



Sheep Dip Lane
Academy



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Physical Education Policy: Sheep Dip Lane Academy



Responsible Governing Board	Local Governing Board
Responsible Persons	PE Lead
Date of last review	January 2022
Review Date	January 2025

Version Control

Version	Revision Date	Revised by	Section Revised
V1			Head Teacher changed to Principal throughout document School changed to Academy throughout document

Curriculum Intent

Rationale

At Sheep Dip Lane Academy we believe that physical education experienced in a safe, engaging and supportive environment is a significant factor in developing children's physical confidence and motivation to participate in physical activity.

We aim to give stimulating, enjoyable, and appropriately challenging learning experiences within all aspects of Physical Education. Our children are also encouraged to appreciate the importance of a healthy lifestyle and be aware of the factors that affect our health and fitness.

We believe PE & Sport plays an important role in making our vision statement a reality for every child, with the potential to change young people's lives for the better.

Through PE & Sport our children learn to develop the important qualities of discipline, resilience, communication, team work and ambition, leading to improved concentration, attitude, and academic achievement.

“All children, whatever their circumstances or abilities, should be able to participate in and enjoy PE and sport.”
(‘Learning through Sport’ p1)

Introduction

This policy outlines the teaching, organisation and management of Physical Education (PE) within our school. We believe that the physical education curriculum aims to provide for children's increasing self- confidence through an ability to manage themselves successfully in a variety of situations.

Intent: A balance of individual, team, co-operative and competitive activities aims to cater for individual children's needs and abilities. Physical Education is taught as a discrete subject through a range of competitive sports and games and legitimate physical education activities such as gymnastics and dance.

The National Curriculum states:

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Aims

- To increase participation in physical activity across EYFS, KS1 and KS2
- To promote positive attitudes towards health and fitness, to make reasoned, informed and healthy lifestyle choices in and out of school.
- To develop the fundamental movement skills of agility, balance and coordination especially within EYFS and KS1.
- To develop leadership, teamwork, organisation, listening and communication skills through sport and physical activity
- To achieve every child's sporting potential through the provision of at least 120 minutes of physical activity per week
- To engage in healthy competitive sports or activities against others or themselves.
- To be given the opportunities to develop and improve their observational skills, to enable them to describe and make simple judgements on their own and others' work and use this knowledge and understanding to improve their own performance and that of others.

Objectives

- To be given the opportunity to participate in a range of movement activities in order to develop personal physical skills.
- To make children aware of their body in relation to others and their immediate environment and aim to promote quality of movement.
- To be given opportunities to develop imagination and cooperation to achieve shared goals.
- To be given opportunities to develop personal characteristics such as initiative, self-reliance and self-discipline.
- To challenge pupils to select and use skills, tactics and compositional ideas.
- To enable the pupils to challenge aggression and embed self discipline.
- To allow pupils the opportunity to take part in a range of competitive, creative and challenge type activities, both as individuals and as a team or group.
- To be given the opportunity to develop areas of activity within extra-curricular time.
- To prepare children both physically and mentally for transition to Key Stage 3 and beyond.
- To raise the role of physical activity in their lives, encouraging feelings of satisfaction, exhilaration and fun derived from their sense of progress and achievement in physical education.
- To increase participation in physical activities at playtimes.
- To establish community links and pathways for pupils to encourage life-long participation.

Implementation: We use the 'Your P.E' scheme of work across all key stages, which are planned out on a long term plan to allow a broad and balanced curriculum across key phases. Over the course of their school journey, pupils will have the opportunity to play a range of sports including football, basketball, netball, rugby and rounders and take part in a range of athletics disciplines. The Your P.E scheme provides a comprehensive range of lesson plans which provide actively challenging and progressive content of skills into application. It also enables staff who lack confidence to visually see the different skills being modelled through images and video clips to provide support for consistency in practice and pedagogy.

Entitlement

All children will be taught PE as outlined in the programmes of study. Children from late foundation stage to Key Stage 2 will receive two hours of Physical Education per week within and beyond the curriculum. We intend to spend at least two hours a week on high quality PE.

At lunchtimes and playtimes there will be a variety of equipment for children to develop their fine and gross motor skills along with practicing and applying into game situations. There are also playground leaders to encourage less active children to participate.

Since the recommendation from the Chief medical officer was introduced, which stated that all children should receive 60 active minutes a day (30 from school), we have introduced initiatives such as the daily mile. All classes have daily timetabled daily mile sessions and ensure other parts of the school day are active including use of yoga , and online videos to use in the classroom.

Out of hours extra-curricular learning:

The school believes that an out of hours learning programme has an important role to play in raising learners levels of achievement and motivation, and in extending their opportunities. Our programme complements and supplements the curricular programme, allowing learners to build on curricular experiences and learning and have access to new activities and learning environments.

All children will have the opportunity to extend and enhance their skills in PE during extra-curricular time at the end of the school day. Clubs are offered to all children by staff members and coaches to mixed children in KS1 and KS2 in football, rounders, dance, basketball, gymnastics and multi-skills. These clubs are based upon children's interests.

Some after school provision is done on a rotational basis ensuring children get to take part in a range of sports.

Competition

The school takes part in a range of intra and inter school competitions in a range of sports including rounders, athletics, football, multi skills, tag rugby, basketball and dance. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit, good sportsmanship and co-operation.

Inclusion

As stated in the National Curriculum it is statutory that all children are provided with effective learning opportunities in physical education. If a programme needs to be adapted then the teacher in charge will do this in consultation with the subject leader, SENCO/Principal and therapeutic agencies. Other professionals e.g. Educational Psychologist, Physiotherapist etc. might also be asked for advice.

Assessment, recording and reporting

We believe that every child is unique and therefore do not progress at the same rate. There are consequently a wide range of differences in the ways children achieve various actions and movements. Staff will assess children using an online app, which follows the long term planning and tracks children's abilities throughout the unit. Staff will make formative (ongoing) assessments each lesson using the principles of AFL. The app will then make a summative judgment based on the inputted assessments from throughout by the teacher. EYFS children are assessing against age and stage related outcomes in the Early Learning Goals. The subject will be monitored and evaluated by the subject leader as outlined in the schools development plan for monitoring and assessment.

Review, monitoring and evaluation

The monitoring of standards of children's work and the quality of teaching in P.E is the responsibility of the subject leaders. The work of the subject leaders also involves supporting colleagues in the teaching of P.E, being informed about current developments in the subject and providing a strategic lead and direction for the subject in school. The subject leaders review evidence of children's work through lesson observations, video links to end outcomes, photographs. Subject leaders also monitor accurate assessment by taking sample of children from different classes

to assess against end outcomes and compare with Teacher assessments. This is then followed by a coaching meeting to teacher and subject lead to discuss.

Resources and equipment

The responsibility of maintaining equipment and resources in PE rests with the PE subject leaders. The effective management of PE equipment, whilst ultimately the responsibility of the PE subject leaders, is also the responsibility of each classroom teacher who uses them. All PE equipment is centrally stored.

All classes have their own playtime equipment box filled with a range of ropes, balls, bats and other items to enable them to engage in a physically active playtime.

If staff find equipment broken or inadequate report to PE co-ordinates so they are able to be replaced.

On a termly basis money from the PE budget will be used to replenish equipment to allow high quality teaching.

Participation

PE is a legal requirement for all children to take part in and children must have a valid reason for not participating. PE will take place outdoors in all weathers unless deemed unsafe or the temperature falls below 3 degrees Celsius.

Impact

The children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand it's significance as part of a healthy lifestyle. The school achieves well in a number of sporting activities and achieved an active school award at bronze level in 2018-19 (award not available in 2019/20) in recognition of its PE provision and children's access to competitive sports, which the school has maintained. We take part in both inter and intra competitions within Exceed Learning Partnership Trust, which culminate in a celebration of sports and skills during Sports Week at Doncaster Keepmoat Stadium.

Health and safety

'Teaching safely and teaching safety'

All staff have been fully trained on setting up P.E lessons and getting out gymnastic equipment in a safe manner and will disseminate this to children within their lessons. All staff are to ensure they wear appropriate kit during all Physical Education lessons to ensure children gain the importance of doing so. Staffs are to use P.E Planning to identify and highlight any health and safety issues within lessons. All staff are to use indoor and outdoor checklists prior to teaching sessions and highlight hazards to P.E Leads.

Within all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Children should dress in shorts and t-shirts.
- Children will work in bare feet for all indoor and apparatus work.
- Plimsolls or trainers are worn for outdoor games, together with tracksuits if it is cold.
- Jewellery is not to be worn unless ears have been recently pierced whereby they can then be covered with a plaster by the child or parent only.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

	Winter	Summer
Indoor	Pumps, black or blue shorts, white round neck t-shirt.	Pumps, black or blue shorts, white round neck t-shirt.
Outdoor	Pumps, trainers or football boots, black or blue track suit, or Sheep Dip hoodie, white round neck T- shirt.	Pumps, trainers or football boots, black or blue track suit or Sheep Dip hoodie, white round neck T- shirt.

Health and Safety – Children

Teachers will use every opportunity to highlight health and safety issues in PE within all lessons. Children will be taught the risks associated with each activity prior to it commencing and situations rehearsed verbally. Children will be taught how to manage their own risks and recognise hazards. All children will be aware of procedures to follow in the unlikely event of an accident.

SAFEGUARDING

The safety, health & wellbeing of every child in our school remains a priority at all times. To ensure the safety of children when working with coaches / professionals the following items are rigorously adhered to:

- The School Child Protection and Safeguarding policy is followed at all times
- The School Health & Safety policy is followed at all times.
- Rigorous signing in structure and badges for all visitors
- CRB documentation is seen, checked and recorded onto the single central record (SCR) by SLT
- Children are always fully supervised by the Class Teacher or members of the Leadership Team during activity with any coach / professional.
- Risk assessments are conducted where necessary depending on the nature of the sport.

All school staff and volunteers (e.g. Teachers, Curriculum Support Staff, Parents etc) receive training regarding child protection and safeguarding in line with Keeping Children Safe in Education (KCSIE).

Policy Agreed: January 2022 Policy to be reviewed: January 2025

Signed: Principal

Signed: Governor / Chair of Governors