



P.E. Policy



Date of acceptance by governors: 19.3.23

Scheduled review date: Summer 2025

Introduction

At Hunloke Primary School we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education (PE). PE should provide opportunities for all pupils to become physically literate and confident in a way which also supports their health and fitness. Children should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active lives as well as the values of sportsmanship, fairness and respect through the sports and activities they undertake.

It is our aim to:

We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.

We aim to consistently delivery of high-quality PE lessons which are exciting, challenging and enjoyable and provide many varied earning opportunities

By

- Developing knowledge, skills and understanding across a range of sporting activities.
- Engaging in moderate to intense physical activity over sustained periods of time.
- Participating in competitive sports and activities.
- Learning about leading healthy and active lives, picking up positive habits for their future lives.
- Competing in games and activities in a collaborative team.
- Developing Staff competence and confidence in the delivery of high-quality PE lessons
- Promoting safe practice in all activities.
- Using sport to build pupils self-confidence and self-esteem.
- Encouraging involvement in extra-curricular sporting activities and develop community and club links
- Increasing participation in competitive sports both in and out of School.



Objectives

Through careful planning and preparation, we aim to ensure that throughout the school children are enabled:

- To encourage pupils to use creativity and expression
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body and links to mental health awareness.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Assessment & Recording

Assessment is carried out by the teacher for the whole class at the end of each unit. The assessment will focus on four strands: skill development, movement, team games and outdoor and adventurous activities. Swimming will be assessed by the swimming instructors at the Centre and fed back by staff. EYFS will record as part of the ELG assessment.

Teaching Guidelines

Physical education, experienced in a safe and supportive environment, provides vital contribution to a pupil's physical 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.

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

Teaching styles incorporate a variety of individual, paired and group activities. Pupils work in co-operative, collaborative and competitive situations that aim to cater for the strengths and needs of every pupil. These, experienced within a range of areas of activity, aim to promote the knowledge, skills and understanding of movement skills. In this way a pupil's ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background is also developed.

Pupils are also provided with opportunities to develop their creative and expressive abilities through dance and improvisation. They are encouraged to appreciate the



importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

At Hunloke Park Primary School, we value the development of staff pedagogy, skills and knowledge. For this purpose, professionals from outside agencies may be invited into school to work alongside the class teacher in planning and delivering PE lessons. Outside agencies may also be used to deliver PE in order to enhance and develop our pupils' physical education and experiences.

Early Years Foundation Stage

'Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.'

The Early Learning Goals for Foundation Stage pupils

Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals taken from the EYFS framework are:

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Children access a range of daily activities to develop their fine motor skills, like 'funky fingers' activities and 'dough disco'. By providing opportunities for children to play games both indoors and outdoors, children are supported to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. In addition to this, they also have a weekly PE lesson. In the Autumn Term, Reception children follow 'Jungle Journey' to support the development of their fine and gross motor skills.

Key Stage One and Two

The physical education curriculum at Key Stage One and Key Stage Two follows the Key Stage One and Key Stage Two National Curriculum for Physical Education. The



National Curriculum does not specify sports which must be covered, except for swimming at Key Stage Two, but does specify skills which should be taught. Teachers should refer to the school long-term PE plan to see the sports through which it has been agreed our pupils will develop these skills.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking physical activities. To ensure safe use of apparatus children will be taught about its appropriate use, movement and placement.

It is the collective responsibility of school staff to report any equipment or apparatus they deem to be potential hazards to the PE coordinator or Head teacher.

It is of paramount importance that all staff teaching PE are aware of any pupil's medical needs which may be heightened during a PE lesson such as asthma. The necessary precautions should be taken and pupil's inhalers should be within easy quick access of the PE lesson location.

Foundation Stage teachers should have a good knowledge of and adhere to the 'statutory framework for the early years foundation stage' (September 2014) which outlines safeguarding and welfare requirements for the foundation stage.

Earrings must not be worn in PE.

PE Kit

All pupils should be provided with a separate bag for their PE kit.

For indoor PE activities the kit should contain: A t-shirt (team colours), shorts, plimsolls (preferably black), a hair tie (if necessary).

For outdoor PE the kit should contain: A sweater top, a t-shirt, jogging bottoms/ leggings, trainers, a hair tie (if necessary).

Pupils and staff teaching and supporting PE are expected to wear suitable clothing for all types of physical education. Pupils should always have long hair tied back and t-shirts tucked-in, especially when using gymnastics apparatus. Inappropriate clothing and footwear, such as hoodies and ill-fitting shoes should be discouraged to ensure safe access to lessons. Earrings and any other jewellery, including watches, should be removed for PE. Teachers should communicate with parents at the earliest opportunity when appropriate PE kit is not in school asking for the appropriate kit to be provided. Pupils who do not have the appropriate kit or earrings are not removed children may not be able to take part in the physical activities of the lesson.



At Hunloke Park Primary School we believe that the PE kit is an intrinsic part of the school uniform which can help children feel proud and ready to learn when the above standards are adhered to.

EXTRA-CURRICULAR ACTIVITIES

Activities are organised and provided for children at breaks and lunchtimes to complement their physical education in class. This helps students to stay alert and attentive in class, as well as providing other educational and social benefits.

Children in Year 5 are given leadership training through Mini-Leaders. Part of their duties are to plan, organise and deliver sporting activities to other children during break times.

After school sporting clubs are also available to pupils and will be developed by either Hunloke Park staff or outside agencies. These are again designed to complement the physical education delivered within the curriculum but also allow children access to inter-school competitions.

Please see note on behaviour policy for Clubs.

ROLE OF THE CO-ORDINATOR

To liaise with all teachers, headteacher, governors, teaching assistants, outside agencies, parents and where applicable support teachers within school.

To help class teachers to establish suitable programmes of progression which ensure continuity throughout the school.

To establish relevant resources within the school and make staff aware of the availability and suitability of these materials.

To formulate a school policy which shows regard for the National Curriculum and current guidelines

To increase their own and colleague's awareness of developments in current practice.

To organise any in-service training in school when require.

To have whole school tracking up to date in Autumn and Summer term.

To organise and support outside agencies with clubs and extra-curricular activity.

To write and update budget for sports.

Snap Shot

Intent – Enjoyment, Skills, Participation, Health

Implement – Engaging lessons, extracurricular clubs, inter- school matches and events, inspiring visitors.

Impact – Positive pupil voice, improved formal assessment, participation numbers, and awards.