



Elburton Primary School  
PE Policy  
November 2019

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## Statement of Intent

At Elburton Primary School, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. It is our curriculum intent that all pupils are provided with access to high quality PE and sport provision that develops the whole child through enjoyable, challenging and inclusive lessons. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills (social, cognitive, creative, physical and personal) as well as providing them with opportunities to take part in competitive sport.

**“Inspiring today’s children for tomorrow’s world.”**

Our mission statement underpins our belief that inspiring and encouraging young children in sports will help to develop a positive attitude and growth mindset towards leading healthy and active lifestyles through to secondary school and beyond.

## Implementation

-Real PE

‘Jasmine Real PE Learning Platform’ is a coherently planned and ambitious curriculum that is used by all teachers across the school. This curriculum, along with the learning nutrition ensures teachers create a positive environment that will enable all pupils to focus on their learning and the skills they need to be physically and mentally healthy throughout their lives.

### **-Funding**

PE Sports Premium is used to develop Teachers CPD to provide quality PE and Sports provision, and maximise participation in competitive sports. Elburton School is part of the Plymouth School Sports Partnership. This partnership provides Elburton with an external, specialist sports coach to deliver high quality PE lessons alongside the support of the class teacher. The partnership also allows us to take part in a number of competitive level 2 (local) and often level 3 (county) events. Please see Appendix 1 (PE Funding) to see how else the funding supports the provision of PE at Elburton.

### **-Competition**

Elburton recognises the importance of healthy competition in sport. PSSP focuses on local and country tournaments for KS2, as well as KSEND competitions/festivals for KS1 and KS2. Level 1 competitions are planned within the curriculum (on an half-termly basis) to ensure all children take part in competitive sports through inter-class and intra-class games as well as personal best targets.

### **Impact**

The high-quality teaching of REAL PE will create ‘positive relationships with physical activity for life’. We believe children should be physically educated so that they develop in-depth knowledge of the relevant skills across PE, and therefore succeed. Monitoring the progress of fundamental movements skills and multi-ability skills as well as their learning behaviours will ensure children at Elburton leave with the confidence to continue their physical education beyond primary and secondary school.

### **Teaching and Learning**

Teachers are fully trained in the use of the REAL PE programme – a detailed PE curriculum. Teachers provide children with opportunities to participate in a range of activities and evaluate their own performance. Children experience a range of opportunities to work individually, in pairs or in groups.

Lesson structures vary lesson to lesson, but will include:

- A clear learning intention and the steps to success clearly explained by the teacher (this also links to the transferable life skills as discussed in the intent section of this policy)
- A warm up that often develops across several lessons

- There is a direct teaching of skills, such as fundamental movements skills or multi-ability skills that focuses on agility, balance and co-ordination
- Children are given the opportunity to practise the skill independently and/or cooperatively
- Children may be given the opportunity to evaluate their performance so far and considers ways to improve the skill. They will then be given an opportunity to improve their personal best.

### **Assessment**

Assessment of PE is an ongoing process. Throughout lessons, teachers carefully observe and assess, intervening as necessary, to ensure each child makes the full progress that they are capable of. The assessment of PE at Elburton is in accordance with the National Curriculum 2014 attainment target.

Teachers follow REAL PE Pupil Progress reports to monitor progress throughout a unit of work. Teachers complete an initial formal assessment based on fundamental movement skills or multi-ability skills, as well as the learning behaviour (personal, social, cognitive etc) that the unit focuses on. Teachers will re-assess these skills at the end of the unit.

### **Organisation**

PE is a statutory subject, and DfPE recommends PE is taught for 2 hours per week (although this is not a statutory requirement). We at Elburton do aim to teach 2 hours of PE a week where possible. The teaching of REAL PE ensures one hour of PE is taught every week. Swimming, gymnastics, dance or games activities incorporating areas of athletics, outdoor/adventurous activities and team activities will be taught in the second hour of PE.

### **Swimming Provision**

We are fortunate enough at Elburton to have our own outdoor swimming pool. Swimming is taught in the Summer term by all teachers (who are trained on a 3-yearly basis). Please see the separate swimming policy for more information on this.

### **EYFS**

Physical development in the Early Years Foundation Stage is a key area of learning. There are two strands under Physical Development; Moving and Handling and Health and Self-care.

Moving and Handling: Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Health and self-care: Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development 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.

## **KS1 and KS2**

### KS1 Attainment Target

Children 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.

Children are taught to:

- 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.

### KS2 Attainment Target

Children 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. Children are taught to:

- 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 Children are taught to:

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

## Equal Opportunities

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 the School 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. The PE subject leader will liaise with staff to ensure that a range of children are selected for events. For other events, we target SEND children or Gifted and Talented children where appropriate.

## 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.
- Seek further training and support from specialist teachers and coaches, and via the SGO (School Games Organiser).
- Timetable specialist teachers and coaches (liaising with Head Teacher).
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

## Organisation

- Register the school for various local sporting events (Plymouth Sports Partnership).
- To report on school swimming attainment annually and record this online.
- Complete Risk Assessments for sporting events.
- Organise Sports Day(s) annually.
- Report to the Curriculum leader, Head Teacher and Governors on PE.

## Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

## 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.

### a) PE Kit

Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Children are encouraged

and regularly reminded to bring P.E kits. In Early Years, children change into PE kit before each session, to support their development of independence and motor skills. KS1 and KS2 children are encouraged to change into PE kit for PE lessons to support transition to secondary school and to promote good hygiene. Teachers send polite reminder slips home to remind parents of children who have failed to wear PE kit. This helps to minimise the number non-participants. Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency