

Physical Education Policy for Lacewood Primary School



Approved by:	Kelly Webster (Chair of Governors)	Date: 24.02.25
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A Statement of Policy for the PE Curriculum

At Lacewood 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. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Organisation

THE ROLE OF THE SUBJECT LEADER

1. Developing an appropriate PE policy.
2. Promoting and maintaining an interest in all aspects of physical education.
3. Ensuring PE and school sport are an integral part of the school development plan.
4. Advising on ordering, purchasing and maintaining suitable and necessary equipment and playground markings.
5. Supporting colleagues to ensure the inclusion of all children in high quality PE and school sport.
6. Supporting adults other than teachers in improving the quality of playground and lunchtime supervision.
7. Mentoring the young leaders and other adults who support PE and school sport.
8. Identifying additional funds and resources to support out of school hours learning opportunities.
9. Establishing opportunities for intra and inter school competitions and festivals.
10. Obtaining and disseminating information concerned with physical education to staff and school.
11. Fostering the children's interest and awareness in current and topical sporting events and listening to pupil's needs and interests in relation to PE and schools sport.
12. Undertaking an audit of PE and school sport to ensure the effectiveness of schemes of work, through monitoring of pupils work and staff planning, in order to make informed judgements about the progress in this subject.
13. To provide and support professional development of other staff through access to trained coaches and CPD opportunities.
14. To liaise with other leaders and appropriate agencies to support the policy aims.
15. To monitor and encourage participation in curriculum PE and OSHL activities.

TEACHING STAFF

All members of staff teaching physical education will:-

- Be responsible for putting the National Curriculum requirements, schemes of work and PE policy into practice.
- Report any damage of equipment to the PE Leader.
- Attend relevant training courses to update their subject knowledge.
- Be responsible for the safety of the children in their lesson, by following the health and safety guidelines.
- Follow the assessment procedures and report to parents according to the school practices/policies.

Teaching and Learning

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme, which ensures our children, are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

PE is taught by the classroom teacher twice a weekExpand here with other things that contribute to the delivery of PE at your school. E.g connections with the wider community, SSP. How often PE is taught in your school and how is it supported. Do you have TA support for 1:1 work in PE or support for G&T children etc? What other active events do you hold such as sports day, dance festivals or the daily mile etc. What extra curricular activities do you offer?]

The Foundation Stage curriculum requires that through physical development children improve skills of co-ordination, control, manipulation and movement. Physical development helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active.

The National Curriculum requires that in Key Stage 1 pupils 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.

Pupils should be 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.

In Key Stage 2 pupils 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.

Pupils should be 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.

In Key Stage 2 each child will need to follow the programmes of study in the areas of:-

- Games.
- Gymnastics.
- Dance and Movement.
- Athletic activities.
- Swimming.
- Outdoor and Adventurous Activities.

These areas of activity are taught through the four strands of the NC, which are:

1. Acquiring and developing skills
2. Selecting and applying skills, tactics and compositional ideas
3. Evaluating and improving performance
4. Knowledge and understanding of fitness and health

GAMES

- Children will be taught simple competitive and co-operative games including how to play them as individuals and when ready in pairs and in small groups - leading to larger team games and competitions.
- Pupils will be taught to develop and practice a variety of ways of sending (including rolling, striking, throwing and bouncing), receiving and travelling with a ball and other games equipment.

GYMNASTIC ACTIVITIES

- Pupils will be taught different ways of performing the basic actions of travelling using hands and feet, turning and rolling, jumping, balancing, swinging and climbing both on the floor and using apparatus.
- Pupils will be taught to link a series of actions both on the floor and using apparatus and how to repeat them.

DANCE

- Pupils will be taught to develop control, co-ordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness.
- Children will be taught to perform movements or patterns including some from existing dance traditions and from various cultures.
- Children will be taught to explore moods and feelings and to develop their response to music through dances by using rhythmic responses and contrasts of speed, shape, direction and level.

All PE areas should develop skills, knowledge, concepts and attitudes simultaneously.

SWIMMING

- Children have the opportunity to follow a swimming programme organised by the local education authority to meet the needs of the PE National Curriculum. This will be covered within year 3.

ATHLETICS

All children should be encouraged to take part in a course of athletics which involves fitness, skill, competition, and enjoyment. Through specific athletic activities or within gymnastics or games situations, a child will be able to cover attainment targets in different study areas, for example, Maths when measuring distances, and Science when investigating forces and energy.

OUTDOOR AND ADVENTUROUS ACTIVITIES

By definition, this area of study relates to any challenging activity that takes place out of doors. Our programme of visits including residential also provides valuable opportunities for pupils to experience a variety of outdoor activities.

Time Allocation

We offer each child the opportunity to participate in at least 2 hours of high-quality PE per week.

Cross Curricular Issues

As well as making its own distinctive contribution to the school curriculum, PE contributes to the wider areas of primary education.

Some of the examples of these links may be as follows:-

- Daily Skip/Daily Mile – Children take part in a short skipping session as an active break from classroom work.
- Literacy – Children are encouraged to evaluate their own and others work
- Numeracy – Children are given the opportunity to measure distance, times and speeds
- Science – Children are made aware of changes to their body due to the exercises that they undertake

Themed links are also incorporated into dance and gymnastic lessons

PSHE & CITIZENSHIP

Throughout the scheme of work children have opportunities to:

- Work with others, listening to their ideas and treating them with respect.
- Co-operate and collaborate with others, in teams and groups, to achieve a goal together.
- Develop an understanding of fair play through knowing and applying rules and conventions.
- Develop a respect for, and positive attitudes towards the environment and their own health, safety and wellbeing.
- Learn to recognise and value physical differences, abilities and aptitudes, and to find ways of accepting and including all.

Planning and Progression

Planning for PE incorporates the guidelines as detailed in this policy and in the National Curriculum for PE.

Long term - The long-term plan provides us with the units of work split into terms in line with the National Curriculum guidance. It has been developed to ensure that statutory requirements are met and that there is continuity and progression in this subject across the school. The use of other published and support materials enhances this.

Medium term / Short term – Get Set 4 PE provides a detailed medium and short term plan for all areas of PE for Y1 to Y6.

SEN and inclusion **EQUAL OPPORTUNITIES**

In accordance with the school's Equal Opportunities Policy' all pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. The Education Reform Act of 1988 gives children the entitlement to all areas of the National Curriculum. The Education Act of 1996 reinforces physical education as a foundation subject for all pupils.

Physical education will not be withheld as a sanction, although individuals may be withdrawn if their actions are deemed dangerous either to themselves or others.

INCLUSION

A more inclusive curriculum will be developed providing effective learning opportunities for all pupils by:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils. (Eg.. special educational needs, pupils with disabilities).

For different abilities tasks are differentiated at the short-term planning stage. Children who are on the special needs register have individual education plans and a planned programme of support if appropriate.

***** EVERY CHILD MATTERS *****

Equipment and Resources

PE equipment is stored in 2 central areas, one store room in the main hall for the storage of indoor PE equipment, and one outdoor store which is located at the far end of the school playground to the right of the breakfast club entrance doors.

Equipment used for the Foundation stage children is stored in a separate store located in the covered area outside the foundation unit.

We have a wide range of equipment for games including bats, balls, hockey sticks, skipping ropes etc.

All pupils have access to a range of equipment set up by play leaders at break and lunch times.

SAFE PRACTICE

- Members of staff, where possible, will change their clothing and footwear to teach physical education. If this is not possible all staff members will ensure that they are wearing suitable clothing with a change of footwear.
- When the lesson is indoors pupils will wear their PE kit with bare feet at all times. If a child has a verrucae they will also take part in bare feet. (Health and Safety Circular 21/09/00). When the lesson is outside pupils will wear their PE kit and

trainers/pumps. Football tops, and other fashion clothing items are not acceptable PE kit.

- Long hair will be fastened back and jewellery/personal effects will be removed (Health and Safety Circular 21/09/00). If a child forgets their PE kit they will use borrowed kit.
- To eliminate potential hazards and risks, obstacles will be removed where appropriate, the floor/work area and equipment used will be checked for faults/damage. All faults/damage will be reported initially to the PE Leader, then the Headteacher.
- Pupils will be taught safe ways to lift and carry equipment. Equipment used will reflect the age and ability of the pupils. Equipment will be stored safely in a PE store/cupboard or around the hall, will be replaced safely after use.
- Pupils will be supervised at all times, and will be encouraged to work in a positive disciplined manner. They will not be allowed onto apparatus until the teacher has checked it.
- All lessons will include a warm up and cool down. Skills will be developed appropriately before being used in games situations/on apparatus.
- For outside lessons, apparatus will be assembled in a safe suitable place for access, boundaries will be marked, and all striking/hitting will be away from buildings.
- When using an alternative venue or site written permission will be gained from parents/guardians, a first aid box will be available, and details of the event will be left with the school. Emergency contacts will be taken, rules and regulations for the site will be adhered to, and LEA guidelines for staff/pupil ratios followed.
- During swimming lessons pupils will follow instructions and walk quietly at all times. They will wear correct clothing, and be made familiar with the centre's own safety procedures.
- For activities requiring transport, follow Government and LEA guidelines

Accident Procedures

Lacewood school currently has a number of trained first aiders.

Dress Code

Children should bring PE kit to every PE session. This consists of a green / colour team T-shirt and black shorts (jogger bottoms may be worn for outdoor sessions).

Out of school hours learning (OSHL)

The aim of our OSHL programme is to supplement and enhance the curriculum by providing further opportunity to take part in physical activity.

At Lacewood, we have a football team, which encourages both boys and girls to take part.

We run a large variety of clubs for set periods, which are chosen in response to children's interest and engagement.

Through our programmes, children are encouraged and guided toward local community clubs in order to participate further in an activity.

Children are consulted through surveys, discussions and the school council as to what activities they would like to participate in.

Clubs are regularly monitored to see who is attending so non-attendees can be identified and catered for.

Records should be kept on the children taking part in clubs and teams to ensure the information is available for the annual sports audit.

Healthy Schools

We are committed to the principles of the Barnsley Healthy Schools Scheme.

The Barnsley Healthy Schools Scheme was nationally accredited in April 2001.

It is a partnership between Barnsley Local Education Authority and the Health Authority.

The Scheme aims to support schools in raising standards of achievement by improving the physical and emotional health and wellbeing of the whole school community.

PRINCIPLES OF THE BARNLSLEY HEALTHY SCHOOLS SCHEME

The Healthy Schools Scheme looks at health in its widest sense, encompassing physical, emotional health and social wellbeing and addressing inequalities in health.

The Healthy School Scheme is school led. It acknowledges the uniqueness of each school and is based around a school's own priorities and needs.

The Healthy School is non-competitive

The Healthy School builds upon existing achievements and is a developmental and on-going process.

The Healthy School Scheme promotes the participation of the whole school community and encourages an inclusive approach to decision making.

Reviewed Jan 2025