



C of E Primary School

# Physical Education Policy

Effective Date:	June 2017
Review Date:	June 2020



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## Physical Education Policy

### Description of the Schools Aims: Care, Achieve, Respect, Enjoy

Surrey Hills Church of England Primary School is a happy setting in a rural community. In partnership with parishes, parents, governors and the community, staff creatively develop each child's potential and lifelong love of learning, within a Christian ethos. Surrey Hills provide an environment that supports the development of the whole child, academically, spiritually, physically, emotionally and morally

- Maximize children's learning potential
- Promote high quality effective teaching
- Achieve high quality learning
- Develop effective learning environments
- Recognise and celebrate achievement, attainment and effort
- Foster creativity, enthusiasm, enjoyment, motivation, risk taking, independence and co-operation
- Stimulate a desire for lifelong learning
- Promote self-respect and respect for all people whatever religion, ethnicity, gender, ability or disability
- Work with parents, other schools, the local authority and the Diocese in order to share good practice

### Vision Statement for PE:

Surrey Hills School strives to provide a high quality physical education curriculum that inspires all pupils to succeed and excel. We aim to provide opportunities for pupils to become physically confident in a way that supports their health and fitness. We strive to offer opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.

### Policy Formation:

The policy was formulated by the Subject Leader and agreed with staff and governors. Its main function is to support and inform practice so there is consistency across the school. This subject policy should be read in line with the school policies for Teaching and Learning, Assessment, SEN, Equality, Health and Safety and Subject Leader Guidance.

### Dissemination of the policy:

An electronic copy is available on the school Class Master staff drive– Subjects – Physical Education. The policy is available to parents on request.

## **Procedure for Monitoring and Evaluation:**

The policy is reviewed by the Subject Leader to ensure it is line with current requirements. It is shared with staff and monitored with the subject governor and Pupil Learning and Well-Being Committee.



Chair of Governor's Signature:

date: 14<sup>th</sup> June 2017.

## **Aims:**

### **To deliver High Quality PE lessons.**

- To acquire and develop skills in a wide range of activities.
- To select and apply skills tactics and compositional ideas.
- To show knowledge and understanding of fitness and health.
- To evaluate and improve performance.
- To be proud of achievements.
- To promote fair play and respect.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

### **To achieve our vision, PE looks like this:**

- Children are active for 90/95% of PE lessons
- High quality equipment is used to engage and create positive attitudes.
- Individuals know what they are learning and how they can be successful.
- Children have time to discuss their learning and evaluate their learning.

## **Curriculum Coverage and Progression**

Long term, medium and short term planning is on the Class Master staff drive which is provided and planned by the Dorking School Sports Partnership. This ensures good coverage and progression in a wide and varied Physical Education (PE) curriculum and is in line with the requirements of the National Curriculum 2014.

We provide all pupils with the full entitlement of two hours, high quality, PE a week. It is delivered through two lessons of one hour duration: one hour for outdoors and one hour for indoors: timetabled hall time. Units of work are blocked to ensure progression within the unit so that for a set period of time all the lessons are on the same area of activity e.g. seven weeks on hockey.

Foundation Stage lessons are aimed at the child's physical development and follow the EYFS through the use of the Leap into Life planning booklet.

## **Classroom Practice**

Teacher will follow the long term mapping for each year group and the DSSP short term planning for each activity found on the Class Master staff drive.

We use the Devon PedPass medium term planning documents for assessment for learning at the beginning and end of each activity. These should be returned to the PE subject leader at the end of each activity block to provide a whole school picture of attainment in PE.

## **Appendix 1:**

### **PE DEPARTMENT CODE OF CONDUCT**

#### **Preparing for PE lesson**

- Quickly and quietly change into PE kit
- Carry muddy trainers and put these on outside
- Remove all jewellery
- Tie back long hair
- Check that you have the appropriate kit
- Take pride in your presentation - Look smart
- Quickly and quietly line up at the door.
- Move to and from your teaching area in quiet orderly line
- Teacher takes inhaler box to teaching area.

#### **During the PE lesson**

- Listen carefully when a member of staff is speaking
- Treat equipment as if it were your own
- Help take equipment out and bring back in
- Play fairly and within the rules of the game
- Work as hard as you can at all times
- Always strive to achieve your personal best
- Remember your manners and treat other people with courtesy
- When you return to the classroom
- Remove dirty trainers before entering the school
- Change back into full school uniform quickly and quietly
- Collect your valuables
- Hang your PE bag on your peg.
- Sit down quietly.

**THESE POINTS SHOULD HELP YOU TO ENJOY YOUR PE LESSON.**

#### **Inclusion/ Equal Opportunities**

The three basic principles for inclusion in that it will set suitable learning challenges, respond to pupils' diverse learning needs and strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

If a child is unable to participate in the lesson they should be involved by completing the DSSP non participant forms or umpiring / coaching/ timekeeping for an activity.

Those children who are particularly gifted or talented at a specific area of PE will be identified and are eligible to attend G and T sessions organised by the Dorking Schools Partnership. Those children who are identified as less active (as part of the new government Obesity Strategy) will be invited to attend Change for Life Clubs and Competitions.

#### **Resources**

Resources are stored in the PE sheds. Gym equipment and apparatus, including benches and mats, are stored in the hall. These are regularly maintained by Surrey, under the supervision of the Business Manager.

The children should be encouraged to look after resources, use different resources to promote learning, return all resources tidily and to the correct place (staff should oversee), be told of any safety procedures relating to the carrying or handling of resources (see Safe Practice in PE, School Sports and Physical Activity).

Any damage, breakage or loss of resources should be reported to the PE Subject Leader/Business Manager as soon as possible.

### **Health and Safety Considerations (Subject specific)**

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education" guidance provided by a PE and Surrey LA. A copy of the PE manual is located in the staffroom. The role of the PE Subject leader is to make all staff teaching PE aware of these and share the appropriate risk Assessments with staff.

All pupils must be taught how to handle and carry apparatus, resources appropriately. Training is available from PE advisors and PE support teachers.

The school PE kit should be worn for all PE activities; this can be purchased from the school office. This is dependent on weather but includes a t-shirt, shorts, sweatshirt, tracksuit bottoms/leggings (for winter), and socks (not tights). All children should wear suitable footwear- trainers. No jewellery or watches should be worn during any PE activity and long hair should be tied back. Swimming hats and goggles should be worn during swimming sessions.

Children should also bring with them for PE lessons a water bottle, hat (summer months) and coat or extra waterproofs depending on the weather.

### **Out of Hours Learning in PE**

The school offers a wide range of after school activities. These are open to any pupil in the relevant year group. Some clubs and activities are run after school by outside agencies. The PE Subject Leader and Head teacher will ensure a range of clubs and activities is available to children in appropriate age groups to ensure diversity and variety is achieved, offering something for every child.

Surrey Hills is part of the Dorking Schools Sports Partnership. As part of this partnership we are invited to participate in a wide range of sporting tournaments and festivals throughout the academic year. There is also a link within the partnership to local secondary schools and sports clubs promoting community links within the town. Surrey Hills will endeavour to take part in as many of these events as possible.

Sporting success is shared with pupils during assemblies and with parents in newsletters.

### **Monitoring**

Subject Leader: Carolyn Stowell

Planning and assessment is monitored by Subject Leader once a term.

## **Best practice for PE changing (NSPCC guidelines)**

### **Why is there a need for guidelines on PE changing?**

There is no current legislation around safe PE changing practices in primary schools; it is up to individual schools to write their own guidelines.

Clear guidelines are recommended because:

- Being in a state of undress can make some children feel vulnerable
- PE changing can cause anxiety for some children and can influence their enjoyment of the subject
- Staff can feel unsure about PE changing supervision and how it matches with safer working practice.

### **Changing areas**

- Schools need to treat all pupils fairly and with respect for their privacy and dignity.
- Mixed gender changing areas are less appropriate as children get older and staff need to be sensitive to those who mature at a much earlier or later age than their peers. Ideally, boys and girls should change separately after they reach Year 5.
- Schools should make adequate and sensitive arrangements for changing which take into account the needs of pupils from different religions, beliefs and cultural backgrounds or gender identity.
- Adults must always change or shower privately; never in the same space as children.

### **Staff supervision**

- It is not necessary that adults remain in the room in order to maintain good behaviour; being in close proximity and pupils being aware of this may be enough. Pupils should know that adults will enter the room if necessary - in response to a disturbance, for example.
- Establish a code of behaviour with pupils so they are clear about expectations about their conduct whilst changing.
- Staff must leave the door of 'designated changing areas' slightly open.
- If there is a need for an adult to enter the room, it is recommended they should alert pupils to this by announcing it to give pupils the opportunity to cover up if they want to.
- All adults should avoid just standing in the changing room watching pupils, or repeatedly going in and out without good reason.
- Pupils who express concern about the behaviour of a member of staff should be listened to and appropriate enquiries conducted by the Head teacher (DSL).

### **Pupils who need assistance with getting changed**

- Refer to the school's Intimate Care Policy for assisting children who are disabled or require additional support.
- Ensure all staff are aware of any intimate care issues for individual pupils. The Headteacher will involve pupils and parents in making decisions which involve intimate care, and these arrangements should be reviewed regularly.
- Encourage pupils of all ages to be as independent as possible; consider prompting and giving verbal help/encouragement before offering assistance.
- Be especially vigilant when helping children with underclothes, tights and swimming costumes. If necessary, offer assistance openly and not out of sight of others.