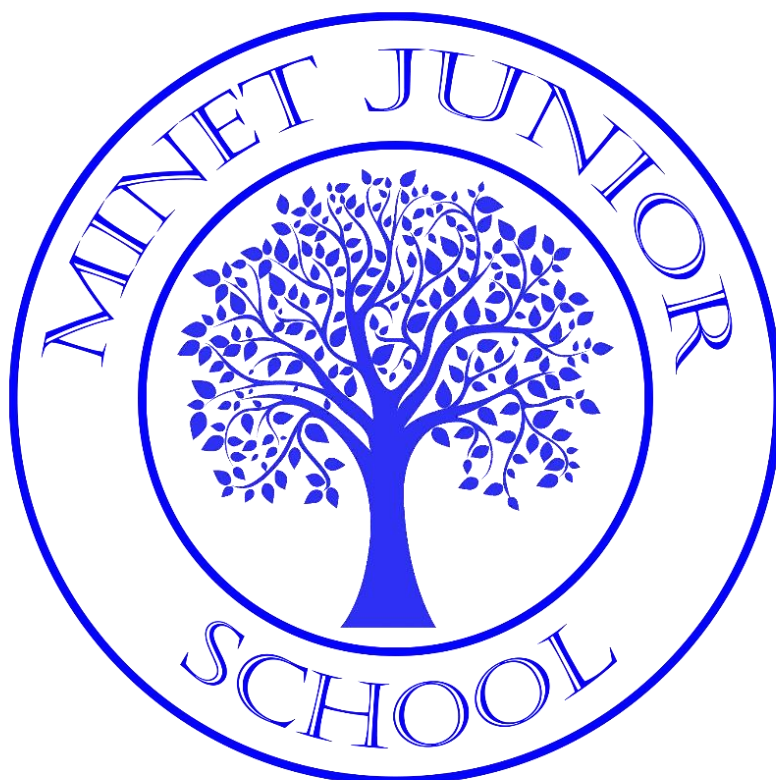


PE Policy



Completed by H Sweeney
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Rationale

Minet Junior School believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being as physical education develops the children's health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise also has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, a broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. The Department for Education's Vision for Primary PE and Sport Premium is **ALL** pupils leaving primary school are **physically literate** and have the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport. Thus, through an enriched PE curriculum and a range of afterschool clubs, combined with sympathetic and varied teaching approaches, we endeavour to provide stimulating, enjoyable, purposeful and appropriately challenging learning experiences for all pupils designed to encourage a lifelong love of sports. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential. The range of physical activities is wide and includes football, basketball, netball, athletics, cricket, dance, games, gymnastics, swimming and outdoor education. We also encourage children to partake in a range of sporting opportunities to further develop their skills, knowledge and sportsmanship.

At Minet Junior School each class will receive 2 hours of physical activity per week, undertaking a balance of individual, paired and group activities, in co-operative, collaborative and competitive situations, which aim to cater for the preferences, strengths and needs of every pupil and allow them to apply and develop a broader range of skills (that should have been taught in the Infants). Such activities aim to promote a broad base of movement knowledge, skills and understanding which children can develop and use to make actions and sequences of movement. They are also desirous of developing a pupil's ability to work independently, and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background. The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to enjoy communicating, collaborating and competing with each other as well as develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Both the Sports Premium funding and PE budget will provide additional support to improve the school's quality of PE and sport thus developing a lasting legacy for P.E at

Minet. We aim to use the funding to develop or add to the PE and sport activities that our school already offers and make improvements that will benefit current pupils and those joining the school in the future years.

Pupils should be taught to (National Curriculum 2014):

- 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.

Intent

We expect that our school will see improvements in the following aims and long-term goals:

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity inside and outside school as recreation:
 - by providing the opportunity for children to experience a variety of different sports and compete at a range of levels allowing children to develop a positive attitude and interest in a wide range of physical activity.
 - By raising awareness of issues regarding Health-Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
 - By encouraging children to be active throughout the school day to promote and support physical and mental wellbeing.
 - By developing confident, active learners who can participate in a range of sports safely and effectively.
 - By developing a variety of fundamental movements and transferable skills each lesson.
3. Allow children to experience a broader range of sports and activities offered to ALL pupils.
 - By providing the opportunity to experience a variety of different sports during the school day and in after school clubs.
 - By ensuring learning is differentiated to meet the needs of all children.
4. To contribute to the physical, mental and intellectual development of each child including encouraging children to have a direct impact on their learning within the lesson and through pupil voice.

5. To help establish the individual child's self-esteem and confidence and to develop social skills (co-operating in groups, playing fairly to rules).
6. To ensure that all children leaving KS2 have the knowledge and skills such as how to swim, basic survival skills in water and skills such as team work, independence and resilience to continue to progress within sports.
 - By ensuring Staff have a clear understanding of the National Curriculum through annual CPD, the use of external coaches, curriculum maps and individual assessment for each child.
 - By ensuring Swimming and water safety are taught throughout KS2 with the aim of improving 25m percentages.
7. To create a lasting legacy for P.E within the school by ensuring every child has the opportunity to take part in extra curricular school sports clubs and take part in physical activity during lunchtimes (this includes: external competitions and tournaments). Therefore, it will have a direct impact on the participation of competitive sport.

Guidelines

Minet Junior School will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the New National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Ensure every child has the opportunity to represent Minet Junior School in a competitive sports fixture.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate, where possible; into other curriculum areas to develop Creative Curriculum across all subjects.
- Develop programmes that meet the needs of all the children, providing equal opportunities - inclusion of SEN and physical disabilities.
- Involve the outside community where possible (e.g. Sports Day).
- We ensure all children are safe and protected by following the Safeguarding policy and procedures of Minet Junior School.
- Sport Coaches will also follow school procedure when it comes to radicalisation and all concerns, even if minor or deemed minuscule, will be reported.

In addition, we ensure children wear the Minet Junior School expected P.E. kit. for all lessons. Also when suitable, teachers change into appropriate clothing to teach PE lessons and lead extra curricular school sports clubs. We will make allowances for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.

Curriculum Framework

Sport Coaches will follow the Key Stage 2 Physical Education weekly topic overview. Using the Coaches judgement and experience to provide children with a developed curriculum, which is based on and within the National Curriculum. The children will be offered a wide range of sports that allow them gain experiences and exposure to give them the opportunity to continue active healthy lifestyles.

Time Allocation

Government stipulates all children should have a "Five hour offer" of PE and Sport. This is: 2 hours of PE lessons per week in curriculum time, an additional 1 hour through clubs and extra-curricular activities on the school site and a further 2 hours through a mixture of school and community/club organised sport. Each class is timetabled at least one session in which they have priority of access over hall or indoor space. In addition, each class are given another session of outdoor PE where the playground/field will be given priority to the class undertaking in PE. When a specific year group goes swimming they will only be allocated one additional outdoor PE session.

Units of Work

The sports coach will follow a unit of work based around a sport. This unit of work will be broken down into 7 lesson (one half term):

Lesson 1- Introduction to sport technique development and basic rules

Lesson 2- Technique development (dependant on Sport- each lesson could be passing, shooting, dribbling etc)

Lesson 3- Technique development

Lesson 4- Technique development

Lesson 5- Spatial awareness, defending and attacking.

Lesson 6 & 7- tournament, game play, Olympics

Individual Lessons

Individual lesson plans will be used that relate directly to the unit of work and the lesson the class is on. These lesson plans will have a success criteria in line with the school policy that allow each child to progress towards achieving or exceeding the learning objective. It is the Sports coach's responsibility to ensure that all children are given the opportunity to reach the learning outcome. If for some reason, the learning outcome was not achieved, then Sports Coaches must ensure that children successfully reach learning objective in the next lesson.

Basic Lesson Plan

- 10 minutes- warm up
- 25-30 minutes- skill progression
- 10-15 minutes- match play and competition- to put learnt skill into practice.
- 5 minutes for children to reflect: self and/ or peer assess.

Further Points to Consider:

- Insist on correct and safe PE kit.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Select a mixture of competitive and non-competitive activities.
- Provide for lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In Dance and Gymnastics, this will encourage less confident children to be more involved in a group activity.
- Encourage honest competition and the idea of doing one's best- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis bats, to using rounders bats.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately - e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

How PE teaching is monitored

PE is monitored throughout the school year. Sports Coaches will be observed during the school year and given specific feedback. The Subject Leader looks at planning and ensures Sport Coaches are equipped and informed of school news and updates. When appropriate it is also possible that the P.E. Subject Leader will seek the support of a specialist to evaluate particular areas of the curriculum.

Recording and Assessment

In line with overall school policy, Sports Coaches should make notes of significant achievement against the Success criteria for each PE unit, which will then be tracked using Target Tracker. The Children will be given a colour based on competency in that unit of work (see below). At Minet Junior we are aware that some children are very able in gross and fine motor skills and that the assessment should be based on the individual in the specific unit of work.

The colour-based competency will be broken down into three levels:

- **Green-** children know rules of the sport, children have achieved the technique required to perform skills successfully, children can explain how to improve their technique, what is required when in a game/performance and can perform skills and techniques in real game play activities.

- Yellow- children can recall some of the rules, children can adequately achieve some skills of the sport, children know what is expected but may not be able to demonstrate it due to poor technique.
- Red- children are unable to tell you the rules of the sport, children cannot demonstrate the skills required, children are unable to improve technique of themselves or peers.

These half termly reports will be given to PE co-ordinator and members of SLT.

However, end-of-year reports should remain firmly focused on qualitative judgements based on observation of achievement and progress made over the year. Sports Coaches will give an overall judgement of the child's ability in PE based on:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: cooperate, dominate, and withdraw?
- Is the child motivated and enthusiastic?

During swimming lessons, distances achieved and National Swim Awards passed should be noted and the swimming coordinator informed - ASA certificates will then be presented to the children.

Minet Junior PE Kit

In the interests of safety and hygiene teachers must ensure that children change into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

Games and Athletics: Shorts and T-shirt for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls. Headscarves must be removed but girls are allowed to wear leggings (not tights) under shorts. All jewellery, including religious items, must be removed.

Dance and Gymnastics: As for Games but bare feet.

Swimming: Swimming costume (trunks, swimsuit), swimming hat and no jewellery is allowed.

General Points

- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should go to the swimming pool and complete the observation worksheet.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work like coaching/giving feedback.

Children Without Kit

At the beginning of each term parents will be informed by letter of PE kit requirements and when their child will have PE. A child, who has forgotten their kit will be reminded by the teacher and will be required to complete a non-participants worksheet for the given lesson. A letter will also be sent home to parents as a gentle reminder. If it is an ongoing problem an informal conversation with the parents would be appropriate.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the child should be accompanied to the medical room with a deemed sensible child.

For serious accidents (head injuries, serious cuts or suspected fractures) the Sports Coach should stay with the child and send two responsible children to inform the medical room.

Medical Conditions

It is the responsibility of the Sports Coach to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. Each class is required to take the Asthma bag and fire register with them to the location of the Physical Education lesson.

It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Behaviour

Sports Coaches will follow the school behaviour policy to reward and discipline children during PE. If necessary, the Sports Coaches will inform the teacher of any rewards and sanctions reinforced.

Risk assessments

Swimming sessions have been risk assessed by the swimming co-ordinator and swimming pool. All teachers who go swimming are fully briefed and given relevant paperwork, which is given to supply teachers taking classes if applicable.

The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company. The risk assessment for the minibus can be found in the glove box of the minibus. All off site competitions, trips etc will be individually risk assessed by subject coordinator.

Equipment and Resources

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the established Minet Junior method of carrying apparatus (to ensure consistency throughout the school).

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the 6 activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved (collaborative learning)
- Giving all the children an opportunity to share their work.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader and gifted and talented co-ordinator.

Extra Curricular Sport

Minet Junior School is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs available to all age groups and in a range of activities.
- Competition against other primary schools in a wide range of sports through local school arrangements.
- Friendly matches against other schools/groups.
- Exhibiting work. For example, a dance performance in assembly.

British Values/SMSC

Children will take part in sports originated and develop in the United Kingdom. Children will be taught how the sport has impact and develops the culture of Britain. The link between SMSC (Social, Moral, Spiritual, Cultural) and sport will be evident in every lesson, as sport requires children to work in a team, learn rules, compete and develop awe and wonder. They also include activities involving co-operation, teamwork, competition, rules, self-discipline and fair play. We aim to explore sports and traditions of a variety of cultures. In addition, individual activities provide the opportunity for self-reflection, awareness and challenge.

Staff Training

- The PE co-ordinator will have access to specific training to support and develop their role.

- All staff will partake in an annual P.E CPD session organised by the PE co-ordinator.
- All staff will be asked if they would like to attend courses and review resources alongside the PE co-ordinator.
- The Sports Coaches will be sent on courses to continue to up-level and develop their professional teaching.