

# Fairfield First School



## PE Policy

Person responsible for policy: Victoria Evans

Date adopted by Governing Body: \_\_\_\_\_

Signed: \_\_\_\_\_ (Chair of Governors)

Review date:

## **Contents**

1. Subject Statement
2. Teaching and Learning
3. Assessment
4. Planning and Resources
5. Organisation
6. Swimming Provision
7. EYFS
8. KS1 and KS2
9. Equal Opportunities
10. Inclusion
11. Role of the Subject Leader
12. Parents

## **1. Curriculum Statement**

### **INTENT**

At Fairfield First School, we recognise the importance of a broad Physical Education curriculum. We provide a safe and supportive environment for children to flourish in a range of different physical activities and encourage their physical, emotional, social and moral development.

We fully adhere to the aims of the national curriculum for physical education through both individual and team opportunities to ensure that all pupils:

- develop knowledge, skills and competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities both individually and in a team situation
- develop leadership skills
- use sport to increase self-confidence, self-belief and self-awareness
- lead healthy, active lives to increase the likelihood of lifelong participation in physical activity
- develop staff confidence and competence to deliver high quality PE lessons

### **IMPLEMENTATION**

All classes receive at least two hours of high quality Physical Education lessons a week, as well as being integrated where possible within other curriculum areas. A personalised scheme has been created to precisely sequence the key knowledge and skills of each strand and provide progression for all children throughout their years at Fairfield. This ensures that all children develop their knowledge of games, dance, gymnastics, athletics and outdoor and adventurous activity and in Year 3, the opportunity to attend swimming. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Physical Education is fundamental in developing healthy lifestyles in young people and we are passionate about providing children with a varied curriculum to enable all children to develop a love of physical activity and to experience success in sport. The importance of this is continually encouraged by an extensive extra-curricular provision, Play leaders (appointed in KS2 each year) and employment of sports coaches to help develop staff's confidence and competence to deliver high quality lessons. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as this all children will have the opportunity to participate in an inter-school's competition/festival annually. This will ensure they experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving our school as physically active individuals.

### **IMPACT**

At Fairfield, we motivate children to participate in a range of sports which are fun, engaging and help children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and we motivate children to take responsibility for their own health and wellbeing, inspiring them to lead a happy and healthy lifestyle. The school achieves well in a number of

sporting activities and achieved the gold School Games Award since 2015/16 and platinum award in 2021 in recognition of its PE provision and children's access to competitive sports.

## **2. Teaching and Learning**

The curriculum is specifically designed to ensure a clear sequence of physical activity is followed to ensure progression in all key strands of the National Curriculum. Additionally, the careful mapping also ensures that children participate in a range of activities and develop other skills such as leadership, teamwork and the ability to evaluate their own and peer's performances. Pupils experience a range of opportunities to work individually, in pairs or in groups over time.

Typical Lesson Structure:

- Lessons start with a clear intention of what will be achieved and how this will be achieved successfully.
- Children complete a warm-up incorporating a pulse raiser and static/dynamic stretches.
- Direct teaching of knowledge and skills linked to half term sport/activities
- Opportunity through a range of activities (independently and cooperatively) to develop the skills taught under teacher supervision and any misconceptions addressed
- Main activity bringing the skills taught into a sports context e.g. a competitive game (adapted if necessary) or a routine
- Celebration and sharing of individual achievements is often incorporated
- Opportunity to reflect on individual performances and highlight further progression
- Lessons conclude with a cool down activity to prepare pupils to return back to a classroom environment

## **3. 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. It also ensures there is an element of challenge for all individuals. The assessment of PE at Fairfield is in accordance with the National Curriculum 2014 attainment target for each key stage. Individual lessons and units of work are planned to align directly and enable progress to these:

At the end of each year a summative assessment is conducted to help inform the subsequent teacher on what skills need to be revisited to ensure successful progression for all pupils.

## **4. Planning and Resources**

P.E. equipment is stored safely in both the outside shed and the P.E. cupboard in Craig Hall. The cupboard is regularly checked by the PE Coordinator to check its tidiness and organisation. Staff are advised to inform the PE Coordinator of broken, damaged or lost equipment so that replacements can be ordered.

The key knowledge and skills for each unit are mapped on the whole school progression Map and clearly indicates what objectives should be achieved that half-term and what opportunities will be available for that year group throughout the academic year.

### **Primary Sports Funding**

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher.

The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools receive PE and Sport Premium funding based on the number of pupils in years 1

to 4. Information about the school's funding allocation and how it is spent each year is published on our school website under 'PE and Sport Premium'.

## **5. Organisation**

Under the 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. At Fairfield First, we acknowledge the DfE recommendation of 2 hours per week. Therefore, pupils will receive 2 high-quality PE lessons per week and this is often supplemented through additional physical activities and projects, including (for example) those involving outside providers.

## **6. Swimming Provision**

At Fairfield First School, all children in Year 3 attend swimming lessons at Droitwich Leisure Centre. Children participate in weekly hour-long lessons for the entire year and by the end of it all children recognise the importance of water safety. Lessons are taught by a combination of onsite instructors and school staff who have completed the relevant training and continually assess the children putting their safety up and foremost.

## **7. EYFS**

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning enabling children to pursue happy, healthy and active lives. There are two Early Learning Goals under Physical Development: Gross Motor Skills and Fine Motor Skills.

- Gross Motor Skills- children learn to negotiate space and obstacles safely, improve their strength, balance and coordination as well as developing their movement pattern through running, jumping, dancing, hopping, skipping and climbing.
- Fine Motor Skills- these skills are improved through children being exposed to a wide range of physical activities.

Children in the EYFS access time and space to enjoy energetic play daily through free-flow opportunities. Furthermore, our personalised Physical Education scheme is inclusive for the early years so children can start to develop their key skills. Children participate in a broad range of activities including games, dance, gymnastics, athletics and outdoor and adventurous activity. Children in EYFS practise moving in different ways at different speeds, balance, throwing and catching and climbing. The above skills and acquired knowledge are then built on throughout KS1 and KS2.

## **8. KS1 and KS2**

### **Key stage 1:**

Children continue to participate in the same strands of Physical Activity as EYFS and begin to develop their fundamental movement skills. They will become increasingly competent and confident with their agility, balance and coordination through access to a broad range of activities. 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.

### **Key stage 2:**

Children should continue to apply and develop the skills learnt in KS1 and learn 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 evaluate their own and others performances and recognise their strengths and areas of improvements.

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**

Pupils are taught to:

- Swim competently and confidently over a distance of at least 25 metres
- Use a range of strokes effectively
- Understand the importance of water safety and be able to perform safe self-rescue

## **9. Equal Opportunities**

At the Fairfield First School, we ensure that all children irrespective of socioeconomic background, gender, disability and ethnicity have access to a broad physical activity curriculum as well as other areas of the curriculum. Teachers plan their Physical Education lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners.

## **10. Inclusion**

We are committed to ensuring that all children can 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. We provide all teachers with access to the free online resource 'TOP Sportsability' resources and guidance, including strategies, to inform inclusion in line with best practice in their PE lessons.

## **11. Role of the Subject Leader**

Training

- Provide support and training for staff, 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, [Active Herefordshire and Worcestershire](#) , via the [SGO \(School Games Organiser\)](#) and the [All Active Academy](#).
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist coaches and teachers to develop their confidence and competence

## Curriculum

- Monitor the teaching and learning in PE and ensure it is in line with our school's Physical Education scheme
- 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 borough sporting events.
- Ensure the PE cupboards are organised, safe and easily accessible
- Complete Risk Assessments for sporting events.
- Organise Sports Day(s) annually.
- Report to the Curriculum leader, Head Teacher and Governors on PE.

## Head Teacher:

### Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually

## **12. Parents**

Parents are encouraged to attend sporting events, including Sports Day to celebrate and promote physical activity, as well as support groups to travel to sporting events as support.

In terms of reporting on progress, annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports.

## **13. Health and Safety**

All staff involved in any form of physical activity emphasises health and good safe practices in all environments. Health and good safe practice are always emphasised in each environment, including the handling of equipment. Teachers continually check children's attire 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. PE kits are left in the child's designated place throughout the half-term so it is easily accessible.

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.

### **b) Jewellery and Hair**

Children should not wear any kind of jewellery in PE lessons, including watches. If this does happen (newly pierced ears) the item must be covered with medical tape. Parents/carers will be asked to provide this tape. All children with medium/long hair are reminded to tie it up securely.

### **c) Weather**

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. The hall is available to classes, so if the weather is bad, 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**

Throughout their PE lessons, specifically in the warm-up and cool down pupils 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.

#### **e) Staff dress**

It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	Games Gymnastics	Dance Games	Gymnastics Dance	Games Gymnastics	Athletics Games	Games OAA
<b>KS1</b>						
<b>Year 1</b>	Games Gymnastics	Dance Games	Gymnastics Games	Dance Fitness/Circuits	Athletics Games	Games OAA
<b>Year 2</b>	Games Dance	Gymnastics Games	Dance Gymnastics	Games Fitness/Circuits	Athletics Games	Games OAA
<b>KS2</b>						
<b>Year 3</b>	Games Swimming	Dance Swimming	Gymnastics Swimming	Games Swimming	Athletics Swimming	OAA Swimming
<b>Year 4</b>	Games Dance	Gymnastics Games	Gymnastics Dance	Games Fitness/Circuits	Games Athletics	Games OAA