



**Eastbury Community  
School Primary**

**PE Policy  
(Draft)**

<b>Policy Creation and Review</b>	
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Last Review Date	May 2020
Ratified by Governing Body	Pending
Next Review Date	May 2021

## **PE (Physical Education) Policy**

### **PE Policy Introduction:**

At Eastbury Community School Primary, we aim to develop the knowledge and skills of our pupils that are necessary for mental, emotional, social and physical wellbeing. To ensure our children lead a healthier lifestyle, we emphasise the importance of physical fitness along with qualities such as resilience and determination.

### **Intent:**

Our intent at Eastbury Community School Primary is to ensure children gain skills that aid and impact their future positively. We aim to deliver high-quality teaching and learning opportunities that motivate and inspire all of our children to succeed and enjoy their sessions. We also strive to teach children how to collaborate and cooperate with their peers, as part of a team and enable them to understand the concepts of fairness and respect in order to embed life-long values.

### **Implementation:**

Our pupils at Eastbury Community School Primary are provided with highly quality PE lessons twice a week along with other sporting activities such as the Daily Mile or after school clubs. Our curriculum at ECS incorporates a variety of sports to ensure all of our children across the phases develop the confidence and feeling of success in our physical activities. It also enables our children to develop great sportsmanship, strengthening our value of collaboration.

### **Impact:**

Our high-quality physical education curriculum at Eastbury Community School Primary inspires our pupils to succeed and excel in a variety of physical activities. They are taught a variety of values that allows them to take ownership and responsibility of their own health and fitness.

At Eastbury Community School Primary, our impact is to motivate our children in utilising these skills in an effective and independent manner, allowing them live healthily and happily. Additional opportunities that we provide for our children to compete in sport and other activities helps to embed taught values.

### **PE Curriculum:**

Our PE programme at Eastbury Community School Primary must meet the statutory National Curriculum requirements. We encourage the physical development of our children in the early years as an integral part which underpins the curriculum planning children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## **KS1**

The activity programme will focus upon 'Fundamental Movement Skills'.

These will be taught through the activity areas of:

- Gymnastics: Balance, agility and co-ordination
- Games: Competitive and cooperative activities, basic games skills and simple tactics
- Dance: Movement patterns
- Athletics: Master basic motor skills: run, jump and throw
- To include sustained activity over periods of time

## **KS2**

The activity programme for KS2 will be:

- Gymnastics: Developing flexibility, strength, technique
- Games: Competitive games. Modified where required and application of defence and attack
- Dance: Using a range of patterns, styles and choreographic devices
- Athletics: Improving speed, distance, and height
- OAA: Taking part in a range of OAA activities/ challenges both individually and in teams
- Swimming
- To include longer segments of sustained activity over periods of time

For all activity areas, there is a range of subject support resources which is all available online.

### **Additional Physical Activity Opportunities:**

All of our pupils at Eastbury Community School Primary have other opportunities outside of their allotted two-hour PE slots to engage in Physical activity that helps lead to a healthier, active lifestyle.

Children are exposed to Tenery which is a programme developed within the Borough. This provides support and is used for extra activity time for our pupils. The session involves short bursts of activity for 15 minutes. Other resources used are GoNoodle and Just Dance.

We highly promote active lunchtimes as supported by our Play Leaders who offer different activities for pupils. A timetable is issued to serve as a Rota in regards to our Adventure Trail, with a specific year group having access to this equipment per day.

### **Extra-Curricular Activities:**

Our school provides a range of active clubs that permit all pupils to engage in further physical activity. We offer multi-sport, football, basketball gymnastics and dance for different year groups. These encourage children to further develop their skills and progress in their particular sporting interest.

We also hope to participate in a range of intra and inter school festivals which are organised by the borough. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

### **Inclusion:**

At our school, we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching of PE, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Consulting with the SENCO takes place regularly to ensure all of our pupils are given their entitlement of accessing our full programme. Registers are also referred to ensure all teachers and staff are fully aware of any limitations of physical activity alongside any emergency treatment that might be necessary.

### **PE Kit:**

Children must change for PE and be dressed appropriately for lessons. All children should wear their ECS PE kit. This consists of:

- A white polo shirt that is tucked in.
- Plain black shorts/leggings/tracksuit bottoms
- Black plimsolls or trainers

PE kits should be brought into school on the first day of the school week. They should be taken home at the weekend and in the holidays for washing.

During chilly weather, tracksuit bottoms for outdoor PE are essential. In gymnastics and dance, bare feet is recommended for improved quality of movement and safety. Class teachers must ensure the condition of the hall is safe for pupils to be in this state.

Pupils should bring in their swimming kit on the day of their swimming lessons and take them home afterwards.

Wearing jewellery in PE lessons is hazardous and all jewellery should be removed.

Parents should be informed of the class PE timetable so that they can remove earrings for that day. Any items of jewellery removed by the children themselves should be put in the class for safe keeping.

There are some occasions when jewellery cannot be removed. Studs in newly pierced ears are a hazard during physical activity, but infection may result if they are removed. In these cases, tape over the stud to protect the ear. Long hair must be tied back.

Children of the Sikh faith may not wish to remove their Kara (bangle). However, religious and cultural attitudes must be respected and, in these circumstances, it is permissible for children to keep these on.

### **Non-Participation:**

Children should not miss lessons. PE is compulsory. If a child is well enough to be in school, they are encouraged, unless on health grounds, to take part. They should only miss PE lessons if this is requested by their parents, either by direct contact with the school or a note to the teacher. Non-participants will still be included in lessons and take on the role of an evaluator or coach. This will enable them to learn and understand the work alongside their active peers and they will be better prepared when they are fit to join in.

### **Sports Kit for Staff:**

Teachers and support staff involved in the lesson are expected to wear suitable clothing and footwear for teaching PE and clubs.

Staff should be aware of presenting an ideal model for children, thus personal effects of their own such as jewellery should be removed prior to the lesson.

### **Apparatus and Equipment:**

Apparatus should be assembled and dismantled systematically in the lesson. Ensure that apparatus is adequately spaced out to avoid collisions. Teachers must check that it has been assembled correctly before children begin using it.

Apparatus should be chosen and arranged to aid teaching the learning objectives. The use of apparatus should be seen as an extension of children's movement experience and not as a separate lesson.

Work started on the floor can be taken onto higher surfaces and more complex situations. Thought should be given to the layout, prior to the lesson.

Children must be taught to handle the apparatus correctly. The youngest children can carry pieces of apparatus provided they are taught how to lift and how to work together as a team.

Mats should only be used for floor work and should not be used as "landing spots" or to indicate a safe landing place. (In the event of falls, mats provide very little support

for children and can create a false sense of security). Children should instead be trained to make informed decisions on how and where to jump, and how to land safely.

A calm approach is essential and noise level should reflect the level of concentration required. Noisy excited children may be distracted and are then at risk of having an accident.

### **Storage of PE Equipment:**

All of the PE equipment is kept in the hall cupboard which is locked and accessible when required. Gymnastics equipment is stored in and around the hall itself.

It is the responsibility of all staff to ensure that the equipment is replaced tidily in order to minimise the potential for tripping, and to allow safe accessibility for pupils to pick up, transport and site the equipment they are using.

### **Assessment and Recording:**

Assessment of children within PE is conducted through teacher judgements against the Progression of Skills document provided by the PE Subject Lead.

Photographic and video evidence is encouraged of all teachers in lessons to form a class portfolio. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

### **Monitoring and Review:**

The monitoring of the standards of children's physical education and quality of teaching in PE is the responsibility of the PE subject leader. Through regular teacher observations with SLT and specialists, the PE Lead can ensure appropriate support is provided for colleagues to deliver high quality PE lessons and offer opportunities to develop their skills and knowledge in the subject.

The PE subject leader has regular contact with all staff via email and meetings in which feedback is received to inform planning and future next steps. New initiatives and advice are discussed with the Head of Primary during fortnightly Line Manager meetings where strengths and areas for further improvement are also highlighted. This aids additional items that are actioned during specially-allocated management time.

The Head of Primary, Primary Leadership Team and PE Subject Leader will monitor the effectiveness of this policy when necessary.