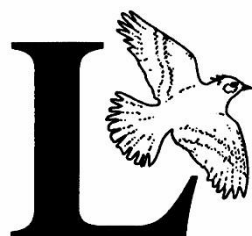


Larkrise Primary School



Physical Education Policy

January 2023

Achieve Excellence**Introduction:**

Larkrise Primary School encourages high levels of participation in Physical Education throughout the school. We believe it is vital and unique in its contribution to a pupil's holistic development. It develops an understanding of the many benefits of exercise, such as co-ordination, control, teamwork and skill through a balanced range of relevant activities, covering Gymnastics, Games, Dance, Swimming, Athletics and Outdoor and Adventurous activities. The teaching of PE promotes an understanding and positive attitude towards active lifestyles in adulthood.

Intent:

Larkrise Primary School recognises the value of Physical Education (P.E). We fully adhere to the aims of the EYFS and National Curriculum for Physical Education to ensure that all children:

- Participate in at least 2 hours of PE per week
- Lead healthy and active lives with an understanding of the effect of PE on their body
- Engage in competitive sports and activities and are encouraged to celebrate sporting success
- Develop competence to excel in a broad range of activities
- Develop interpersonal and team building skills through a sense of fair play
- Are encouraged to participate in before and after school clubs
- Are active during break times and, where appropriate, during lessons

Statutory Requirements:

PE is a statutory subject to be taught as part of the National Curriculum. Although there is no statutory requirement for time spent in PE lessons, at Larkrise we follow the DfE recommendation of 2 hours PE per week. This means that children have access to a minimum of 2 PE lessons per week.

In EYFS PE comes under the aspect of Physical Development. Although there is no requirement for pupils in this stage to do any structured PE lessons, they have 1 lesson per week.

Implementation:

PE is taught as an area of learning in its own right although it can be integrated, where possible, with other subject areas. We teach PE so that children can:

- Have fun and experience success in sport.
- Have the opportunity to participate in PE at their own level of development.
- Secure and build on a range of skills.
- Develop good sporting attitudes.
- Understand basic rules.
- Experience positive competition.

- Learn in a safe environment.
- Have a foundation for lifelong physical activity, leaving primary school as a physically active individual.

Impact:

PE is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that, if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality PE curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At Larkrise, we provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Teaching and Learning:

Teaching styles and strategies provide opportunities for children to participate in a range of activities and evaluate their own performance. Careful planning ensures time is spent in organising and resourcing lessons and activities. Children experience a range of opportunities to work individually, in pairs or in groups over time. There may be a celebration and sharing of individual achievements and a chance to evaluate their own and others' work.

Each class will cover the range of skills outlined within the National Curriculum. They will do this through different areas such as dance, gym, athletics, team games, outdoor activities and swimming. The skills taught are progressive, giving pupils the chance to consolidate and build on previous skills learnt.

EYFS:

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Gross and Fine motor Skills.

Gross Motor Skills:

- 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.

Fine Motor Skills:

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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific PE lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. They participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. These skills can then be built on when children enter KS1. Children participate in a range of Fine Motor Skills every day as well as being taught how to use equipment like a pencil and scissors.

Swimming:

Children in Years 4, 5 and 6 spend one term each year participating in a weekly swimming lesson. The aim is to get all children achieving the National Curriculum targets of

- Swimming competently, confidently and proficiently over a distance of at least 25 metres
- Using a range of strokes effectively
- Performing safe self rescue in different water based situations

Swimming attainment is reported on as part of the annual Sports Premium funding.

Assessment:

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability.

Resources:

PE equipment is stored safely in the PE shed located on the school field. It is locked and only member of staff can have access to the key. One of the keys is kept in the key cupboard in the office and the other is held by the PE subject leader. Staff are advised to inform the PE subject leader of any broken, damaged or lost equipment so that replacements can be ordered.

Equal Opportunities:

At Larkrise we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities.

Inclusion:

At Larkrise we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical

education activities in order to reach their own potential. Research has shown that **all** children participating in PE together results in better outcomes for **all**.

At Larkrise we enter a range of competitive sports via the Chelmsford School Sports Partnership. The PE subject leader will speak to staff to ensure that a range of children are selected for events and that PPG children are targeted whenever possible. For more specific events SEND children or Gifted and Talented children are chosen.

Larkrise also organises a number of class and intra school competitions. This ensures that all children have the experience of taking part in a competition where results are announced and achievements are celebrated.

Health and Safety:

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

- Children must wear appropriate PE kit to participate in lessons. This includes shorts/jogging bottoms and t-shirts/sweatshirts. Suitable footwear plimsolls/trainers must also be worn.
- Children should be bare foot when taking part in gym lessons in the hall.
- Children must not wear any jewellery in PE lessons including earrings and watches.
- Medium and long hair must be tied up securely.
- In UKS2 children are taught about the body changes that occur when they exercise and aspects of hygiene are addressed.
- Staff should wear appropriate clothing when taking part in any PE activity.

Role of the Subject Leader:

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes. Report on the termly CSSP briefings.
- Seek further training and support from specialist teachers and coaches if needed
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum

- Complete the Curriculum Map and Action Plan annually.
- Timetable specialist teachers and coaches where appropriate
- Ensure the PE curriculum resources available to teachers are of a good standard and quantity.

- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- Register the school for various borough sporting events (via CSSP).
- To report on school swimming attainment annually and record this online.
- Organise Sports Day(s) annually.
- Report to the Headteacher and Governors on PE.

Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport's Premium' document and put it on the school website.
- To liaise with the Headteacher to ensure that the Sports Premium money is spent on sustainable resources.

Review date:

This policy will be reviewed and amended as required on a three yearly basis.