



Physical Education Policy

Introduction School Statement

At Nova Primary Academy we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects Nova Primary Academy's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

Curriculum Planning and Organisation

- Each class is timetabled so that they can access the hall at least once a week and the school field/playground once a week.
- The playground areas, field and woodland are used to facilitate activities such as Outdoor

Activities and Games.

- Swimming lessons are provided by qualified teachers from Vivacity and teach at Jack Hunt swimming pool.
- Lunch time and after school sessions run throughout the year for different age groups to participate.
- Through our partnership with Jack Hunt, the children are all given regular opportunities to participate in competitive sporting activities. School staff accompany the teams to these events.

Early Years Foundation Stage

Physical Development is vital in children, enabling them to pursue happy, healthy, active lives. Gross and fine motor experiences are developed through sensory explorations, focusing on strength, coordination, and positional awareness. We provide opportunities for play both indoors and outdoors, which supports our children in building core strength, stability, balance, spatial awareness, coordination, and agility.

Children access a range of daily activities to develop their fine and gross motor skills and have unlimited access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

Key Stage 1

In key stage 1 pupils are taught in blocks, increasing their ability in fundamental movement skills, both in the indoor and outdoor environment.

Key Stage 2

In Key stage 2, lessons are blocked in units of work to promote greater depth of understanding, developing skills, applying them and the ability to evaluate reflectively. Recordings of Children's PE achievements and experiences are recorded on the schools shared area for teachers.

Swimming

Currently, swimming lessons take place in blocks for years 5 & 6. The time taken to walk to the local pool is included as part of the PE time allocation.

Young ambassadors

Young Ambassadors will be assigned at the start of each year and will help the PE Coordinator to maintain equipment, support with clubs, make suggestions and pass on pupil requests. They will also represent the school in PE events.

Playground leaders

Playground leaders will be assigned at the beginning of each year to run sports activities and competitions at lunch times.

Contribution of PE to teaching in other curriculum areas:

English

Links between PE and English include writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Topic Links

Links between PE and the current topic are also made. For example, in year 2 are learning about India as their topic and so are learning a Bollywood dance routine to perform to parents.

Spiritual Moral Social Cultural development (SMSC)

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

Inclusion

- No pupils will be excluded from any physical education programme unless advised by a medical professional.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions and clubs, all children will be given the opportunity to participate in the experience.

Assessment & Recording

Assessment is usually carried out by teachers in the course of the normal class activity. This is done mainly through observations and sometimes through discussion with children. A photographic/video record is sometimes used to document some of their work. This is stored on the teachers shared area for all staff to view.

Physical development levels and progress are recorded by the EYFS teachers for each child. Levels of attainment are recorded on skills grids for KS1 and KS2 pupils. Physical Education / physical development is included as part of the end of year reports to parents.

Health & Safety

All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Children should have appropriate clothing and footwear for the session.

Resources

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
- Large equipment/ mats and some indoor PE resources are stored in the hall store.
- EYFS Physical development resources are stored in the KS1 PE cupboard.
- Athletics equipment is stored in the KS2 Cupboard.
- Netball posts/ other outdoor equipment are stored in the KS2 Playground.

Extra-Curricular Sporting Opportunities/Events

- The PE Coordinator liaises with teachers/support staff and sports coaches to arrange after school clubs/ Lunch time clubs/ attendance of teams at External Sporting competitions.
- Where necessary the PE lead liaises with the Educational Visits Co-ordinator to ensure that the appropriate paperwork is completed.

Monitoring & Review

- The subject leader will oversee the continuity and progression within annual and medium term plans.
- They will also monitor the quality of teaching and learning through observations.

- The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

The policy will be reviewed every 2 years.

Reviewed:

A McGonigle

Date: 21/10/2023

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