

Heathcoat Primary School

Physical Education Policy 2024-2025

Next review: July 2025

Head of School: Demelza Higginson

PE subject leader: Clare Soper



Introduction

Sedentary living patterns, unhealthy dietary habits and concerns about mental health and well-being are more prevalent in our society today, prompting the strong evidence that participating in regular, moderate-intensity physical activity provides a range of physical, intellectual and emotional benefits for everyone.

Engaging our pupils to participate in physical activity before, during and after school will enable them to gain a range of physical, social, emotional and intellectual benefits. Our physical education and extra-curricular programme offers a range of activities, sport, recreation and games.

Therefore, physical activity is an important dimension in pupils' broad scope of development during their years of schooling.

It is important that our pupils are given opportunities to participate in a range of enjoyable physical activities from an early age so they are more likely to grow into physically active and healthy individuals throughout the rest of their lives.

Heathcoat Primary School has developed this policy to provide school staff, parents and members of the community with guidelines on what is required to achieve maximum levels of pupil's participation in physical activity.

Intent

Our vision at HPS for teaching PE is to provide a positive relationship with physical activity for life. Our lessons develop a love to be active in a fun and enjoyable environment, which is inclusive of age and ability, through progressive physical skills and multi-ability learning behaviours.

- Lessons develop a love to be active in a fun and enjoyable environment, which is inclusive of age, ability and challenge.
- We want all our children to have a positive experience, learning to explore different ways to move and engage in a variety of games to challenge themselves through a broad provision of fundamental movement skills that enhance lifetime fitness and life-long choices.
- Our PE curriculum aspires and promotes positive learning behaviours, teaching our pupils strategies to learn to cope with both success and failure.
- We strive to develop positive mental health, self-esteem and physical confidence.
- To show an ability to work as an individual striving for personal goals as well as working as a team in both competitive and non-competitive environments across individual and team-based activities.
- We believe active healthy children achieve more and therefore we aim to provide a broad range of challenges and new experiences that will benefit and promote a healthy and happy lifetime of active or even sporting prowess.

Implementation

Our PE curriculum provides an ambitious, progressive programme of fundamental movement skills through a child-centered approach through the delivery of REAL PE, REAL Gym and REAL Dance which use innovative Primary PE schemes of work. The skills and knowledge explored are built on year upon

year and sequenced appropriately to maximise learning for ALL children. The Real PE scheme aligns itself to the Ofsted research review which defines a good PE curriculum as having three pillars of progression: Motor Competence, Rules, Tactics and Strategies and Healthy Participation.

Pillar 1

- Real PE foundations, core real PE, real gym and real dance provide opportunities for physical actions to be modelled, practised and developed.
- The structured lesson plans allow time for children to reflect, review, refine, thus supporting them to 'get better' at PE.
- Through the fundamental movement skills, the children progress through a sequence of challenges that are explored through a thematic approach in EYFS and KS1 and a skills-based approach in KS2. The skills move from simple to complex are developed through stories, competitions and games. These skills are developed further in Real gym and Read dance.
- Each skill has a clear personalised outcome, which is shared and agreed by every child.
- We strive to shift the responsibility from a teacher led activity or skill set, supporting our pupils to become more proactive. Developing a culture of independence with the ability to work safely when developing skills across agility, balance, co-ordination and fitness.

Pillar 2

- Through the Real PE platform children are explicitly taught age appropriate rules, strategies and tactics that align with movement, challenges and games they are working on. It enables them to have a clear mental model of how to improve and develop.

Pillar 3

- The structure and content of all Real PE programmes help develop a positive relationship with physical activity for life. The children explore a health and fitness unit each academic year which encourages them to reflect on healthy participation.
- We promote opportunities for our pupils to experience new and unfamiliar activities, which aim to develop further interests and encourage them their new interests to flourish in sports in which they show a particular flair.
- We further promote healthy, active children, developed through our extra-curricular programme, through participation of inter and intra school sports. In addition to this, we use our outdoor learning environment during break and lunchtime to enhance children's physical activity and well-being.
- Our children participate in two sessions a week. In KS2 Years 3, 4, 5 and 6 have access to a six one-hour swimming lessons per year, which focuses on learning to swim, stroke development and water and hazards in our environment.

Impact

At Heathcoat Primary School our pupils will

- Understand that physical activity and a healthy lifestyle is an important part of their daily routine and they will encourage family members to participate in active lifestyle choices too.
- Have confidence riding a bike independently and safely on roads.
- Be able to swim at least 25 metres before the end of Year 6 and gain valuable knowledge in how to remain safe in and around water.
- Take part in a vast range of activities in our local community, as well as taking part in national events.

Scope

This policy applies to all pupils attending Heathcoat Primary School, regardless of race, age, ability or location and to all members of the HPS (teachers, coaches, administrators, parents or guardians as well as volunteers).

Role of the Subject Leader

The role of the subject leader is to provide professional leadership in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. At Heathcoat Primary School we will achieve this by

- Strategic direction and development from the Creative Development Scheme
- Leading and management of staff.
- Managing appropriate and effective CPD of staff.
- Efficient and effective deployment of coaches, staff and resources.
- Monitoring pupil progress
- PE Lesson observations
- Monitoring progression across the school termly and updating our PE Sport & Health assessment wheel
- Monitoring the learning environment and resources.
- Review and reflect upon our provision, updating our Learning Nutrition wheel, which generates our PE impact report.

This will ensure every pupil is provided with a broad range of high-quality physical activity opportunities to enhance their learning and development.

The following roles and responsibilities encompass areas such as participation, competition, safety, community links, communication with parents/guardians, expenditure, resources and expectations in behaviour.

Participation

Teachers, coaches and any other members of the school community involved in the school provision of physical education will facilitate the following:

- Encourage participation and enjoyment
- Cater for varying levels of ability by differentiated provision so every pupil with a 'fair go'
- Provide equal encouragement to all pupils to allow them to acquire skills and develop confidence
- Ensure the programme is available to all pupils by catering for groups with special needs such as: pupils with disabilities/impairments; non-English speaking backgrounds
- Prepare and conduct sessions based on sound coaching and teaching principles
- Set realistic standards and objectives for pupils
- Ensure a safe and productive environment
- Ensure consequences of inappropriate clothing and behaviour are clearly understood and promoted
- Encourage pupils to participate in games before, during and after school, and; act as a good role model of sporting behaviour promoting 'sportsmanship'

- Teachers, coaches and any other members of the school community who take on a coaching responsibility are also encouraged to have a level 3 coaching qualification. However, the minimum qualification, recommended by the National Partners, for a coach or professional working in a primary school context is a UKCC level 2 coaching qualification or equivalent in the activity being delivered. It is acknowledged, however, that other volunteers including Level 1 assistant coaches and under-18s including young leaders may support delivery. **This must be under the direct supervision of a qualified teacher or Level 2 coach.**

Competition

At HPS provision is made for a healthy level of competition for all participants ranging from inter-house competitions between classes, year groups and whole school up to inter-school level. They will be conducted at a level that is appropriate for the age and experience of the pupils.

Teachers, coaches and any other members of the school community involved in the school physical education programme need to ensure all pupils participating in the sport programme are aware that, although everyone likes to win, participating is equally as important. Our programme aims to promote 'fair play' working collaboratively as a team as well as acknowledging great performance and celebrating others' successes gracefully.

Gifted and Talented

In order to aid with the identification of 'Gifted and Talented/More Able' pupils, we have devised a list of 'abilities' that we are likely to observe;

- Perform exceptionally well at one sport or to a good standard in many.
- Good spatial awareness.
- Good understanding of movement quality such as weight and time.
- Skilful body management showing a high degree of control and coordination.
- Able to combine movements fluently, precisely and accurately.
- Learn, understand and adopt technical aspects of a sport very quickly.
- Able to make correct decisions in pressure situations and adapt their technique accordingly.
- Creative, original and adaptable; able to respond quickly to new challenges and situations, often finding new and innovative solutions.
- Able to reflect on processes and outcomes in order to improve performance, considering the relationship between skill, fitness and tactics or composition.

Links with Community Organisations

Coaches, teachers and any other members of the school community involved in the school physical education programme are encouraged to establish closer cooperative links with sport, recreation and community organisations by:

- * Liaising with community groups and encouraging the use of school facilities, both during and outside of school hours;
- * Integrating our physical education and sport programme with those of local sport and recreation even, fixtures or organisations.

Health and Safety

Safety should be paramount when planning PE activities. The following guidelines will be referred to by all teachers when planning their PE curriculum:

[Babcock LDP - Outdoor Education and Off-Site Visits, Safe Practice, Support and Advice](https://devoncc.sharepoint.com/:b:/s/PublicDocs/Education/EX0czc0LLAFEj8YR1ZjQeyABW2L9iL91JrMS8Wox8h-Eg?e=0bf6EL)

<https://devoncc.sharepoint.com/:b:/s/PublicDocs/Education/EX0czc0LLAFEj8YR1ZjQeyABW2L9iL91JrMS8Wox8h-Eg?e=0bf6EL>

- Children should develop their own abilities to assess risks.
- First aid equipment should be available.
- Staff should know what to do and who to call for assistance in the event of an accident.
- Inhalers for children suffering from asthma must be readily accessible and brought to lessons.
- Regular checks made on all equipment. The subject leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituted as a danger will be taken out of use immediately.
- Children will be taught to move and use apparatus safely under supervision of a teacher or appropriate adult.
- All children wear the correct clothing and footwear.
- All jewellery must be removed for physical education lessons. Newly pierced ears are to be covered with tape provided by their parents until they are able to remove out of their child's ears. During swimming, earring **MUST** be removed or a swimming hat provided to ensure hair is not caught up around them.

Behaviour

Pupils, teachers, coaches and any other members of the school community involved in the school physical education programme need to:

- Ensure pupils are aware that the same standards of behaviour in and around the school are expected outside the classroom or before, during and after any sporting event or recreational activity, (Refer to Behaviour Policy).
- Manage pupils who fail to comply with the above codes of behaviour as set out in the school's behaviour policy.
- Pupils who fail to use the equipment provided for its correct purposes run the risk of losing their privilege to use it at all.

Spectators

It is just as important for spectators to behave in an appropriate manner at any physical education or sporting event.

Teachers, coaches need to provide guidelines/expectations of behaviour to spectators, parents and any other members of the school community before, during and after the event.

PE Kit

- Children come to school wearing their PE Kit on their PE days, a change of clothing must be worn for indoor/outdoor activities for both curriculum and extra-curricular activities. Their school uniform should be packed as a change of clothing in the event of wet weather. Using the classroom or other supervised rooms where appropriate.
- All teachers should at least change into appropriate footwear for the teaching of PE. It is preferable that teachers change into a PE kit to deliver lessons.
- Suitable clothing for all children within the school is a white t-shirt or their house colour T shirt; navy or black shorts. In the winter seasons, black or navy jogging bottoms are allowed with their school jumper; with suitable **black** trainers or plimsolls.
- No jewellery is to be worn in PE. Pupils are expected to remove their own jewellery, including piercings, or get their parents/carers to do so before school and replace after the school day. Earring tape is allowed but only if brought in and supplied by the parents. Children are to apply these themselves.
- Long to mid length, hair should be tied back of their face. Teachers should have a supply of hairbands; otherwise, elastic bands can be used to tie hair away from the child's face.
- For dance and gymnastics, pupils must be bare-footed and for gymnastics, all pupils must tuck in their T-shirt.
- During swimming sessions, if earrings are unable to be removed then a swimming hat is required. If a child does -



Sports Premium Funding

For information about how the school has spent their funding please, refer to the 'Evidence of the impact of the Primary PE and Sports Funding document' on the school's website.

Intra- House and Inter- School Sport

Intra-school sport encompasses annual all-day or evening events such as Tag Rugby tournament, Heathcoat Cricket competition, cross-country running in the Wilcombe Wobbler, Exmoor Challenge Walk, South West and Milano gymnastic competitions and our local Tiverton Swimming Gala.

Other intra-school activities may be house-based lunchtime or sport afternoon competitions. It is encouraged that staff and community members be involved in these events. We aim to link events with national and international competitions, World Cup Football, Six Nations Rugby, Tour de France and the Olympics.

HPS School Sports Day

Whole School "sports day" consist of pupils participating in various sports and representing their house. The children accumulate points for their individual performance which is collated and added together across the day and then out 'Inter-House Sports Day' trophy is awarded to the overall winning house and presented to our Year 6 house captains' representatives.

The pupils are encouraged to develop their skills through the preparation beforehand, have fun, dress in their house colours and support one another, demonstrating sportsmanship.

Cross Curricular Links to Physical Education

Opportunities are utilised within the creative curriculum topic-based work to draw upon physical education

experiences to maximise children's skills and learning to enable children to apply and use PE in real life and academic contexts.

Physical Activity and KS2 Leadership

In Upper Key Stage Two we encourage pupils to become role models to others, offering the Young Leaders Award and gaining accreditation by organising and managing participation of physical activity to other children across the school during play, lunchtimes or general play in the playground. Our pupils learn many leadership qualities (e.g. planning an activity, organising, problem solving with grouping and dealing with behaviour as well as team-work). These opportunities are linked to the overall school programme for pupils and promoted during lunchtimes, break times, school sport days, sport fixtures and tournaments.

Policy Monitoring and Review

The Head of School and PE subject leader monitor the effectiveness of this policy on a regular basis with meetings and subject leader time. This is a working document and reviewed annually but referred to throughout the year.



Smiles



For

Participation

If the following competition principles are followed, then there should be **Smiles** all round:

- **Safe** – participants feel physically and emotionally safe
- **Maximum Participation** – participants are fully involved all of the time, i.e. not hanging around
- **Inclusive** – all participants can take part; activities are designed to suit and develop their abilities
- **Learning** – participants develop personal, social, creative, thinking and/or physical skills
- **Enjoyment** – activities recognise individuals' personal needs and interests
- **Success** – participants feel they are making progress and getting satisfaction

Smiles only happen for everyone if they feel a sense of fairness.

Fairness strengthens inclusion, enjoyment and success!!

Be reflective.....

1. Did you/their team know and abide by the rules?
2. Did you/they avoid body contact?
3. Were you/they fair-minded?
4. Did you/they show self-control and positive attitude?
5. Did you/they communicate properly and respectfully?



Who do you think should win the Spirit of the Game award today?