

East Somerset Federation



Physical Education Policy

Approved by the Governing Body of
The East Somerset Federation

Signed:

Date: September 2023

Date for Review: September 2025

Physical Education Intent

This policy outlines the teaching, organisation and management of the Physical Education taught with the East Somerset Federation. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff and sports coaches.

We believe that P.E., when enjoyable and experienced in a safe and supportive environment, is a unique and vital contributor to a child's physical development and well-being. Our P.E. programme aims to ensure that all children are provided with opportunities for physical, personal and mental development and to raise social awareness and self-esteem. Children will be taught the importance of safety – their own and that of others – in differing environments. It is hoped that by taking part in an active and enjoyable programme that children will realise its importance and will be encouraged to lead a healthy lifestyle and further their participation in sport.

Aims and Objectives

During Physical Education at East Somerset Federation, we aim:

- to encourage children to be physically active and enjoy participation
- to give them the expertise, time and resources to develop physical competence, i.e. relevant skills, knowledge and understanding
- to promote physical development
- to provide opportunities for decision making and problem solving
- to encourage children to evaluate and modify their performance
- to allow children to take part in both competitive and non-competitive activities
- to spend a minimum of two hours each week on high quality PE and school sport
- for children to develop an understanding of the concepts of fair play and honest competition
- for children to develop self-confidence through understanding and capabilities and limitations of oneself and others
- for children to experience winning and losing and to learn to cope with success and failure
- to enable children to take part effectively on their own, with partners and in groups
- for children to develop an understanding of the importance of exercise in maintaining a healthy lifestyle and to encourage lifelong participation
- for children to develop responsibilities for sports items
- for children to have fun

Staffing/Staff Development

Each teacher takes their own class for P.E. in addition Sporting World Sports Coaches are in school for one to one and a half days each week. They teach classes across the school. We subscribe to peplanning.co.uk and use this for our planning. This ensures that each class is being taught the necessary physical skills and that we are offering a broad and balanced curriculum.

The P.E. Coordinator attends conferences and courses and teachers have the opportunity to attend courses as and when applicable.

Entitlement

There is now no statutory time required for P.E. teaching as amended by the new government.

“We are trusting school leaders to take decisions in the best interests of the pupils and parents they serve. In giving schools this freedom, we are trusting school leaders to take decisions in the best interests of pupils and parents they serve. I would expect every school to want to maintain as a minimum the current levels of PE and sport each week for every pupil” (Secretary of State, 2010). With this in mind, each class is timetabled to two sessions of P.E. a week.

His Majesty’s Chief Inspector said:

“Physical education is part of every child’s entitlement to a good education.”

Each child has an entitlement to a broad and balanced curriculum, which allows for development and continuity. We intend to build on good practice to develop an active approach and a balanced programme to deliver this entitlement. This programme is based on the National Curriculum requirements.

Class Organisation

The majority of lessons will follow the same basic format outlined below:

Warm-up

Skills Development (Evaluation)

Cool-Down

Skill Development will be differentiated by task or outcome, as appropriate to the child and lesson. Children will have the opportunity to work individually, in pairs and in groups.

Topics covered in P.E. are divided as follows:

EYFS and Key Stage 1 - Gymnastics, Dance, Games (Multi-skills) Athletics and Swimming and Outdoor/Adventurous Activities.

Key Stage 2 - Gymnastics, Dance, Games (Net/Striking/Invasion), Swimming, Athletics and Outdoor/Adventurous Activities.

The Curriculum Maps are organised so that units of work within each element progress and provide continuity for the children. It is organised so that by the end of Key Stage 2 all children will have covered the same skills.

Swimming takes place in the summer and autumn terms within the East Somerset Federation as we feel it is very important for children to learn to swim from a young age.

In the Summer Term, year 6 children go on a residential trip to participate in Outdoor Education as well as in curriculum time.

To ensure children make progress in P.E. as they move through Key Stages the intent, implementation and impact follow the PE curriculum mapping from the PE planning scheme. These can be found on the website under 'A Full Pe Curriculum.'

Cross Curricular Issues

P.E. benefits from links to many subjects within the early years and primary curriculum and, where possible, opportunities will be sought to draw experiences out of a wide range of activities.

Equal Opportunities and Inclusion

Within the East Somerset Federation, each child is valued, respected and challenged. We aim to provide all children, regardless of ability, race, religion, gender, social background or disability, with valuable experiences in P.E.

Equipment and Resources

P.E. equipment is stored in the resources room / hall and staff are aware of what is available. The P.E. Coordinator is responsible for purchasing and maintaining resources. Necessary funds are released on request. Any long-term projects are written into the S.I.P (School Improvement Plan). The gymnastics equipment is inspected by a private company appointed by Somerset LEA twice a year and the outside equipment once each term. All children have access to lunchtime equipment from a separate shed. The P.E. Scheme is accessible to all teachers on the PE planning website.

The Learning Environment

The hall is appropriately cleaned and available for use. The field is used for P.E. when it is dry underfoot. The running track is available at all times as it has an

appropriate surface for all weathers. Courts are maintained and available for use all year round. Forest school and large playground equipment is accessed throughout the year at different times of the day.

Safe Practice

Health and Safety awareness is an integral part of the children's learning in P.E. All staff are aware of the accepted codes of practice in P.E.

JEWELLERY – Children should only be wearing watches and stud earrings to school plus items of jewellery worn for religious reasons. Wristwatches must be removed before P.E. lessons, and earrings should be removed unless they have been pierced within 6 weeks. There may be times when a personal item cannot be removed. In such cases, consideration should be given to making the item 'safe' for the activities concerned.

CLOTHING & FOOTWEAR - For all hall based activities children are expected to wear shorts and T-shirt. Dance and Gymnastics should be undertaken in bare feet unless children have a foot complaint when plimsolls/trainers may be worn. Warmer clothes are necessary for outdoor activities. Outdoor games should be undertaken in suitable plimsolls/trainers and must be laced correctly. (All children are recommended to wear trainers as they are more supportive). For all activities, long hair should be tied back. Swimming goggles may be worn for swimming.

MOVEMENT OF APPARATUS – Throughout their development of P.E. children will be taught how to assemble, lift, rearrange, dismantle and store apparatus safely. Development of these skills is given in the table below.

YEAR	EQUIPMENT	NOTES
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1	Mats and Benches	4 to each mat and bench, 1 on each corner
2	Mats and Benches	4 to each mat, 2 to a bench (all children to face the direction of travel)
3	Mats, Benches, Light Boxes	4 to each mat and box, 2 to benches (all children to face the direction of travel)
4/5/6	All apparatus	2 to each mat and lighter apparatus, 4 on heavier apparatus (all children to face the direction of travel)

Children will be taught where to place their hands and to lift together on the leader's signal, by bending and straightening the legs and keeping their backs straight.

Although it is desirable that children should be responsible for their own equipment, it is realised that for the children to set out and put apparatus away every lesson is not a realistic target. However, the children should receive enough practice and guidance to be able to do it safely and efficiently.

NON-PARTICIPATION – If children are unable to participate in P.E. due to an injury, this should be supported by communication from parents. They should be involved in lessons as much as possible as officials, observers or critics where they are still covering certain skill strands of the curriculum. Children who forget their kit will borrow a spare one. If this happens on a regular basis a standard letter is sent home.

STAFF ATTIRE - Staff should be appropriately dressed and wearing suitable footwear to enable them to move freely and easily.

CHANGING -For P.E. lessons at school that require children to get changed Key Stage 2 children use the changing rooms / foyer.. Key Stage 1 children change in their classrooms and the teacher leads the children to the area to be used for P.E.

When children participate at sporting events, staff will count the children on/off the bus. Staff will ensure the children are belted in. A Teacher or LSA carries a first aid and sickness bucket. Adults are responsible for carrying inhalers and other medication if necessary.

Other Adult Helpers

Where adults help with classes, we ensure they are appropriately inducted and monitored. They plan lessons within their specialist subject. They teach a class who are timetabled to develop skills in their area of activity. The time, length and number of lessons required are decided between the adult helper and the teacher. In these situations, the teacher may observe the lesson and takes part where necessary.

Fixtures

It is encouraged that parents provide transport for their own children. Written consent forms have to be completed if parents wish their child to travel with another adult. All adults who volunteer to provide transport are checked by the county agreed procedures.

Out of Hours Learning

P.E. lessons provide the children with opportunities to practise and consolidate their skills and knowledge and to develop and extend their techniques and abilities. These

may be extended further through After School Clubs. We aim to encourage children to attend clubs to increase access to high quality P.E. each week.

Teachers take a register before each club and ensure each child has returned a consent form.

Residential trips, as previously mentioned, offer children in Years 6 opportunities in Outdoor and Adventurous Activities.

Assessment

Assessments are carried out using the PE planning assessment tool where each child's progress is monitored. This information may be used to provide feedback to parents or the child's next teacher. Children are assessed following the correct national procedures at the end of each year. The children will be 'below average', 'working at age related expectation' or 'above average'

Photographs of different PE activities are taken and uploaded to the school website and class pages. They are also shared on PE and in Newsletters.

ICT will be used in various ways to support children's learning.

Monitoring and Review

The monitoring of standards of work and the quality of PE teaching is the responsibility of the PE subject leader. The work of the subject leaders is significant in raising standards and this involves supporting colleagues in their teaching, being informed about current developments in their subject, and providing a strategic lead and direction in PE. Where possible, subject leaders have specially allocated time for carrying out vital tasks such as visiting classes to observe teaching , talking to pupils about PE and meeting other PE leads within the Federation.

This policy will be reviewed biennially.