

**THAKEHAM PRIMARY SCHOOL**

'Small School, Big Opportunities, Great Achievements'



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# PE Policy

## Thakeham Primary School

Date approved by the Standards, Teaching & Learning Committee:  
07.02.19

Review Date: February 2022

Signed

Headteacher: *S. Norton*

Chair of Governors: *Refrini*

## **Introduction**

At Thakeham Primary School we aim to encourage children to develop a positive attitude towards achieving and enjoying a healthy lifestyle, whilst at school, home and during adult life. We provide a wide range of sports which allow children to experience the pleasure and fun of participating alongside their peers, so they can become confident to both strive to better themselves and also be familiar with the challenge of competition. We work together to ensure the individual needs of each child are recognised and their talents and skills nurtured to enable them to be successful and confident. Our aims for PE are reflected in our School Vision:

High quality learning and teaching are at the heart of our school. We nurture and celebrate each child's individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Through encouraging a strong sense of respect and responsibility, both within our local community and the wider world, we support our children to be co-operative, caring citizens for the future.

By participating in physical activity before, during and after school, children gain a range of physical, social, emotional and intellectual benefits. Physical activity opportunities can be provided through health and physical education activities, sport, recreation and games.

It is important that children are given opportunities to participate in a range of enjoyable physical activities and good nutrition habits at an early age so they will be more likely to continue being physically active throughout the rest of their lives.

## **Objectives**

We have developed this policy to provide school staff and the school community with guidelines on what is required to achieve maximum levels of student participation in physical activity, encouraging enjoyment, a sense of personal and collective responsibility, fostering progressive development of skills across the school.

### **Our main aims are:-**

- to provide children with the best possible physical activity experiences regardless of race, age, ability or location, so as to encourage a lifelong healthy lifestyle pattern.
- to provide a supportive environment for enjoyable participation in a wide variety of physical activities, through the development of skills and good codes of behaviour.
- to promote and develop safe practice in physical activities.
- to provide equal opportunities for all students to participate.
- to develop and apply skills cooperatively, using appropriate levels of experiences and/or competition as required.
- to provide our Most Able Pupils with the opportunity to reach their potential and provide an age-appropriate participation pathway.
- to encourage participation in local sports clubs by inviting coaches to lead taster sessions.
- to encourage participation of the whole school community in supporting physically active experiences.
- to uphold and promote the Olympic and Paralympic values, as part of the London 2012/ Rio 2016 Olympic Legacy.
- to encourage and empower less active children to take part in and enjoy physical activity.

## **Roles and responsibilities**

Thakeham Primary School has a responsibility to ensure that every child is presented with the opportunity to participate in good quality physical activity experiences to enhance their learning and development.

Coaches and teachers play a major role and other members of the school community are also encouraged to become involved in the school physical activity programme.

We use part of our PE and sport premium funding to work in partnership with our feeder secondary school Steyning Grammar School, with whom we share our part of our school grounds. This enables our teachers to benefit from developing their own coaching skills, teaching alongside subject specialist teachers.

The following roles and responsibilities encompass areas such as participation, competition, safety, community linkages, communication with parents/guardians, costs, equipment and behaviour.

## **Inclusion**

Coaches, teachers and any other members of the school community involved in school physical activity need to:

- encourage enjoyment.
- cater for varying levels of ability by providing every child with a 'fair go'.
- provide equal encouragement to all children to allow them to acquire skills and develop confidence.
- ensure appropriate and effective provision for all including those with additional needs e.g. SEN & D, MAP, CLA, disadvantaged children, children with EAL and athletes with exceptional talent.
- prepare and conduct sessions based on sound coaching and teaching principles set realistic standards and objectives for children.
- ensure a safe and productive environment.
- ensure high standards of behaviour are maintained and the consequences of inappropriate behaviour are clearly understood and implemented in accordance with the school Behaviour Policy
- encourage students to participate in games before, during and after school, and act as a good role model of sporting behaviour.

## **Planning the PE programme**

All children are entitled to a progressive and comprehensive PE programme which covers National Curriculum requirements and takes account of individual interests and needs.

Long term planning of topics and areas of activity have been identified to show progression and development. Development, progression and continuity is planned from one year to the next and from one key stage to the next, using our PE Progression of Skills programme.

Teachers use Medium Term Plans that reflect each term's physical activities and how connections will be made with the class topic.

Up to 2 hours of curriculum time is allocated to PE each week. All PE lessons are planned so that the lesson can take place whatever the weather using the hall, playground or field as appropriate. If children are unable to take part in PE they should always observe the lesson and for children in Year

3 onwards they should complete an observation sheet (see appendix 1). If a child regularly does not have their PE kit, a letter should be sent home to parents (see appendix 2). Effort should be made to identify what the barriers are to this to resolve the situation and to ensure the child receives their PE entitlement.

Children have experience of athletics, games, dance, gymnastics and outdoor adventurous activities during their time at Thakeham Primary School. Children in Key Stage 2 swim once a week year during the summer term (in place of one of their PE sessions). Children benefit from use of the MXT Swim School for this purpose on our Rock Road campus. Lessons are led by qualified and experienced coaches.

There is an extensive range of before and after school sporting sessions available to children throughout the year, partly funded through our use of the PE and sport premium. Children have opportunities throughout the year to take part in taster sessions and tournaments alongside other STARS schools.

### **School Sports Week**

Each year a week is dedicated to encouraging pupil participation in sports and developing skills. This often also serves the purpose of extending children's experiences in sports, they may not have otherwise engaged in. Wherever possible, these focus weeks are linked to sporting events that year e.g. Olympics, European Games, World Games etc. This also affords us the opportunity of combining elements of SMSC and British Values as children learn about other countries competing in these events. We draw on a wide range of community sports links to plan these focus weeks. A proportion of our PE and sport premium funding is used to facilitate these activities.

### **School Sports Day**

Children take part in both fun skills activities and more competitive track and field events at an age appropriate level. Children in EYFS and KS1 have their events in the morning and KS2 pupils have theirs in the afternoon. Children are encouraged to have fun and develop their physical skills, perseverance, determination and resilience.

### **Cross Curricular Links**

At Thakeham Primary School teachers are encouraged to incorporate physical activity across their teaching and learning.

For example:

- Using throwing and catching to investigate measurement and evaluation throwing a ball and measuring the distance of each throw and why a ball curves in the air.
- Using the mathematical process to mark out running tracks
- Using Music and Dance to bring topics to life e.g. moving as different animals to Dance Macabre; portrayal of growing seeds, development from eggs to butterflies
- Performing a 'Stomp' style routine using everyday items to maintain a beat.

## **Physical Activity and Leadership**

By participating in physical activity either through physical education, sport, or general play in the playground, children learn many leadership qualities (e.g. team work, co-operation and understanding). These opportunities are linked to the overall school program for pupils and are offered during lunchtimes, school sport afternoon, clubs, and tournaments.

Children have been elected by their peers to take on the role of Play Leaders. They will develop not only skills to support and encourage other children in a variety of sports/ games both in the playground and classroom during wet play, but also receive specific Peer Mentoring training which will enable them to become good role models and support their understanding of the feelings of others.

## **Competition**

At Thakeham Primary School provision is made for a healthy level of competition for all participants. Competition occurs at the intra-school and inter-school level as well as on a less formal, social basis and is conducted at a level appropriate for the age and experience of the children. Inter-school competitions for Year 5 and 6 are led by Steyning Grammar School and offer a direct route into school games competitions. Each term there are opportunities for different year groups to compete in different sports within the STARS group of schools.

Coaches, teachers and any other members of the school community involved in school physical activity need to ensure all children participating are aware that, although everyone likes to win, participating is equally as important. This is in line with our work on Growth Mindset which recognises that it is important to recognise and celebrate effort and that improvement comes with practice and commitment to wanting to improve and accepting that everyone with hard work will improve their skills.

Medals, trophies and certificates achieved, whether during school events or in pupils own clubs will be celebrated in and placed in prominent positions, in order to share these achievements with the whole school community. Each year we apply for the School Games Mark. We have regularly achieved Silver over the last few years and were able to achieve Gold last year due to our re-location which included more extensive grounds and facilities.

## **Assessment**

The main method of assessing achievement and gathering evidence is through a continual process of teacher observation. This informed assessment is based on the children's knowledge and skill development in line with the National Curriculum. A spreadsheet is used to track pupil involvement in clubs, activities, taster sessions and tournaments throughout the year.

Thakeham Primary School follows a progression of skills document that ensures that skills taught are built on gradually as children move through the school and as appropriate to individuals as well as whole year groups.

Progress and attainment in PE may be discussed at Parent/Teacher consultation evenings and parents are provided with an effort and attainment grade for their children in the annual report. Sporting achievements should also be highlighted as part of the annual report.

## **PE and Sport Premium Funding**

The government has provided additional funding to improve the provision of PE and sport in primary schools for Year 1 children and older. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

Key areas of our spending have included:

- Use of specialist Sports Coaches/Teachers to team teach alongside teachers to help support and strengthen their skills.
- Funded sports sessions before/after school (currently 3 times a week) run by PE Coaches.
- Sports Weeks – this began with the celebration of the first ever European Games in June 2015 and will continue each year with a focussed week of sports activities enabling children to become involved in a range of activities to help promote interest and engagement in sport.
- STARS PE tournaments and taster sessions with our local group of schools.
- Purchase of PE resources.
- Continuing Professional Development for the PE Leader and other teachers through courses, release time to observe teachers and plan units of work, events etc.

See our website for full details of how our school has spent this funding each year and the positive impact this has had.

## **Procedures for visiting other schools or venues**

- Carry out a risk assessment.
- Confirm school policy on insurance for children.
- Check parental consent.
- Arrange transport and supervision (including DBS where needed) and inform parents of arrangements.
- Children dismissed as agreed with parents.
- First aid issues addressed.

## **Behaviour**

Children, coaches, teachers and any other members of the school community involved in school physical activity need to ensure children are aware that their behaviour is expected to be consistent with our Behaviour Policy and rewards/sanctions are in line with this, whether the activity is before, during and after any sporting event or recreational activity. Encouragement and positive praise for hard work and resilience are encouraged.

## **Safety**

The provision of a healthy and safe environment for children and teachers in the school is essential. Coaches, teachers and any other members of the school community involved in school physical activity need to ensure the following safety issues are addressed and follow school policies where applicable:

- Children should wear suitable clothing:-
  - Indoors- PE T-shirt/ shorts/ plimsolls/trainers

- Outdoors- PE T-shirt/ shorts/ jogging bottoms/ plimsolls/ trainers
- Removal of jewellery and tying back long hair- compulsory. Watches and jewellery will be placed in a box and sent to the office for safe keeping, however the school will not be held responsible for safeguarding jewellery and watches.

Staff should:

- wear suitable footwear and clothing allowing freedom of movement and safe for the environment.
- teach safe lifting and carrying of apparatus.
- organise and store apparatus safely.
- recognize the difference between child and adult physical and emotional characteristics.
- understand short and long-term medical conditions of children (this includes previous and existing illnesses and injuries).
- ensure equipment and facilities are safe and in good working order, reporting any defects to the Premises Manager.
- ensure the use of recommended protective equipment required for a particular game or sport.
- provide access to appropriate first aid facilities and equipment.
- Be aware of and follow all relevant risk assessments.

### **Communication with parents/ carers**

Coaches, teachers and any other members of the school community involved in school physical activity need to notify parents or guardians of their child's participation via email. Permission for local STARS tasters/tournaments will be sought when a pupil joins the school. Parent/guardian consent for travel arrangements organized by the school for children participating in any physical activity including sporting events must be sought if transport is different from that already consented to as part of the visits in the local area or if the activity is beyond the local area.

### **Equalities**

Ensuring equality of opportunity does not mean that all learners are treated the same. At Thakeham Primary School children are considered as individuals with particular needs and potentials. Each child is given encouragement and the opportunity to develop their full potential in PE with appropriate support provided as necessary, whatever their race, religious belief, cultural background or disability.

## **APPENDIX 1**

## KEY STAGE 2 NON-PARTICIPANTS IN PE - OBSERVATION SHEET

Name: \_\_\_\_\_

During the PE lesson, answer the following questions by observing the activities that occur. You will need to use the back of this sheet to record some of your answers.

1. The reason I am not taking part in PE today is:
2. Where did PE take place today? \_\_\_\_\_ (indoors/outdoors).
3. Write down the warm-up activity/activities done during the beginning of the lesson.
4. In today's lesson we are learning about: (indicate names of activity area, skills, etc).
5. Does the activity seem easy to learn/play? On the back of this sheet, explain in your own words why or why not?
6. Pick one person to watch throughout the lesson. Do not identify them by name. On the back of this sheet, describe some of the things they are doing best.
7. What do you think they need to improve most? How might they achieve this?
8. On the back of this sheet, write a short paragraph about what you know about today's activities. Tell about strategies and/or skills involved in the activity, if you have played it before, your like/dislike for the activity.
9. What are some things you can do next time so that you **can** participate in PE?

## APPENDIX 2



Dear Parents/Carers,

### **PE Kit and Participation in PE lessons**

On a number of occasions recently it has come to our attention that your child ..... has not been prepared for their PE lessons with the appropriate PE kit. This should include:

- White short sleeved 't' shirt
- Blue PE shorts
- Plimsolls/trainers and socks
- In colder weather, blue tracksuit/jogging bottoms can be worn

Your child has 2 PE sessions a week, the days are stated on the termly Curriculum Letter and on the school website. It is usually helpful if the PE kit is brought into school on a Monday and remains at school until Friday. This allows for flexibility if the day changes for whatever reason.

We ask for your support in this matter to ensure your child has their kit in school so they do not miss their entitlement in line with National Curriculum requirements.

If you have any questions, please do not hesitate to contact me.

Yours sincerely

Ms/Miss/Mrs/Mr xxxxxxxxxxxx

Classteacher