



PHYSICAL EDUCATION POLICY

Philosophy

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a PE curriculum that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

Aims

To promote active and healthy lifestyles all children should -

- be physically active.
- adopt the best possible posture and appropriate use of the body.
- engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance.
- understand the need for personal hygiene in relation to vigorous physical activity.
- understand how to be safe when engaging in physical activity.

To develop positive attitudes all children should -

- follow the conventions of fair play and honest competition - linked to the School Games Values: determination, passion, respect, honesty, self-belief and teamwork.
- cope with success and limitations in their performance.
- persevere with and consolidate their performances.
- be mindful of others in their environment.

Role of Curriculum Subject Leader

- With the headteacher, to share a role in the monitoring and evaluation of the PE curriculum throughout the school.
- Ensure PE policies are followed to and relevant CPD is provided to meet needs of staff.
- To encourage other members of staff in their teaching of PE and to give support where appropriate.
- To encourage staff to work within the guidelines laid down in the PE policy.





- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the Policy and Scheme and resources on a regular basis.
- To assist the Headteacher and Governors in the development of the School Improvement Plan.
- To manage a budget to purchase in line with the school's needs.
- To support members of staff in the use of effective planning, assessment and recording systems.
- To oversee an annual inspection of all PE equipment and regularly update new equipment.
- To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, extra-curricular clubs and competitions against other schools.
- Provide resources/schemes for staff to meet the needs of all pupils.
- Work collaboratively with Burton Albion Community Trust with the delivery of PE across each year group.

Entitlement

Children are entitled to high-quality PE lessons. See below for time entitlements. Individual class timetables refer to the lesson times for PE lessons. These are reviewed annually.

PE Curriculum - Intent

The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the National Curriculum 2014. The PE curriculum at Edge Hill Academy is based on these requirements and is detailed on the Long Term and Medium-Term plans. We have purchased 'Primary PE Planning' scheme of work which staff will follow to ensure sequential lessons which provide progression within year groups for each area of PE.

Each year group will learn PE in accordance with the Long-Term planning. This will ensure continuity and progression through school to continue to improve standards in PE.

Planning for PE is initially shown in long-term plans. Lesson plans (annotated from the schemes of work) show more detailed learning objectives and differentiated activities. This can be found in the long-term and medium-term planning.

PE Curriculum - Implementation

At Edge Hill Academy, PE and Games will be taught using a plethora of pedagogy:

- Exposition (demonstration, explanation and instruction) by the teacher to the class, groups or individuals.
- Practical activity and related discussion.
- Co-operative group work.



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- Consolidation and practice of fundamental skills.
- Opportunity to discuss and reflect on their work through a plenary.
- Use of professional/qualified coaching to enhance current provision within school. Burton Albion Community Trust (outdoor games provision).
- Extended high-quality provision through after school activities making use of professional / qualified coaches (e.g. Gymnastics Club, Girls' Football Club, Dodgeball Club, Dance Club etc).
- Use of community facilities - local swimming baths (Meadowside Year 5 as well as using Robert Sutton's sports facilities as and when needed).

The school is a member of the East Staffordshire Sports Partnership and as a result is involved in many sports and competitions that the PE curriculum supports.

Lesson design -

- A statement of the learning objective.
- Teaching the children to warm up safely.
- Giving children leadership opportunities in lessons e.g. leading warm ups/cool downs.
- The teaching of skills and techniques to acquire knowledge.
- The application and adaptation of learnt skills in games activities.
- Modelling of correct technique - either completed by staff member or a child.
- Use of correct and specific technical vocabulary in order to develop pupil physical literacy.
- Performance and evaluation of each other's work via self and peer assessment.
- Work which reflects the learning objective across a sequence of learning.
- Teaching children to cool down safely.
- Teaching children the impact PE has on their bodies in order to lead a healthy and active lifestyle.

PE Curriculum - Impact

Summative and formative assessment in PE is carried out by class teachers and/or Burton Albion Community Trust coaches:

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- Informally during teaching through observation.
- At the end of each unit of work, teachers to complete pupil assessments to update the children's attainment and progress in that area of PE.
- These are used to assist in reporting to the parents and passed on to the following class teacher.
- To inform future planning.

Areas of activity

Games

Pupils should be taught -

- Simple competitive games.
- A variety of ways to send, receive, strike and travel with/without a ball.
- Games which include running, chasing, dodging, avoiding and awareness of space and other players.
- To develop core skills in attacking, defending, invasion, striking and fielding.
- Develop pupils' decision-making in both attacking and defending situations.
- To play small-sided and simplified versions of net/wall and target games.
- The rules of competitive games e.g. cricket, tag rugby, hockey, netball, football.

Gymnastics

Pupils should be taught -

- To use technical vocabulary e.g. pathways, levels, speeds.
- To develop flexibility, strength, technique, control and balance..
- To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing)
- To link movements on the floor and apparatus.
- To repeat movements / develop sequences.
- To understand the terms 'unison and cannon' and apply to their sequences.
- To develop complex movements.

Dance

Pupils should be taught -

- To compose and control movements by varying shape, size, direction, level, speed, tension and continuity.
- Investigate different genres of dance.
- To express feelings moods and ideas.
- To respond to various stimuli including music.

Athletics

Pupils should be taught -



- To develop and refine basic running, jumping and throwing techniques using a variety of equipment.
- To measure, compare and improve their own performance.

Swimming (KS2)

Pupils should be taught -

- To swim unaided, competently and safely for at least 25m.
- To develop confidence in water.
- To develop floating skills and support positions.
- To develop effective and efficient swimming strokes on the front and back.
- To understand and follow basic water safety and survival skills.

Outdoor Activities (orienteering) (KS2)

Pupils should be taught -

- To perform outdoor and adventurous activities in a variety of environments.
- To face physical and problem-solving challenges individually and collaboratively.
- This will be taught in the main through Forest Schools.

Inclusion

In accordance with the school's SEND policy, PE activities are adapted to meet the needs of each pupil.

More Able and Talented pupils and children with *Special Educational Needs and Disability* will be identified through a range of activities. Their needs will be met through the development of individual or group activities that encompass a range of learning styles linked to the PE progression documentation. Where necessary, children will have additional adult support to support their development in PE.

Resources

All teachers have access to centrally stored PE resources. Resources are kept in two locations: indoor and outdoor stores. All PE resources are checked regularly to ensure that they meet health and safety requirements and in addition to this, all resources are audited annually.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's risk assessments and the Association of Physical Education (afPE) book (located in Chestnut class) which is what the school use



to ensure PE is delivered to meet the health and safety requirements needed to keep children safe in PE.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher.
- Children should be given health and safety guidance through the lesson.
- **All jewellery** should be removed and stored safely before each lesson.
- If children wear earrings, they should be taken out by the child. If the child has recently had them pierced, tape will be allowed until the 6-week period of healing is complete. Children must place and remove the tape independently.
- All long hair should be tied back.
- Suitable clothing should be worn for each lesson (see school prospectus for correct clothing). Children should not engage in physical activity without correct kit.
- For indoor PE, children will wear either appropriate footwear or barefoot - this will be down to the teacher's discretion as well as topic being taught.
- For gymnastics no footwear should be worn.
- All children with verrucas should wear pumps.
- Children should come to school in their PE on their PE days.
- Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. They will be given additional coach/leadership responsibilities. Parents will be informed if no PE kit via a phone call or text.

When travelling to sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

- All children wear seat belts.
- All supervising adults to be aware of risk implications.
- All supervising adults that attend swimming to hold a current DBS.
- All transporting adults to be fully insured.
- Parents' permission for taking children out of school obtained prior to event.
- Parent permission for children to be transported by other parents.
- After school competitions children to be transported by their parents or on the school minibus (permission obtained).

Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school.

PHSE

Children need to develop the skills required to lead confident, independent lives and to become informed, active and responsible citizens. Our PE curriculum provides a wide





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range of opportunities for children to develop their confidence levels within each unit of work e.g. working independently, as a group and/or self-peer assessment.

Out of School Hours Provision

Depending on the time of the year, Edge Hill Academy provides opportunities for children in wide variety of areas. These after school clubs are updated and changed on a half-termly basis according to the interests of the children.

All sports clubs (other than girls only clubs which are set up to encourage participation by girls) are open to both girls and boys and are delivered by qualified coaches or teachers who deliver high quality lessons. The provision of after school sports clubs are reviewed every half-term and registers are kept to ensure opportunities are provided for all children.



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