



Inmans Primary School
Physical Activity, Education, Sports and Games Policy

Date	Written By	Approved by	Review Date
28.4.25	P Poole	S Fellows	28.4.27

Aims

Inmans Primary School is committed to providing quality Physical Education: boosting young people's confidence; extending social networks and providing them with the necessary skills and knowledge to improve their health and wellbeing. Inmans provides opportunities for all children to become physically literate and understand the need to stay active to maintain a healthy body.

Delivered to all children, Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and is delivered to all pupils. Physical Education involves both 'learning to move' (i.e., becoming more physically competent) and 'moving to learn' (e.g., learning through movement, a range of skills and understanding beyond physical activity, such as co-operating with others). The context for Physical Education learning is 'physical activity' whereby children experience a broad range of activities, including sport and dance.

Our aim is to supplement the progressive learning that takes place inside the school curriculum timetabled time with school sport opportunities that take learning beyond the classroom (i.e., in the extended curriculum); this is referred to as extra-curricular learning. Again, the context for this learning is physical activity designed to develop and broaden the foundation learning that takes place whilst forming vital links with 'community sport and activity'.

Planning

All aspects of the PE curriculum are planned using PE Pro, which all teachers have access to. This includes objectives, planning, assessment points, knowledge organizers, progression of skills and resources.

At Inmans Primary School, Physical Education in Early Years Foundation Stage aims to show children good control and coordination in large and small movements. The objectives for learning in Physical Education seek to improve the way children move, ensuring they do so confidently and in a range of ways when negotiating spaces.

Here, children are also taught the importance of good health: physical exercise and a healthy diet. Children play cooperatively, taking turns with others. Teachers emphasize the importance of considering one another's ideas and how to organize their activity.

In Key Stage One, children are taught to develop their fundamental movement skills. In doing so, children become increasingly competent and confident when accessing a broad range of

opportunities to extend their agility, balance and coordination – both as individuals and as a collective. Children are encouraged to engage in competitive (both against themselves and others) and cooperative physical activities, in a range of increasingly challenging situations.

In Key Stage Two, children should utilize and embed the broad range of skills learnt in key stage one and EYFS. By applying these in different ways, children will learn how to link a series of skills to make actions and sequences of movement. Opportunities are built into the curriculum to encourage children's communication, collaboration and competition; further progressing their understanding of different physical activities whilst evaluating and recognizing their own successes.

In the I-Pod, children have a range of opportunities to take part in PE suited to their needs and within their year group. This enables children to develop their independence at an appropriate level. As pupils develop their skills, they are provided with opportunities to engage in competitions such as Boccia.

Teacher Expectations

At Inmans, it is important that educators present themselves as positive role models. This includes upholding high standards of behaviour, appearance and dress. High quality lessons encourage high levels of activity, enjoyment, communication and sportsmanship.

At the start of the lessons, the teacher will:

- Be positive
- Be (over) prepared
- Check the kit if appropriate
- Ensure students enter working area appropriately and safely
- Establish time limits
- Establish good habits, routines and high expectation

During the lesson, the teacher will:

- Take every opportunity to recognise and reward positive behaviour and effort
 - Consider your movement around the room
 - Insist the children give their full attention when speaking
 - Be appropriately assertive
 - Keep their corrective action brief before re-establishing good working relationships.
- Always encourage students
- Always have high expectations of their children
- Reinforce their teaching and ensure students have understood
- Make the session fun and enjoyable

In the event of a safeguarding concern, the teacher will:

- Follow the school's safeguarding policy
- Report any potential pastoral/safeguarding issues to the appropriate member of school staff following school policy

Lesson structure

Unit plans should be taught with the following structure:

- Get Active
- Athletic Development
- Skill 1
- Skill 2
- Game

SEND adaptations and adaptive teaching suggestions should be reviewed and considered during teaching.

Introduction:

Teachers will:

- Recap last week's lesson and what was done

Warm up:

Teachers will:

- Tie warmups with the national curriculum requirements: running, jumping, throwing and catching as well as developing balance, agility and co-ordination
- Use this as an opportunity to check children's understanding of physiology and anatomy

Skills:

Teachers will:

- Cement the understanding of knowledge, skills and techniques required in topics
- Allow skills to be used in a fun and competitive way
- Use progression and regressions provided if the children need challenge or support

Game:

Teachers will:

- Consolidate all learning throughout the lesson, linking both skills
- Incorporate a competitive element, in line with what the national curriculum states and the PE Pro app lesson plans

Review:

Teachers will:

- Review the lesson with the children
- Discuss what will be worked on in the following lesson
- Acknowledge what has been done well and potential ways forward

Assessment and Recording

Children's learning is continually assessed through informal summary judgements alongside assessment lessons to support teachers' existing knowledge of each pupil. This is then recorded using the online assessment tool on the PE Pro app. Teachers will assess children in week 1, week 18 and week 36 and will give the children additional formative feedback where necessary. This system for assessment is used to set new goals and for passing further information onto future learning facilitators – both teacher and caregiver.

Resources

Equipment is stored safely in the P.E. cupboard. The P.E. cupboard is locked and only members of staff have access. The cupboard is regularly checked by the P.E. Coordinator to check its tidiness and

organisation. Teachers will inform the P.E. Coordinator of broken, damaged or lost equipment so that replacements can be ordered.

Primary Sports Funding

The 'PE and Sport Premium' is designed to help primary schools improve the quality of the Physical Education offered to their pupils. At Inmans, the Physical Education and Sport Premium funding is proportional to the number of pupils on roll. Information around the school's funding allocation is published on the Inmans Primary School website under 'PE and Sport Premium', along with an impact statement.

Inclusion

At Inmans, we are committed to ensuring that all children participate in physical education and activity irrespective of any special educational need(s) or physical disability they may have.

At Inmans, we promote equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL and therefore, continued professional development for staff members ensures that guidance, including strategies, inform inclusive quality first teaching and practice in physical education.

PE Kit

At Inmans, Physical Education will take place twice a week.

In one example, children will come to school dressed in their Inmans physical education kit. We ask that the children wear this for the full school day. Parents/carers are responsible that their child is dressed appropriately.

- Black/red shorts
- White T-shirt
- Black/red tracksuit top
- Black tracksuit bottoms or leggings
- Plain, suitable trainers

We ask that any ear piercings are removed on the days that pupils have PE. If pupils are wearing piercings they will be asked to remove them independently, if possible, if not they will be covered using microporous tape.

We ask that children avoid wearing branded clothing in school and also ask that all items of clothing and footwear are labelled with the child's name.

In the second example, children will come to school dressed in their Inmans School uniform. Children will remain in their uniform for physical education on this day.

We do have a selection of spare kit in school if required.

Non-Participants

Pupils should continue to participate in PE lessons unless a suitable reason is given in writing. Pupils, who are unable to participate practically in the lesson, will be given an alternate, active role in the learning experience.

Health and Safety

Health and good safe practice are always emphasized in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential, and children's attire is checked by teachers prior to undertaking PE activities.

Cross Curricular Opportunities

Inmans Primary School is committed to providing opportunities for pupils to remain active throughout the school day. Active classrooms and physical activity are considered when planning other lessons inside the national curriculum. Incorporating a 'daily activity' into teaching when and where possible.

Inmans Primary School incorporates 'Active 60' into their school day, with the school being responsible for 30 minutes of this time. This recommendation suggests that young people should engage in a variety of moderate to vigorous physical activities. The goal is to promote overall health and well-being, including developing movement skills, strengthening muscles and bones, and reducing sedentary time.

Extended Curricular Opportunities, Wider Opportunities and Liaisons with Other Organisations

Inmans continues to develop links with the community and cluster schools, there are links with:

- Active Travel
- Cycling Proficiency in Year 6 to encourage more independent but safe cycling to school and a bike shelter is provided
- Scooter training is offered to Year 2 pupils and shelters are provided
- Tiger's Trust Sport
- Debutots
- The School Sports Partnership (SSP);

Inmans is a member of our local SSP. The partnership informs a network of schools, providing sports competitions and events, professional development for teachers and school staff, and specialist support from a team of School Sport Coordinators. These include both intra and inter events and competitions.

A variety of events and competitions are run throughout the school year and incorporate different sports, requirements and development of skills and physical activity. Event types are categorised into three sections, these include;

- **Engage**- Events that 'engage' a whole year group, key stage, cohort or class and is non-dependent on pupils' current physical ability, competence or confidence.
- **Competitive**- Events that are of a 'competitive' nature. Pupils will be able to express their interest in participating in these selective events. The PE coordinator, alongside the class teacher and school staff will select pupils who are confident, competent and physically able to compete at a competitive level against other children of a similar ability and age.
- **Developmental**- Events that are 'developmental' will give pupils who are less confident, competent and/or have a lack of opportunity to engage in sport and physical activity the chance to participate and compete.

