



Offenham CE First School PE policy

Introduction

Physical Education is a foundation subject within the National Curriculum to which we adhere. This policy outlines the purpose, nature and management of PE at our school.

Mission Statement

Physical Education is about developing children's skill, enjoyment and confidence in physical activity, and introducing them to the pleasures of sport. Physical Education at Offenham CE First School gives all children, irrespective of age, gender and ability, opportunities throughout the curriculum and during out of school hours extra-curricular activities the opportunity to participate, find enjoyment and experience success.

Physical Education promotes personal, social, intellectual and physical skills and at Offenham CE First School we aim to foster co-operation, tolerance and self-esteem. It is our aim that when the children leave our School they take with them an enjoyment in undertaking exercise that will be continued into adulthood as part of a healthy lifestyle.

Pupils learn to think in different ways to suit a variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover about how to get involved in lifelong physical activity.

Entitlement

All children have an entitlement to two hours of physical activity a week. Physical Education forms the National Curriculum at each Key Stage in ways appropriate to their abilities. This is supplemented through weekly P.E lessons, play leaders, after school provision, forest school and inter/intra school events.

Within Key Stage 1, pupils will be taught knowledge, skills and understanding, acquiring and developing skills selecting and applying skills evaluating and improving performance, and knowledge and understanding of fitness and health, through dance, games and gymnastics activities. In addition, we offer multi skills and fundamental movement programmes. Children also have the opportunity to go swimming and to Forest School.

During Key Stage 2, pupils will be taught knowledge, skills and understanding through six areas of activity:

1. dance
2. games
3. gymnastics
4. swimming and water safety

5. athletics
6. outdoor adventure
7. team sports

Children will also experience Multi Skills programmes as a continuation of their KS1 physical development.

Off-site specialist accommodation is used effectively and efficiently to maximise learning opportunities for pupils, e.g. the use of the local leisure centre for the teaching of swimming. Our school, as well as other venues are used to support with cluster festivals, competitions and events.

Aims

P.E. offers opportunities for children to:

- ❖ become skilful and intelligent performers
- ❖ acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts
- ❖ learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- ❖ develop their ideas in a creative way
- ❖ set targets for themselves and compete against others, individually and as team members
- ❖ understand what it takes to persevere, succeed and acknowledge others' success
- ❖ respond to a variety of challenges in a range of physical contexts and environments
- ❖ take the initiative, lead activity and focus on improving aspects of their own performance
- ❖ discover their own aptitudes and preferences for different activities
- ❖ make informed decisions about the importance of exercise in their lives
- ❖ develop positive attitudes to participation in physical education

Promoting Spiritual, Moral, Social and Cultural developments

At Offenham CE First School we aim to provide opportunities through PE to promote pupils' spiritual, moral, social and cultural developments.

Spiritual development; through helping pupils gain a sense of achievement and develop positive attitudes towards themselves.

Moral development; through helping pupils gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions and accept authority and support referees, umpires and judges.

Social development; through helping pupils develop social skills in activities, involving cooperation and collaboration, responsibility, personal commitment, loyalty and teamwork, and considering the social importance of physical activity, sports and dance.

Cultural development: through helping pupils experience and understand the significance of activities from their own and other cultures, recognise how activities and public performance gives a sense of cultural identity, and consider how sport can transcend cultural boundaries.

Promoting Key Skills

PE at Offenham CE First School provides opportunities for pupils to develop the key skills of; Communication; through promoting verbal and non-verbal communication skills when explaining what they intend to do, giving feedback to others, planning and organising group or team work, giving instructions and signals in a games, using gesture in dance and through responding to music and other sounds in dance.

- ❖ **Leadership:** through encouraging children to take responsibility. Opportunities to lead others, umpire small sided games and organise equipment. Such provision develops the whole child and prepares the year 4 and 5 children for the role of Sports Crew leaders.
- ❖ **Application of number:** through collecting and analysing data, using different forms of measurement and using a variety of measuring and recording equipment.
- ❖ **IT:** through collecting, analysing and interpreting data to evaluate performance and identifying priorities for improvement. Viewing examples of children performing movements/skills for the children to copy via the Get Set 4 P.E. website.
- ❖ **Working with others:** through taking on a variety of roles in groups and teams in cooperative activities, working in a group with a collective goal and deciding on strategies to meet it, cooperating with others by observing rules and conventions when competing against them.
- ❖ **Improving own learning and performance:** through recognising what they do well and what they need to better, helping them to observe a good performance and to imitate it, and develop the confidence to do something new.
- ❖ **Problem solving:** through recognising the nature of the task or challenge, thinking of different ways to approach the task and challenging their approach as the need arises, and understanding and applying the principles of movement strategy and composition to the task.

Objectives

In order to achieve these aims our School will provide:

- ❖ a curriculum map accessible to all staff to track progression
- ❖ units of work made available by 'Get Set 4 P.E' – an online planning resource
- ❖ individual lesson plans made by class teachers
- ❖ a minimum of 2 hours of PE or school sport participation per week through forest school, swimming or specialist PE lessons with class teachers
- ❖ a wide variety of opportunity to experience the individual physical skills needed for each of the areas of activity
- ❖ opportunities for extending physical activity through extra-curricular activities
- ❖ a well-planned, broad based curriculum which reflects the statutory requirements of the National Curriculum and provides all pupils of all abilities with an appropriate range of practical activities to meet their physical, intellectual and social needs
- ❖ guaranteed equality of access for all pupils in all activities
- ❖ effective leadership and management of the subject throughout the school

- ❖ opportunities for pupils to develop their understanding of exercise and its effects on the body; awareness of health and safety aspects'; development of positive attitudes towards oneself, others and the activity; develop self-esteem; understand the need for sporting conventions, including rules and fair play; work effectively with others in different activities and environments; appreciate activities from one's own and other cultures
- ❖ develop pupils' ability to plan, perform and evaluate their own and others' performances. This means that pupils should be given an opportunity to use their own ideas when working; that they should have opportunities to develop their speaking and listening skills as an aid to their observation and their own and others' performance in different activities

1. Implementation

- KS1 children will have one P.E. lesson each week. Play leaders will also engage with KS1 children during lunch times.
- KS2 will have two hours of P.E per week. One hour taught by their class teacher and the other will be either swimming or the remaining children are taught by a teacher.
- children will be taught in their normal class group or will be split, according to which year groups have gone swimming, and the teacher will differentiate according to ability
- children will use the equipment necessary for the particular area of activity
- The P.E. equipment is kept in the P.E. shed and should only be accessible to children under supervision, Sports Crew leaders and Shed monitors.
- Year 4 and 5 children will have responsibility of taking certain playground equipment from the shed prior to lunchtimes. These children will be shown where each item goes and the safe and correct way in which it is stored.
- physical activities are planned in such a way as to encourage full and active participation and enjoyment by all children irrespective of ability
- in all P.E. lessons, children will be encouraged to plan, perform and evaluate
- every attempt will be made for the inclusion of special needs children into participating on equal terms with other children
- every effort will be made in P.E. lessons to ensure an equal interest for both boys and girls
- when engaged in physical education, children are expected to behave in a considerate, responsible manner showing respect for other people and equipment. During physical education, children will be encouraged to discuss safety implications concerning themselves and others
- children vary greatly in their physical development and rate at which they progress. Careful observation, sensitivity and knowledge of children's physical, intellectual and emotional development are required within the curricular provision.
- the programme of activities offered and the teaching and learning approaches used should reflect statutory requirements and be efficiently planned and provided across the full age range.

Special Needs

P.E. lessons can pose a challenge to some children who have special educational needs. There are a number of ways to deliver physical activity with the aim of including young people who have a range of abilities. These are shown in this table.

Open Activities	All children can get involved in the same activity.
Modified Activities	The task as a whole is adapted to make the pitch easier or harder to suit the needs of individuals
Parallel Activities	Children are presented with different activities from the same activity area, and use rules, structures, and equipment that suit their needs
Individual Activities	Children take part together in an activity but different conditions apply to members of the group or class
Separate Activities	Children need activities specific to their needs and these are not the same as those given to the rest

Gifted and Talented

Gifted and talented children will be challenged during their P.E lessons using methods and equipment that the teacher feels appropriate. A list of gifted and talented children in P.E will be kept by the G&T co-ordinator and monitored.

Monitoring

Monitoring is one of the core responsibilities of the subject leader. The subject leader plays a key role in supporting, guiding and motivating teachers in the subject and other adults. Subject leaders should evaluate the effectiveness of teaching and the curriculum and should monitor pupils' attainment and progress in all activities taught. The subject leader will monitor the teaching of PE this year focussing on the delivery of the PE hub planning and lesson structure.

The learning outcomes in each unit indicate how children might show what they have learnt. Monitoring these will help teachers establish each child's progress. The expectations provide a brief description of attainment for each unit, and they should help teachers decide if individual children's progress differs markedly from that expected of the majority.

Assessment

In P.E., assessment will be undertaken using the end of Key Stage descriptions as a focus for observation, which will be recorded throughout each year in games, gymnastics and dance. Teacher assessment will be given to children at the end of the School year in the child's report. Assessment is an integral part of teaching and should inform future teaching and learning.

Each child will have a specific assessment in swimming for distance and water skills, which will be recorded and updated each year.

Pupil's progress will be monitored by the PE specialist and class teachers as they move throughout year groups. This information will also be available to Middle School at the end of Year 5.

Planning, Performing and Evaluating

An understanding of the process of planning, performing and evaluating is essential to the development of pupils' physical skills. Accordingly, pupils should be given an opportunity to plan and evaluate aspects of their own and others' work. Watching the performances of others is integral in developing children's understanding of good practice and performance. Consequently, children should be given ample opportunity to watch the performances of others, particularly in dance and gymnastics and when rehearsing particular skills in games lessons.

Teachers will be following the Get Set 4 P.E planning scheme for PE to enable progression and consistency throughout the school. The subject leader should outline what units each class will be covering throughout the year on a 2-year cycle to enable correct coverage and progression for mixed aged classes.

Safety

At Offenham CE First School, we have a copy of the 'Safe Practice in Physical Education and sport.'

Each activity and activity area has been risk assessed and can be found in the P.E. Coordinators file. All members of staff are aware of these documents.

Responsibility

The Headteacher is responsible for the overall safety administration within the School.

The P.E. specialist and/or teacher are responsible for:

- recognising and assessing the degree of potential danger associated with any physical education activity
- ensuring that the necessary precautions are taken in any activity with which any particular hazard is connected
- ensuring that in the event of an accident, they deal with the child's injury appropriately, the Headteacher and first aider are informed and the injury is recorded in a separate P.E. accident book

Clothing and Footwear:

- all children must have navy blue shorts and a white t-shirt
- all children must change into PE kit which teachers should ensure is provided by parents
- children must change into plimsolls or trainers when doing outdoor activities
- all children must be barefoot in gymnastics and dance. If children have a valid reason for not being barefoot, for example a verruca, they may wear plimsolls, not trainers
- children are advised to wear additional clothing for outdoor PE during the winter months (jogging bottoms, jumpers)
- no-one must be allowed to work in tights
- long hair should be tied back and inappropriate head bands removed

- all jewellery should be removed. If stud ear-rings cannot be removed they must be covered with a plaster or earring tape

Equipment

- all portable equipment should be stored away safely and be easy to move by pupils under supervision
- the safe use of equipment will be encouraged at all times and children will be trained to lift, carry, erect and dismantle the apparatus safely
- all equipment must be checked by the teacher before the children use it
- a calm approach to the use of gymnastic apparatus is essential. Quiet concentration should be demanded of each pupil
- apparatus should be arranged to allow adequate space for individuals to avoid collisions
- the identified purpose of any activity on the apparatus should be clearly understood by teachers, teaching assistants and pupils
- when pupils have put out the apparatus, they should sit away from the apparatus and wait until the teacher has completed a safety check. No child should use the apparatus until this check has been completed
- teachers should make safe free-standing non-P.E. equipment
- mats should be placed where it is expected that pupils will need to cushion deliberate landings but should not be placed around profusely because this can produce real danger. However mats should be placed around wall bars but children are informed they are not to jump off bars at any time, they need to climb down
- pupils should be taught to be aware of the need to readjust mats which may have moved during use
- all classes are responsible for putting out and clearing away apparatus
- each piece of equipment must be moved by four children in Key Stage 1 and two children in Key Stage 2
- children must face the equipment when moving it, they must not walk backwards when carrying equipment.

Swimming

- all changing must be supervised
- female members of staff will be present in the female changing rooms and where possible the male members of staff will be in the male changing rooms.
- a general risk assessment for swimming sessions is to be completed by the swimming co-ordinator. Class teachers are responsible for adding to the risk assessment should the needs of their class or some of its individuals require.
- teachers accompanying classes to the Pool must wear appropriate clothing. Outside footwear must never be worn on the poolside
- all teaching should take place from the poolside apart from those children needing one on one support.
- all voluntary helpers must complete a police check form
- Adult in charge of group to take a mobile phone in case of emergency
- in the event of an accident the lead adult should take appropriate action and inform the Headteacher. Should a child need to be hospitalised, the lead adult should ensure that the remainder of the pupils vacate the pool, change and return to School safely. Where possible, a member of staff should accompany the injured child to hospital

- a child with a verruca must wear a verruca sock. Other children may wear verruca socks as a preventative measure, if they wish
- the wearing of jewellery must not be allowed when swimming
- pupils should tie long hair up
- A member of staff will monitor all children using the public toilets

C.P.D

Staff will be kept up to date with relevant C.P.D opportunities for P.E. The subject lead delivered CPD on the new PE Hub planning at the start of the year to ensure that teachers feel confident to deliver high quality PE lessons using this scheme. The P.E co-ordinator will endeavour to lead some staff meetings relaying important developments in regard to planning, health and safety issues and providing high quality physical education throughout the school.

Extra-Curricular Activities

Children are offered places at after school activities. Clubs vary depending on staff participation and the time of year. Clubs that often take place are Football, Dance, Netball, Country dancing, Multi-skills, Dance, Maypole dancing, Rounders and Athletics. Children are encouraged to take part in a club of their interest.

Competition

Children experience a variety of athletic and games based activities, working in teams throughout the whole year. During sports day 100% of our children take part in intra school competition participating in a multi skills activity programme of events in relay and individual track and field events.

We have an in school house competition termly to enable competition within the school. A trophy is awarded and photograph of the winning house captains displayed on the sports board in the hall to reward success. These competitions are directly linked to sports the children have been doing during PE to ensure they are applying their new skills in a competition setting. The subject coordinator ensures that KS2 classes are covering the same sports to enable key stage competitions.

Regular inter- schools festivals are held for KS2 with our cluster schools, which include kwiksticks (hockey), Football, Cross-country and netball.

Selected KS2 children take part in the small schools swimming gala each year.

For KS1 non-competitive cluster festivals are held which include multi skills, maypole dancing and country dancing.

Wet Weather

In the event of wet weather where an activity has been planned for outside, the P.E. lesson takes priority for Hall use and an adapted activity will take place inside.

Non Participation

Certain medical conditions and genuine parental concern may prevent participation in extreme cases. In the event of non-participation, an observational or officiating role will be encouraged. Children record their observations based on the lesson objectives and success criteria, they may be offered an iPad to record their observations and are expected to feed back to the rest of the class at the end of the lesson.

Equipment and Resources

Resources are kept in the following places:

- P.E. Shed
- Hall – Gymnastics mats
- Hall – Large gym equipment
- The PE Hub – online platform – all staff have access

An annual audit is carried out for all equipment

Last audit: (details in Office)

Mr Jack Blenkinsop- PE Coordinator

This policy was agreed by the staff and Governing Body in Autumn 2026 and will be reviewed in Autumn Term 2027.