



Westhouses Primary School

Welcoming, Hardworking, Positive, Supportive



Physical Education and School Sport Policy 2023

Introduction:

Westhouses Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

Intent:

We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on Personal, Social and Health Education (PSHE).

Through the Government Funding for sport (Sport Premium), where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers. We offer outdoor education opportunities for children throughout the school. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

We strive to give children the opportunity to compete internally, and with other schools to instil the School Games Values of determination, respect, friendship, courage, equality and inspiration.



Aims:

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercising.

Social and emotional development:

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

Implementation:

Sports Premium Funding:

Through the Government Funding for sport (Sport Premium), where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers. Pupils are also given the opportunity to widen their sporting experiences and knowledge of healthy lifestyles. For more information on how we have used our sports premium funding, please click on the following internal link: <https://www.westhouses.derbyshire.sch.uk/pe-sports-premium/>

Planning and Delivery:

Teachers plan sessions based on the 'Think, Do, Feel' scheme of work. Each class takes part in at least 2 hours of taught PE sessions per week. Usually, this consists of 'competitive, skill based sports' and gymnastic/dance Fundamentals skills. Our lessons are planned in conjunction with the Bolsover School Sports Partnership Competition Calendar, so that children are given the opportunity to apply taught skills in competitive situations. We ensure that we teach high quality, purposeful lessons which support, embed skills and challenge our children (see our skills progression document below). Lessons are carefully planned using our progression documents, to ensure that children are challenged and supported as appropriate.

Our sporting events and awards can be found on our Sports Crew page.
<https://www.westhouses.derbyshire.sch.uk/sports-crew-and-sports-achievements/>

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

Early Years Foundation Stage:

In the Early Years, opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities are planned for when appropriate.

Key Stage 1 and 2:

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming.

Other Sporting Experiences:

- In Years 3 and 4, children also take part in the Swimming scheme at Alfreton Leisure Centre, whereby children attend one swimming lesson per week, lasting approximately 45 minutes.

- Year 5 and 6 also complete one PE session at the sports hall to ensure they have access to high-quality equipment and facilities.
- The 5/60 scheme - teaching children the importance of healthy eating and completing 60 minutes of activity each day.
- Coaching – we employ a variety of coaches to teach specialist sports and activities. Examples of these are: tag rugby (RuggerEds), Football, Cricket, Wheelchair Basketball, Archery and Fencing.
- Visits to Tibshelf Community School - multi-sports festivals, working with Sports leaders etc. Pupils in years 2 and 5 also compete in an annual Mini Olympics to widen experiences.
- Opportunities to take part in inter- and intra- school competitions, as part of our Bolsover School Sport Partnership affiliation. For example, Football, Basketball, Rugby, Boccia etc.
- Enrichment opportunities such as visits to Lea Green, Climbing Wall, Activall etc.

Swimming:

It is National Policy that all children should swim by the age of twelve. Therefore, swimming lessons are compulsory for all children. At Westhouses, children learn swimming in Years 3 & 4 with qualified swimming coaches and school staff who have attended swimming training. Children in Year's 5 and 6 who are not yet competent swimmers will continue with swimming lessons instead of a sports session. Goggles can be worn if parents indicate the need to wear them on their swimming information form. . The County guidelines recommend appropriate swimwear i.e. a one piece costume for girls and trunks (not shorts) for boys.

Curriculum Differentiation:

The School Sports Partnership recommends using the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats, etc.

P = change the people, e.g. size of the groups

Staffing/Staff development:

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class. All staff should take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attends CPD courses must provide feedback of the information. Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gym lessons when using equipment.

Health and Safety :

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury. Comprehensive Risk Assessments for PE are on the school network and

included in each member of staff's policy and practice folder. We aim to develop each pupil's ability to assess potential risk and modify practice accordingly. This will be evident throughout all planning and delivery.

Kit:

- Children should dress in plain black shorts, tracksuit bottoms and a plain white t-shirt.
- Children will work in bare feet for all indoor and apparatus work.
- Plimsolls or trainers are worn for outdoor games, together with Track-suits if it is cold.
- Jewellery is not to be worn. Watches should be kept safely in a container in the classroom.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

Safeguarding:

All adults working with children in school are to be checked for appropriate CRB Clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. Children in Year 5 and 6 are not expected to change together. Two adults will attend swimming sessions to ensure that children are adequately supervised. A third member of staff who teaches in the Sports Hall will take a walkie-talkie in order to communicate with other staff on site.

Out-of-School-hours Learning (OSHL):

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. The planned programme reflects a breadth and balance across the NC areas of activity, including dance, gymnastics, rugby, quad kids and athletics. We follow a range of inter-school fixtures, tournaments and festivals within the partnership. At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied –including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

Play leaders, mini leaders and sports crew:

As part of the Sports Premium spending, we employ a Play Leader to further enhance the provision of sport and games during lunchtimes. These sessions aim to build on the work of PE sessions and develop the children's knowledge of healthy lifestyles. During this time, intra-school sports competitions are held between and within year groups, in a variety of sports.

In addition, children are trained as 'mini leaders' to provide additional games and activities to help children maintain active levels during lunch time. They also organise the 'daily mile', which runs before school, every day. The Sports Crew's role is to further publicise and raise the profile of sport. Children are voted in from each class, each year and make decisions about equipment and activities on offer in school.

School Club Links:

The school seeks to make links with local community clubs whenever possible, e.g. Links with the local Cricket Clubs and we also promotes activities at local clubs and sports centres via the school newsletter and flyers.

Links with other subjects:

PE can link to other subjects, e.g. English (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). Computing is also recognised as a potential tool for recording movements and actions to develop children's ideas, and the children are given opportunities to use electronic equipment to investigate how exercise affects their body – i.e. smartwatches for pulse and step readings.

Equality:

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies.

Impact:

As part of the School Games Award, we regularly audit our provision. These audits focus upon SEND provision and children who do not have regular access to physical activities. These assessments also review provision in school and how well this meets the needs of learners to develop physically and life-long positive attitudes to sports and physical activity.

To find out more about the School Games Mark, please follow this link:

<https://www.yourschoolgames.com/how-it-works/school-games-mark/>

Records and Assessment:

Assessment **for** learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self-assessment. Assessment of learning is made through medium term (summative) assessments and long term (formative) assessments using notes on planning.

In sessions, teachers will assess children against the three objectives of the sessions:

- Think - what skills are required to think like an athlete in the sport or activity?
- Do - what does the sportsperson need to do in this activity?
- Feel - how does our body react the to activity and why?

Staff will identify children who are working below the expectation and those who are working at a greater depth to further challenge them next session. At the end of each academic year, an assessment will be inputted onto the data management system to support the next teacher when pitching their planning.

School Sports Partnership (SSP):

As a school, we use a portion of our Sports Premium funding to be affiliated with the Bolsover School Sports Partnership (BSSP) to support with the implementation of this policy, as well as its review through the School Games initiative. We aspire to achieve the 7 High Quality National Outcomes which guide the work of all SSP's. These are:

- Increased participation in High Quality Physical Education.
- Increased Participation in High Quality Out of School Hours Learning.
- Increased Participation in High Quality Informal Activity.
- Increased attainment and achievement through PE and Sport.
- Improved behaviour and attitude in PE, Sport and whole school.
- Increased participation in competitive and performance opportunities.

- Increased involvement in community sport and improved quality of community life.

Summary:

At Westhouses Primary, we believe PE to be an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teacher and child to consolidate and work on the values that underpin our school and its beliefs.

Written: April 2016

Reviewed: June 2023

Next Review: June 2026