PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY POLICY

OCTOBER 2023

WHOLE SCHOOL VISION

Vision: To develop the whole child and every child to become physically literate, have a memorable experience of play; lead and compete in a range of challenging and enjoyable active opportunities; develop sporting values and friendships, and have a life-long appreciation for physical activity and sport.

At Westgarth, we pride ourselves on providing a high-quality physical education curriculum that inspires every child to succeed, promote excellence and equality for all. We want every child to have fun with sport and physical education at Westgarth, and develop the motivation, confidence, competence and, knowledge and understanding towards PE. We focus on developing each child and we want to make sure that every child gets a chance to be creative while flourishing in a sport that inspires them.

Intent in PE

Rationale for the PE Curriculum

With the growing health issues that are apparent in today's world, now more than ever, it is important that children learn how to be physically active and emotionally stable. PE is one of the key subjects that can instil and deliver lifelong fitness habits and achieve long-term health and well-being. At Westgarth Primary School, we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education (PE). PE should provide opportunities for all pupils to become physically literate and confident in a way that also supports their health and fitness. Children should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active lives as well as the values of sportsmanship, fairness and respect through the sports and activities they undertake. PE at Westgarth is aimed at developing the whole child with a close link to PESSPA (Physical Education, School Sport and Physical Activity). Westgarth has a separate intent for all three of these areas although they are closely aligned to help push every child that comes to Westgarth.

Curriculum Aims

Pupils

The aims of our PE curriculum are to develop pupils who:

- Are willing to practise skills in a range of different activities and situations, alone, in small groups and in teams, and to apply these skills in chosen activities to achieve exceptionally high levels of performance;
- Have and maintain high levels physical fitness;
- Lead a healthy lifestyle which is achieved by: eating sensibly; being aware of the dangers of drugs; smoking and alcohol and exercising regularly;
- Are able to remain physically active for sustained periods of time and have an understanding of the importance of this in promoting long-term health and well-being;
- Take the initiative and become excellent young leaders: organising and officiating; evaluating what needs to be done to improve and motivating and instilling excellent sporting attitudes in others;
- Employ imagination and creativity in their techniques, tactics and choreography;
- Are able to improve their own and others' performance;
- Can work independently for extended periods of time without the need for guidance or support;
- Have a keen interest in PE: a willingness to participate eagerly in every lesson; highly positive attitudes and the ability to make informed choices about engaging fully in extracurricular sport;

- Can swim at least 25 metres before the end of Year 6 and know how to remain safe in and around water;
- Teach children how to be safe outdoors and learn how to use key skills in an outdoor environment.

Staff

As a staff our aim of establishing and applying safe-practice standards in PESSPA are to:

- Enable pupils to participate in PESSPA that provides appropriate challenge with acceptable risk;
- Promote pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life;
- Fulfil the provision of a broad, balanced and relevant curriculum for physical education through:

- An environment that is safe for activity;
- Adequately supervised activities;
- The use of regular and approved practice;
- Progressive stages of learning and challenge;
- Build a system of advice and the practice of warning;
- The use of equipment for the purpose for which it was intended;
- Provide basic care in the event of an accident;
- The use of forethought and sound preparation;
- Involve pupils in the process of risk management.

- Ensure clear management responsibilities and organisation provide for safe systems of work;
- Identify and provide for any professional learning needs the staff are likely to encounter in their work;
- Develop Staff competence and confidence in the delivery of high quality PE lessons.

Implementation of PE

At Westgarth, below are the six key skill principles that every teacher uses in the delivery of PE. Each one has its own skill set criteria for each year group and this is used to assess our children when we look at the impact of our teaching. The over-arching cogs ensure that children develop their physical literacy skills (confidence, competence, knowledge, understanding and motivation) and are taught as half termly cogs, where these are taught and reinforced in every lesson. In our teaching, we make it clear, that PE is much more than just learning the fundamental movement and physical skills. By segmenting the delivery of PE in this way, we feel we achieve that.

Along with the six cogs that make our children whole learners, we teach in various areas of the PE curriculum. These are:

Games for Understanding/Game Sense

Striking and Fielding

Net/Wall Games

Locomotion/Athletics

Dance

Gymnastics

Health and Well-Being

Swimming

Team Building/OAA (Outdoor Adventurous Activities)

These areas of PE build on from EYFS up until Year 6 and are detail in the progression of skills document. The provision for PE has been developed from the National Curriculum and we have mainly used CompletePE as a schema to help develop the provision Westgarth has.

Foundation Stage

We encourage the physical development of our children in the Early Years Foundation Stage as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for 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. We also start to lay the foundations for their future skills of being creative, healthy and social through progressive objectives. The EYFS use a mix of Complete PE and Sport Xplorers as well as the skills progression document when teaching PE that develop through themes e.g. pirates. These themes are all developed through stories, music and play.

Key Stage 1 and 2

As required in Key Stage 1, we teach dance, athletics, multi-sport games, swimming, gymnastics, team building and locomotion movements. In Key Stage 2 we teach dance, invasion, striking and fielding and net/wall games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities. Throughout the year, we have a range of instructors that come in each year teaching the majority of the school: judo, boxercise etc. Planning is based around using our skills progression document, medium term planning document and the use of the Complete PE schema. Planning is also informed by ongoing assessment (based around National Curriculum objectives) and in order to build upon the prior learning of the children.

In all classes, there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as cross-country courses;
- Setting tasks of increasing difficulty, where not all children complete all tasks and allowing children to set their own challenges to achieve a personal best, e.g. playing a similar game while having a ball to cope with that is extra to other children;
- Grouping children by ability and setting different tasks for each group, e.g. different games and different levels within the same game;
- Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

School Sport

At Westgarth, we have close relationships with the Sports Trust Partnership, who throughout the year, put on competitions in the majority of sports varying in year groups those we take part in. Different competitions are aimed at differing abilities to ensure that everyone has the chance to be involved throughout the year to achieve and experience their own success. These are generally progressive events with a number of rounds and a final for successful teams. An external sport coach also runs inter and intra competitions mainly with our three closest schools in numerous sports.

Girls' Active and Sports Leaders

Each year a set of Girls' Active girls from the new Year 6 cohort are picked through applying and an informal interview with Mr Duncan and Mrs Waddington (PE Leads) and the existing girls. There sole purpose is to get more girls in the school active through extra-curricular activities. Each half term, they work with a year group of girls every Friday and do numerous activities that they plan and deliver with a teaching assistant. Sports Leaders are chosen on voluntary basis and trained by an external sports coach each year. They help throughout the year with sporting events, planning and running intra competitions and also developing their own ideas for promoting PE in school.

Time Allocation

The Government recommends the following minimum PE requirements to meet the National Curriculum demands, which we meet:

- Up to two hours of high quality PE a week;
- Swimming to be taught during from year 3 to year 4.

In addition, all children have the opportunity to join in a variety of extra-curricular sports clubs run by staff and outside agencies. This gives them the opportunity to develop their skills, enjoy performance and encourage sport as part of a healthy lifestyle.

Resources

There is a wide range of resources to support the teaching of PE across the school. They are stored safely in three main areas: KS1 indoor hall cupboard, KS2 indoor hall cupboard and the outside store cupboard. Children help to set up and put away this equipment as part of their work, where appropriate. If any resources are missing or found to be damaged, the P.E. co-ordinator should be informed as soon as possible, so that such items can be repaired or replaced.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times through one of the Westgarth PE skill principles of 'Healthy Me' in every year group. We expect them to change for PE into the agreed clothing for each activity area. The school

PE kit is as follows: bottle green shorts and a white t-shirt for indoor P.E. with optional plimsolls/trainers and a tracksuit, t-shirt and trainers for outdoor. P.E. Staff should set a good example to children and ensure that they are wearing appropriate footwear and clothing at all times to teach and join in with examples in lessons. Here are a list of measures that we implement at Westgarth:

- All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:
- Pupils are taught how to improve their own abilities to assess risks;
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident;
- Inhalers for pupils suffering from asthma are made readily accessible;
- Children with diabetes are monitored closely throughout and after PE lessons by staff;
- Regular checks are made on all equipment;
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear;
- Any items constituting a danger are taken out of use immediately;
- All large items of equipment are inspected annually by an independent safety expert;
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult;
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting hockey stick above the waist, not jumping or running in front of others, etc);
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings;
- Pupils wear suitable footwear when travelling to and from the hall;
- If a child has no trainers/pumps for outdoor PE, they use their shoes if the activities are on the playground.
- Teachers ensure that long hair is tied back. If earrings are worn for school, then the child needs to independently take them out for PE lessons. No jewellery is to be worn in lessons except: Up until the October half term: Children will be allowed to join in with PE using earrings with plaster/tape over them if the child cannot take them out. This needs to be provided by the parent. After the October Half Term: Children will have to either leave their earrings out on their PE days or they should be able to take them out independently in school.

Digital Technology

At Westgarth Primary School, all staff are clear about when and who can photograph students and how images might be used to promote PESSPA using various online media and display boards in school. We include relevant details on school admission forms, websites and the school prospectus to inform parents that digital imagery is used in education to support learning, and to reassure them that it will only be used in specific circumstances about which they will be advised. We ask parents to provide written consent on one occasion, each year, to cover the time the pupil is at school and we keep parents and pupils informed of events where photographs may be taken or videos made. A list of pupils who are not permitted to have their photo taken or to be filmed is made available to staff for reference. Children can use iPads during lessons when using Real PE if that is the approach the teacher is undertaking and the use is monitored by our OneIT team.

Extra-curricular activities

As a healthy school, we promote a wide range of activities for pupils of all ages. The school provides a range of PE-related activities including football, multi-sports, gymnastics, running, netball and dance. As well as the after school clubs we have inter and intra competitions in swimming, football, netball, basketball, cross country, tennis, golf, multi-skills, indoor and outdoor athletics, cricket, table tennis, tag rugby and cycling. These events/clubs encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in area knockout competitions. 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. The whole school participates in the mile a day challenge around the playground/field weather dependent.

Administration Arrangements for Extra Curricula Sporting Events

The PE Lead liaises with School Office Admin Assistant and with Teachers/Support Staff and Sports Coaches to arrange after school clubs/ Holiday Sports clubs/ attendance of teams at External Sporting competitions. Where necessary he liaises with the Educational Visits Co-ordinator to ensure that the appropriate paperwork is completed.

Cross-curricular links

English: PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. It also develops speaking and listening as children listen to, and follow instructions and give feedback to peers.

Maths: We use the opportunity to practise tables when adding scores up during and after games. During athletics games, we also find opportunities to measure distances in different measuring metrics.

Computing: We use computing to support PE teaching when appropriate. E.g. in dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. We also use Real PE to show them how skills should be performed via video link. After competitions, we get children to write reviews and feedback on the event.

PSHE and citizenship: Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Through friendly competition and team work, PE teaches respect, trust, mutual respect and tolerance.

Spiritual, moral, social and cultural development: The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

SEN

In the case of SEN pupils, activities and equipment will be modified where necessary to enable maximum participation. Individual teachers will consult with the parent/carer with regard to the specific needs of their pupils, which will be supported where possible with due regard to health and safety. Intervention will be planned through School Action and School Action Plus.

Gifted and Talented

The whole school register for Gifted and Talented pupils should include those talented in PE. Provision for these pupils in both curriculum, OSHL and beyond the school environment (such as multi skills academies) should be mapped and planned appropriately in partnership with those with G&T / subject expertise, parents/carers and the pupil.

Staff Training and Support

Opportunities are taken by the PE subject leader and colleagues to attend CPD*, as and where appropriate, to increase confidence and competence to deliver high quality PE. Following the training, all staff should provide a brief summary of learning points and disseminate to the rest of the staff. The subject leader collates the information and evidence on the effective use of the PE and school sport premium. All staff are briefed on safe practice and know where to find the PE policy and the AFPE Safe Practice document.

*The PE Team organise a calendar of CPD opportunities for all schools buying back into their service.

Impact of PE

Monitoring of Impact

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the school's monitoring cycle. This may be through lesson observations, work scrutiny, monitoring of assessments or pupil interviews.

Common methods used on a day to day basis include peer observation, videoing and analysing. Summative assessments are made by the class teacher at the end of each unit of work (usually the end of each half term). Each child in the class is assessed against these three criteria:

- **Below expected** – not quite met the learning objectives (or only met with support)
- **At expected** – successfully met the learning objectives
- **Well within** – achieved over and above what is expected.

These outcomes are decided by the class teachers against these National Curriculum objectives:

At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.

At KS2: Pupils should continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success.

Analysing the impact and reporting

Physical Education / physical development is included as part of the end of year reports to parents. End of year statistics for PE are used for analysis and look at changes in each year group's outcomes looking at the three assessment criteria.

School Sports Premium

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds. It is available each year on the school website.

Dissemination of the policy

The policy is available to parents and carers and pupils via the school website. Parents and carers and pupils new to the school may be given a summary on request and there is a copy in the school reception area. The full policy is available to parents and carers and pupils on request.

Copies of the full policy are in the staff handbook, the Governors' handbook and Policy reference file, in the school office.

Policy End