



Upper Beeding Primary School

Physical Education Policy

July 2023

INTENT

Why do we teach PE? Why do we teach it the way we do?

At Upper Beeding Primary School, we recognise the importance of PE and the role that it plays in promoting long-term healthy lifestyles. Our curriculum is based around what we believe to be the core principles of sport, including:

- **Teamwork** – working together to support, encourage and achieve a common goal
- **Respect** – of officials and others around them
- **Enjoyment** – to develop a love of sport and be passionate and willing to give everything a go

Our aim is that all children feel inspired by those around them to compete, achieve and better themselves across all areas of sport. It is important that children are given the opportunity to engage in competitive sports and activities both within school and in the wider community. We encourage children to join sports clubs, to be physically active for sustained periods of time and to experience a wide range of different activities and opportunities which are always celebrated in school in order to actively promote participation and build self-confidence. We ensure that our children can comment on and evaluate their own and their peers sporting achievements; using feedback to actively seek ways to challenge and better their performance. It is also vital that children at UBPS understand the health benefits of sport, the importance of maintaining a healthy lifestyle and looking after both our bodies and our minds.

IMPLEMENTATION

What do we teach? What does this look like?

At Upper Beeding Primary School, every child will receive a minimum of 2 hours Physical Exercise time per week where they will gain the **knowledge and skills** needed to be successful in their learning. Every child will get one indoor and one outdoor session and all children are given the opportunity to be active for at least thirty minutes every single school day. This presents itself not only in leisure times on the playground but also in others areas of the school day.

Our planning and delivery has been carefully mapped so that it embraces the National Curriculum and Early Years Foundation Stage (EYFS) Guidance. Our inclusive coverage means every pupil has equal access irrespective of their age, gender, ability, cultural or ethnic background. We believe that PE has considerable potential to contribute to wider areas of learning and it is considered important that it is integrated into whole school planning to develop skills across the entire curriculum.

At UBPS, we have split PE into four sections;

- Sport – ensuring that children are given the opportunity to experience and compete in a number of different sports.
- Knowledge – ensuring that children understand and can articulate what, how and why they are learning.
- Skills – ensuring that children develop a progression of key skills throughout their time at school.
- Activity – ensuring that children are given the opportunity to spend at least 30 minutes each day during school time to be active.

Children will be exposed to a variety of different sports, focussing on invasion game skills, striking and fielding, athletics, competing, self-evaluating and commenting on each other's performances. Also, due to strong ties with other schools in the locality, children will be given the opportunity to compete and participate in a variety of sports throughout the year.

A clear progression of skills, bespoke to our school, has been designed to support expectation and provision of PE outcomes. This begins with the development of gross and fine motor skills in EYFS and progresses towards sport specific skills in UKS2. Children will cover all areas of the National Curriculum. Lessons are well planned and all follow a set structure, they are then adapted accordingly by individual class teachers. Teachers are aware of their SEND, FSM, lowest 20% and highest attainers and these children are supported and encouraged accordingly. Children are always encouraged to challenge themselves to be better and supported to improve from their personal starting points. Alongside this teaching, children are instructed by Specialist Teachers, Subject Leaders and high quality certified coaches, this will not only provide CPD for teachers, but also add value to the learning of the children.

Swimming Provision

Children in KS2 will receive between 8-10 swimming lessons each year, delivered by qualified swimming instructors at Steyning Leisure Centre. The aim of these sessions is that every child will be able to confidently swim 25m by the end of KS2. For Y6 children who are having difficulty in meeting this target, free top-up swimming lessons are offered.

Outdoor Adventurous Activities Provision

Children in UKS2 are provided with the opportunity to partake in a week long residential trip each year to expand their outdoor and adventurous activity skills.

IMPACT

What will this look like? What tools would we like our children to have when they leave our school?

At UBPS, every child is given the opportunity to succeed in PE. 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. Our high-quality physical education curriculum will inspire all children to succeed and excel in competitive sport and other physically demanding activities. We encourage physical activity in everything that we do at UBPS. We recognise the importance of leading an active lifestyle and ensure that our children share this understanding.

We consistently 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 will build character and help to embed values such as fairness and respect.

TEACHING AND LEARNING

How are lessons organised? Where does the planning come from?

We use Get Set 4 PE as a tool to support our teaching of PE. Careful planning based around Get Set 4 PE ensures high quality lessons, which are informative and progressive are being delivered throughout the school. Teachers are aware of children's starting points and prior knowledge and use this to build upon. Children are exposed to a rich learning language and taught the theory and skills simultaneously in each lesson, this enables them to understand and apply what they have learned building on prior knowledge and skills as they progress throughout the school. Teaching styles and strategies provide opportunities for children 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 over time. ECT's are given the opportunity to observe and team teach.

Lesson Structure:

- At the beginning of each lesson, the teacher explains the intention of the lesson and informs as to how the children can be successful in achieving the lesson aims. They are explicit about the knowledge and skills children will learn and use this time to explain any key vocabulary.
- There may be a 'hook' drawing children into the lesson and to engage and excite them. Lessons then commence with an introduction/warm up to prepare children physically for exercise and ask them about why and how they need to do this.
- There is direct teaching of skills and subsequent skills practice by the children, under the supervision of the teacher.
- Children are given the opportunity to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There will be an evaluative process where children are asked to reflect on how well they feel they and their peers have met the aims of the lesson. Children are rewarded and celebrated in this process.
- Finally, there will be a 'cool-down' to slow the heart-rate and ready the body and mind for transition back into the school day.

ASSESSMENT

How do we measure the progress of our children?

Assessment in PE is an ongoing process. Lesson to lesson, each teacher will make individual informal assessments of the progress of each child, intervening and differentiating where necessary to ensure maximum potential progress from every learner. At the end of the year, each teacher will make a formal assessment of each child's progress in their annual report and also in their transition notes to the next teacher.

KS1:

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.

KS2:

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.

EQUAL OPPORTUNITIES

At UBPS we are committed to promoting equal opportunities irrespective of socio-economic 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

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, and that we ensure that there is a fair representation of target pupil premium children whenever possible. For other events, we ensure that target SEND children or Gifted and Talented children are given the chance to represent school both individually and as part of team.

ROLE OF THE SUBJECT LEADER

At UBPS, we believe that the role of the subject leader can be organised into 4 different categories which include:

Training

- To provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- To provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- To seek further training and support from specialist teachers and coaches, Horsham District Council and other local providers.
- 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

- To check and update the curriculum coverage for the school alongside year leaders to ensure it is relevant and suitable.
- To book and timetable specialist teachers and coaches (liaising with year leaders).
- To ensure the PE curriculum resources available to teachers are of a good standard and quantity.
- To promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- To register the school for various local sporting events (via Southern Area Sport and with locality schools).

- To ensure there is a member of staff and that they have the teams and resources available to practice for sporting events.
- To report on school swimming attainment annually and record this online.
- Organise Sports Day annually.
- Report to the Head Teacher and Governors on PE.
- To organise the annual selection of Y6 Sports Ambassadors to run events throughout the school and promote a love of sport and keeping active.

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 frequently and all staff are made aware that they must report any damaged/faulty equipment to the PE Lead and Premises Manager. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

a) PE KIT

Children are encouraged to change their clothes to ensure they wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Children in KS1 and LKS2 are required to wear their PE kit to school on PE days in order to save time and allow more of the lesson to be spent on learning. This also ensures PE kit is washed frequently. In Early Years, children change into PE kit before each session, to support their development of independence and motor skills. Teachers send polite reminder slips home to remind parents of children who have failed to wear PE kit. This helps to minimise the number of non-participants. Children are bare-footed for gymnastics and some other indoor PE lessons, **although they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.**

b) JEWELLERY AND HAIR

Children must not wear any kind of jewellery in PE lessons, including watches and FitBits. Children with medium/long hair are reminded to tie it up securely. Children with pierced ears must cover their earrings with microporous tape.

c) WEATHER

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes in KS1 have access to 2 indoor PE sessions a week but have the option of going outside at the discretion of the teacher. Classes in KS2 are timetabled to have an hour in the hall each week, so if the weather is not appropriate for outdoor PE, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

d) HYGIENE

Children are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in UKS2 through Science and PSHE / SRE.

e) STAFF DRESS

It is important that staff should consider their own and their children's safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity. It is an expectation that staff change wear suitable and appropriate clothing.

Reviewed, Adopted and Ratified by:

Staff: May 2023

Governing Body: July 2023

Date for Review: July 2026