related to physical education including the assessment and management of risks.

Safe handling and use of all equipment will be taught and encouraged at all times. For example specific procedures for lifting, carrying and placing apparatus correctly:

- a) bend knees, back straight to lift and lower;
- b) always travel in a forwards / sideways direction – be able to see in the direction they are travelling;
- c) placement of apparatus carefully in position;
- d) carry apparatus at waist height, not lifted high.

Teachers must establish safety rules and procedures with pupils e.g. checking of the apparatus prior to use, starting and stopping signals, stopping and moving off apparatus to sit and listen to instructions.

In addition, teachers check equipment and the working space prior to the start of activity to ensure the teaching / learning environment is safe. Any damaged equipment or gymnastic apparatus is reported to the PE Subject Leader and removed and / or labelled and not used. An inspection of the PE apparatus including the outside adventure play equipment is completed annually by an external contractor.

Safe preparation is an integral part of every lesson. The warm up will involve:

- a) mobility exercises to prepare the joints;

- b) pulse raising activities to prepare the cardiovascular system;
- c) stretches to prepare the muscles and associated ligaments / connective tissue.

Specific muscle groups should be used that relate to the anticipated activity and bring about a full range of motion.

The warm up should be gradual and sufficient to increase muscle / core temperature without causing fatigue or reducing energy stores. Aerobic activity which incorporates mobility of the joints should be completed prior to stretching.

Weather conditions are monitored for outdoor lessons, with adaptations made where necessary.

Risk assessments are carried out for all PE activities that take place off-site, such as sporting events.

Within physical education, teachers must adhere to the school accident and emergency procedures. (See appendix, which outlines specific safety rules and accident procedure for the swimming pool)

All adults teaching swimming must have successfully completed the Cambridgeshire County Council Resuscitation Training, which is renewed annually.

The school, as part of Cambridgeshire LEA, adopts Safe Practice in Physical Education and Sport (2016) as its policy on Health and Safety.

### **Swimming Safety**

For all safety guidelines regarding the swimming pool, read “Procedures for Swimming” (see Appendix). Safety guidelines are also displayed by the swimming pool.

At all swimming lessons, an adult must be present who has:

- attended resuscitation training
- completed DIP training (rescued a ‘dummy’ from the bottom of the pool)  
(these must be updated annually)

At all swimming lessons, at least two adults should be present.

Teachers are asked to ensure that all members of staff and parents who help with swimming are fully informed about safety procedures each year.

In case of evacuation, pupils should take their towels and shoes, which they sit with and leave by one of the two exits in the swimming pool.

### **Injured or Unwell Pupils**

In the event of an injured or unwell pupil, ensure that your class are familiar with the following procedure:

- Instruct the rest of the class to sit quietly and calmly while the teacher attends the injured or unwell pupil. Use a well-known signal – e.g. 3 blows on the whistle. If there is any cause for doubt, do not move the pupil.

- If necessary, send a pupil to the office and / or the nominated first aider for assistance. If urgent, the pupil should take a red card to the school office. These are found in every room.
- Record all accidents in the accident book and complete an accident / bumped head letter to inform parents.
- For serious injuries, an accident report form will need to be completed. This is completed online in the school office.

### **PE Kit**

Pupils come to school wearing their PE kit on days when PE lessons take place.

### **Prescribed Kit**

- Suitable pair of trainers for outdoor activities
- White or plain coloured socks
- Black shorts
- Plain white t-shirt / Logo t-shirt

For outdoor games in winter, children should wear a pair of black jogging bottoms and a school jumper or fleece. A swimming costume / trunks and a towel are required for the summer term if swimming lessons are taking place. Footwear must be secure, supportive and suitable for the activity.

### **Procedure When Kit is Forgotten**

All pupils should be included in a PE lesson. If PE kit is forgotten, the pupil will take part in elements of the PE that are deemed safe by the class teacher. Class teachers should follow up pupils who persistently forget their PE kit with parents / carers.

### **Check Points**

- Long hair needs to be tied back.
- T-shirts should be tucked into shorts for added safety.
- All jewellery should be removed, including earrings. Staff should not take out or put in earrings. It is not safe to cover earrings with tape.
- When working in the hall, pupils should work in bare feet or plimsolls. If a pupil has a verruca, then plimsolls should be worn.

### **Non-Participants**

PE is an important part of pupil's development and all pupils should take part in the lesson unless excused with a note or medical problem. In these cases, pupils will be involved in a non-physical manner – e.g. assisting groups with planning or composing, observing and giving feedback to help improve performance / skills. In this way, they will not miss out on the teaching points of the lesson and keep up with the progress of the class.

### **Equal Opportunities**

Equal opportunities within physical education reflect the whole school philosophy on equality of access and opportunity. Curriculum planning and the teaching of physical education will take into account the pupil's age, attainment, gender, ethnicity and special educational needs to ensure the learning environment and experiences enable each pupil to achieve their full potential. The contribution all pupils make will be acknowledged and

valued; gender stereotyping will be challenged along with discrimination in relation to ability / lack of ability.

### **Assessment, Recording and Reporting**

Assessment of PE takes place at the end of every unit of work. A set of expected assessment criteria have been identified for each unit. Pupils are assessed as 'below the expected standard', 'just at the expected standard', 'securely at the expected standard' and 'above the expected standard' with the teacher making judgements of the children's learning throughout the topic. The PE Subject Leader collates the assessment judgements and uses them to inform future planning and areas for staff and pupil development. These judgments are also incorporated in the pupil's end of year report.

### **Review and Monitoring**

Monitoring of physical education will be the responsibility of the Federation's leadership team, PE Subject Leader and governors.

Monitoring will be carried out by using:

- a) teachers' planning and pupil assessment
- b) classroom observations
- c) discussion with pupils
- d) checking the storage and quality of the resources

### **Inclusion and Equal Opportunities**

For further information, see the School's Inclusion Policy. The physical education curriculum should be accessible to all, taking into consideration pupil's age, physical development, attainment, gender, ethnicity and special educational needs to ensure the learning environment and experiences enable each pupil to fulfil their potential.

The school seeks to provide effective learning opportunities for all pupils, including:

- setting suitable learning challenges – every pupil should have the opportunity to experience success in learning and achieve as high standards as possible
- responding to pupil's diverse learning needs
- overcoming barriers to learning and assessment for individual and groups of pupils.

The school follows the National Curriculum documentation, ensuring that:

- pupils are able to participate in clothing appropriate to their religious beliefs
- boys and girls are able to participate in the same curriculum
- gender stereotyping is avoided when organising pupils into groups
- the interests and concerns of both boys and girls are taken into account by using a range of activities and contexts for learning
- pupil's full participation in learning and physical activities is planned for by providing adapted, modified or alternate activities, specialist aids or equipment and sufficient appropriate support

### **Sport Premium Funding**

The government has allocated funding to all primary schools to be spent on developing Physical Education and School Sport. This funding is being given directly to schools, based partly on the number of pupils from Year 1 to Year 6, and each school is free to decide how the money will be spent.

Details of how this money is being spent can be found on the school website. Impact of the funding is reviewed annually by the Subject Leader, with new development priorities identified for the next academic year.

### **Community Links**

The Federation has developed a range of contacts with local sports clubs and coaches and extra-curricular activities are provided by a range of external providers. The school follows county guidance on Using Adults Other than Teachers in school.

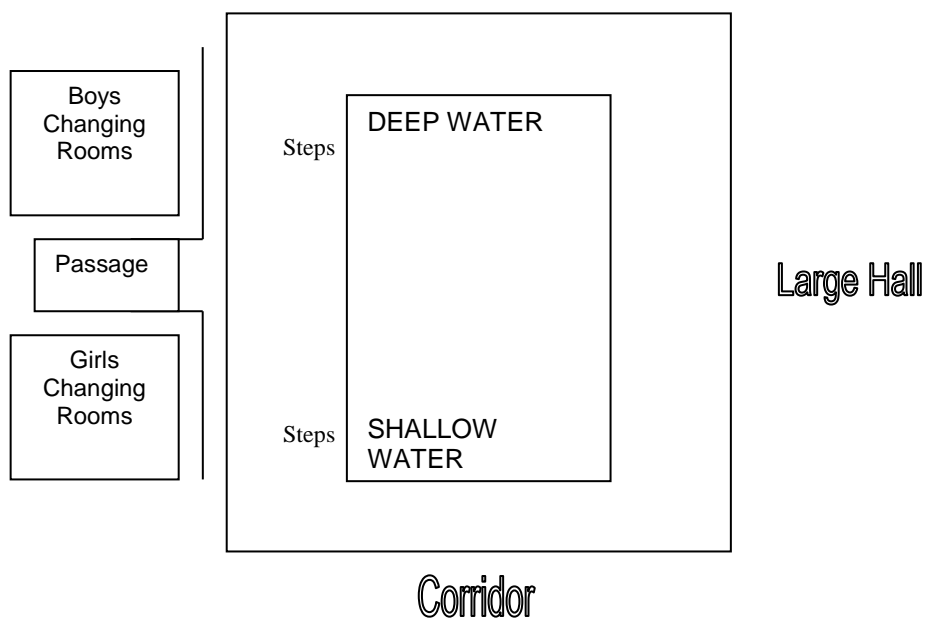
### **Policy Review**

The policy and scheme of work will be reviewed bi-annually by the Curriculum and PE Subject Leaders.

## **Appendix 1                      Procedures for Swimming**

### **Details of the Pool**

Queen Edith has an outdoor pool with a shallow end 2' 9" in depth and a deep end 4' 9" in depth. The pool is 15.40 m in length and 6 m width.



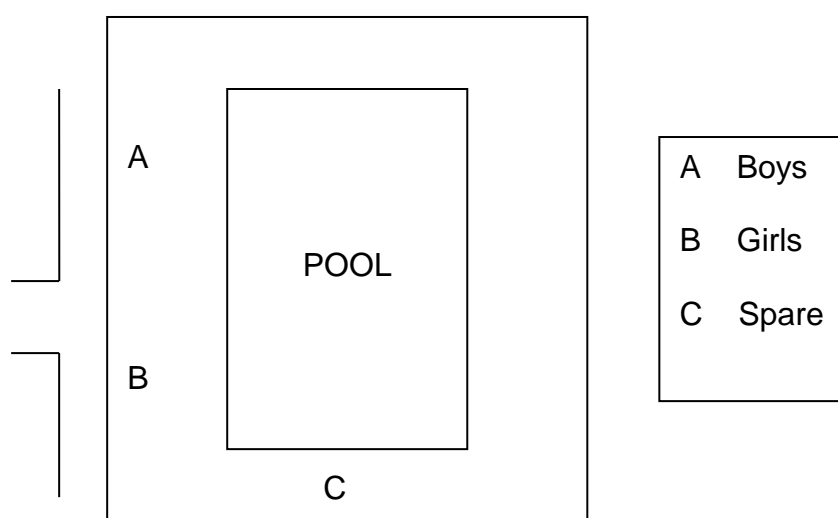
During the summer term when swimming is in progress, equipment is stored in the swimming pool areas under cover near the door to the bins. The first class to swim in the

day will set out the equipment by the poolside and the final class to swim each day will return it to the passageway. After each session, all equipment should be returned neatly to its correct container and must not be left in the pool.

### **Procedures for Children to Follow**

Children may only enter the changing rooms when authorised to do so by the class teacher. Children should change quietly and sensibly and use the toilet before leaving the changing room.

Once changed, children must take their towel and footwear to the platform areas by the pool as shown in the diagram overleaf.



- Children may only enter the pool area / water under supervision of the teacher.
- Children requiring medication, such as inhalers for asthmatics, should bring these to the poolside.
- Children must not dive in either the shallow or deep water areas.
- Children must behave sensibly in the water at all times – no ducking/splashing etc, and work quietly.
- Children must follow safety whistle signals
  - When the whistle is blown once, the children must stop work and stand still/tread water to listen to the teacher.
  - To evacuate the pool at the end of the session, the whistle should be blown once and the children instructed to swim or walk to the side of the pool nearest the changing rooms. Children must leave the pool by the steps one at a time unless otherwise directed.
  - When three whistles are blown consecutively, the children must swim or walk to the nearest side of the pool immediately and wait, because emergency procedures are taking place. The children do not talk or leave the pool unless instructed to do so by the teacher.
- At the end of the session, the children should exit the pool area using the fire exit when instructed to do so.

### **Procedures for Teachers to Follow**

- A minimum of two adults must be present at all times – one of whom must be trained this year in deep water recovery and one of whom must have attended this year's resuscitation training.

- Children receiving medication which may affect their ability to swim, or who suffer from conditions such as epilepsy or diabetes, must be watched by an assigned adult at all times.
- The door to the corridor must be unlocked, as well as the door to the changing rooms.

#### **The class teacher must...**

- Be familiar with and instruct additional helpers about safety procedures.
  - Check the risk factors in and around the pool before the lesson begins.
  - Make the children aware of the shallow and deep water areas at the beginning of the unit of work.
  - Assess the children's ability in the first week of the unit of work and base groupings upon this.
  - Follow the county regulations that the children must be able to swim 100m if the lesson is to be conducted in water too deep for the child to stand.
  - Ensure that the whole pool can be observed at all times.
  - Have the safety pole and first aid kit within easy reach during the lesson.
  - Conduct the lesson using a whistle.
  - Check the number of children in the group before, during and after each session.
- The lowest water temperature in which children can swim is **54F**.

#### **Emergency Procedures**

All class teachers and additional helpers must be familiar with the emergency procedures to be followed in the event of a child being in serious difficulty in the pool.

1. The class teacher is to blow the whistle three times. The children in the pool should automatically swim / walk to the nearest poolside and hold on to the edge of the pool.
2. Immediate action must be taken to rescue the child – either by using the safety pole or entering the water.
3. The second adult must check that all the other children are holding the poolside and are in no danger.
4. One adult must apply resuscitation techniques as necessary.
5. The second adult must be prepared to send a message to the office or another member of staff. Two card notices are available at the poolside.
  - i) The red card entitled "**SWIMMING POOL**" means urgent assistance required.
  - ii) The red card entitled "**SWIMMING POOL: AMBULANCE**" means urgent assistance required and send for an ambulance.
6. The pool should be cleared calmly and safely using the steps only.

#### **The Swimming Pool - Resources**

The trolley is kept undercover in the swimming pool area. It contains the necessary floats and other equipment used for PE, as well as suggested lesson plans and emergency procedures. Access to the swimming pool is chiefly through two main doors: the first is from the changing rooms and the second is from the corridor. Both should be open during lessons to allow for easy evacuation. The keys are kept in the Deputy Headteacher's Office.