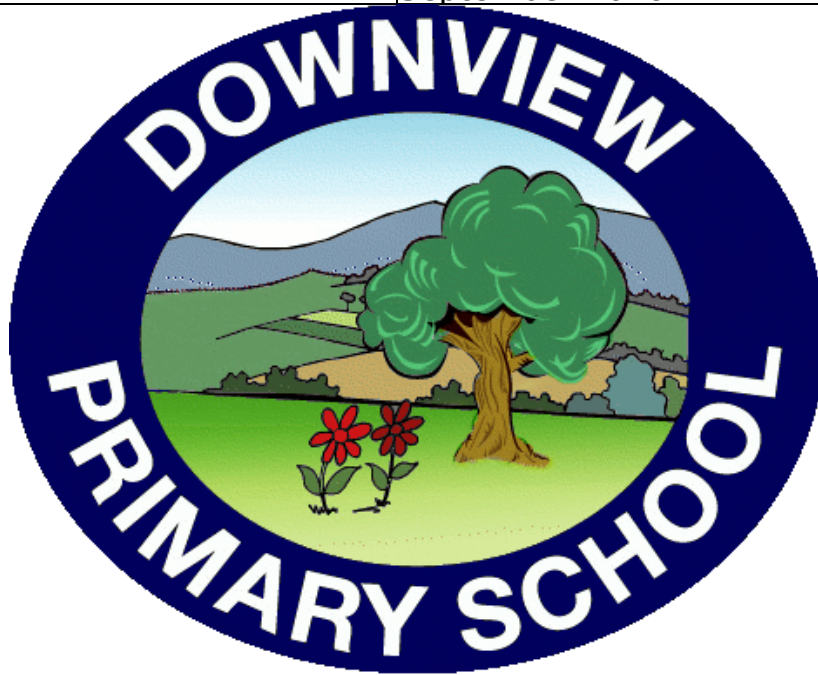


Lead member of staff	Head Teacher
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Physical Education Policy

September 2024

Downview School: Physical Education Policy

Introduction

At Downview Primary School we believe that Physical Education has a vital role to play in the physical, social, emotional and intellectual development of our children. Our aim is to ensure all children achieve their full potential. Embedded in our PE we focus on the Olympic Values- excellence, respect, friendship, fair and effort. Together, these give the drive to participate, compete and excel in sport which is encouraged throughout the school. This in turn, helps to mould pupil's character. Positive participation in P.E will enable the children to build self-esteem, teamwork and promote a positive attitude towards their own bodies and a healthy lifestyle.



Aims

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

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

At Downview we believe physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. This may include representing the school in both competitive and non-competitive sports events. Positive participation in P.E. helps children develop self-esteem, strengthen teamwork skills, and foster a positive attitude towards their bodies and overall health and wellbeing.

Through P.E. we can also:

- Improve pupils' skills in Literacy, Numeracy and ICT
- Develop pupils' critical thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

Organisation of P.E. within the Curriculum

At Downview we follow a P.E. scheme of work called 'Jasmine Real PE'. Jasmine is a primary PE digital platform which supports teachers and pupils in their real PE and real gym and dance lessons. This teaching and learning resource also serves as a planning tool, designed to bring lessons to life in a fun, engaging, and creative way for our children.

What does Real P.E. gives us?

- This programme inspires staff through high-quality training and ongoing support, building their confidence and developing the skills needed to deliver an outstanding PE curriculum that engages, challenges and supports every child. Whole-school and subject leader training are included.
- It provides a flexible and progressive whole school curriculum with a clear Intent and progression of skills aligned to the National Curriculum. The Real PE platform provides interactive PE Schemes of Work to support planning and lesson delivery through lesson plans, video support, music and other supporting resources, all of which are designed to align Intent, Implementation and Impact.
- It supports the successful implementation of the curriculum intent through a clear teaching and learning framework that identifies the key teaching practices needed to develop pupils' positive behaviours, skills and knowledge. This approach ensures that every child feels valued, included, challenged and supported in their learning.
- Real P.E. focuses on the 'whole child' which develops;
- Physical, social, personal, health and fitness, cognitive and creative behaviours which is portrayed through a cog system. Each cog must turn for the whole 'machine' (child) to work.



Teaching & Learning –

All classes are expected to do 2 hours a week of curriculum PE and 60 minutes of physical activity daily. Staff have been upskilled in P.E due to specialist P.E teachers leading weekly CPD lessons. Teachers will deliver an engaging curriculum where we aim to:

- Develop a positive attitude to participate in physical activity, increasing their self-confidence and self-esteem in a safe and enriching environment.
- Encourage children to work and play with others in a range of group situations.
- To develop the way children perform skills, and apply rules and conventions, for different activities.
- Set personal targets for themselves and compete against others individually and as team members, being able to evaluate their own and others performances.

•To teach children to recognise and describe how their bodies feel during exercise and the link between P.E and leading a healthy lifestyle.

KS1 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.

KS2 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.

Swimming In Years 3-5 the children participate in swimming lessons at Felpham Arena. By the end of Year 6 all children are expected to swim 25m unaided. We offer top up swimming sessions to Year 6 children who haven't achieved this requirement.

West Sussex West School Sport Partnership

Part of the Sports Premium money we use goes towards the WSWSSP. It ensures that children have the opportunity to represent the school in a range of competitive and inclusive events. Pupils can enjoy and participate in activities on their school site and work and compete with other schools at central venue events.



The role of the P.E co-ordinator is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing P.E.
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Monitor and evaluate the learning and teaching of P.E.
- Develop assessment and record keeping ensuring progression and continuity
- Keep abreast of developments in the teaching and learning of P.E.

60 Active minutes

To help motivate the children to undertake their 60 active minutes we have introduced the 'Golden Mile scheme'. We use class Fitbits to encourage physical activity. Each day, one child wears the class Fitbit and records the number of steps they have achieved at the end of the school day.

Each class will take part in a Daily Mile activity, spending 10 minutes each day running, walking or skipping. At the end of each half term, Year 6 Daily Mile Monitors will calculate the total distance travelled by each



class. A trophy will be awarded to the KS1 and KS2 classes that have collectively travelled the greatest distance.



In 2019 Downview purchased and installed an all-weather running track. The track was constructed to help children build a healthy relationship with physical activity. Being more active during the day is key for children's physical and mental health and helps improve concentration and behaviour.

It also helps promote the children's personal challenge of seeing if they can beat their step count and how many laps they run around the track.

Children can also use the track during playtimes even in the winter months when the field is too wet.

The track is marked with a start and finish line which measures a mile. The children can use this to record how far they have run.

Challenges are also set to see if a mile can be completed in a set time.

The track is also used in P.E. lessons and (when permitted) morning and after school clubs like running, bike and scooter club.

The track is a great motivator and helps promote a love for running.

Extra- Curricular

Full range of breakfast and after school clubs planned to be offered to promote sporting activities.

Aim to develop the children's resilience, social skills, confidence, communication skills and increasing physical activity.

Raising the Profile

Assemblies will be used to celebrate and promote sporting achievements from the previous week, including both internal and external competitions. Match reports will be shared, and certificates, medals and trophies will be presented to recognise pupils' successes. Outstanding performances, such as dance routines, will also be showcased.

Photos and mini match reports will be printed in our newsletters and pictures placed on the screen at the front reception of the school.

Assessment

Comments are recorded for children who make significantly different progress (ie. working towards or working beyond stepping stone/early learning goal/level).

The best-fit level is recorded at the end of the year.

SEN

Children with special educational needs (SEN) take part with their peers. When not possible, children with SEN take part in appropriately, modified activities alongside their class. The REAL P.E. scheme of work makes sure all children are involved in the P.E.

lesson.

Gifted and talented children take part in extension and enrichment activities in lessons and extra-curricular activities.

Equal Opportunities

All pupils at Downview have equal access to the facilities available, regardless of gender or nationality. When working in groups the teacher ensures that children take turns and share the equipment fairly. Teachers also give pupils opportunities to work individually to complete tasks by themselves.

Extra opportunity for PPG and SEN children

Once a week all PPG and some SEN children have the opportunity to take part in a multi-skills lunchtime club. The children get to experience a range of skills focusing on the basic fundamental movement skills. In the Autumn Term a SEN Sports Intervention takes place once a week to help develop the children's social and communication skills.

Health and Safety

Class teachers ensure that:

- All jewellery is removed.
- Long hair is tied back.
- Children are wearing appropriate PE kit to participate safely. Shorts or leggings and short sleeved t-shirts must be worn when using gym apparatus.
- Children work in bare feet for dance and gymnastic activities in the hall. A plaster may be offered for a verruca that is sore.
- Children move quickly and quietly to the hall, field or playground.
- Children manage and use equipment appropriately, with care and respect.
- Equipment is returned to its place.
- Children bring a note from a parent/guardian (or parents see teacher) if they request to be excused from taking part practically in the lesson.
- Wet weather
 - Games, athletic and outdoor and adventurous activities are taught outdoors.
 - Lessons are rearranged to another time in the week, (where possible), when the weather will have a detrimental effect on teaching and learning or create a health and safety risk. e.g. too cold, too wet, icy, slippery surfaces.
 - Modified or different activities are taught in the hall if the weather is persistent and hall time is available.
- Safe practice
 - Teachers are familiar with national guidance in 'Safe Practice in PE'.
 - Teachers follow school policy for accident procedures.
 - Teachers are aware of any medical conditions and necessary action to be taken from school medical records.
 - Teachers carry out appropriate risk assessment before starting PE lessons (eg. the floor/playing surface and equipment are safe).
 - Children are supervised at all times in lessons by a teacher; (teaching assistants and Students are NOT insured to supervise PE lessons. Trainee teachers are supervised at all times in lessons by the Class Teacher.

- Children participate in bare feet in dance and gymnastic activities lessons in the hall. For medical reasons, appropriate trainers may be worn.
- Long hair is 'tied back' and jewellery is removed, including earrings. (Earrings may be 'taped' for religious or medical reasons eg. ears have just been pierced.)
- Organising and managing apparatus for gymnastic activities
- Apparatus is stored at the sides of the hall and is located close to where it will be used.
- Classes are taught how to lift, carry, position and put down apparatus.
- Apparatus cards/plans are introduced in Y2 and used throughout the school.
- Reception and Y1 children/groups manage apparatus in turn (this is speeded up at the discretion of the teacher). Y2 children/groups are taught to manage apparatus independently.
- Apparatus is arranged at angles to each other to encourage varied use of apparatus and good use of space (i.e. no queuing.)
- Dependent on the size/weight of apparatus and age/stature of children, two/four children manage apparatus eg. Four Reception, Y1, and two Y5/Y6 children to carry benches. .
- Towards the end of Key Stage 1, children make safety checks when their apparatus has been set out eg. That mats are flat on floor, that inclined benches/planks are secure.
- Children are taught to use apparatus from different positions (children should not queue for turns).
- Mats are placed next to apparatus where landings are planned.
- Children work on apparatus simultaneously.
- Apparatus is checked by the teacher before children start working.
- Children are taught to finish their action before stopping and sitting on the floor to listen to the teacher.
- If appropriate, the number of children working on apparatus is limited eg. Three pupils using each 'side' of the frame and the height and use of apparatus is restricted eg. Children do not jump off apparatus above a specified height.
- Children are taught to pause in movement to avoid collisions/accidents.
- Children are taught to sit in a space on the floor away from other children and Apparatus between tasks.

Monitoring and Evaluation

The effectiveness of this P.E. policy is monitored throughout the year by:

- Monitoring and evaluating of teaching and learning by the P.E. coordinators through observations.
- Monitoring REAL login activity.
- Pupil interviews/ pupil voice
- Visits from the inspectorate or Local Authority advisory team, consultation with staff.

To be reviewed: September 2028