



DIOCESE OF CHICHESTER
ACADEMY TRUST

Physical Education and Physical Activity Policy

Date Agreed:	May 2024
Review Date:	May 2026
Type of Policy:	Academy policy

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
1	May 2024	KC		✓	

Type of Policy	Tick ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	



Philosophy:

At Little Common Primary School, we aim to deliver a high-quality Physical Education curriculum, which inspires all pupils to succeed and develop a passion for sport and competition. Through carefully planned and executed lessons, we provide opportunities for pupils to become physically literate in a way that supports their health, fitness, mental health and wellbeing, as well as providing opportunities for pupils to be leaders through our Sports and Play Leader roles. Our aim is for all pupils to leave primary school having mastered all of the fundamental development skills and having a love and confidence in sport both in and outside of school. We believe in creating and encouraging an active school community. We provide high quality and extensive extra-curricular opportunities open to all pupils, which is provided by experienced sports coaches. We also offer events and activities to encourage pupils and their family to follow an active and healthy lifestyle. Our extensive grounds and facilities allow us to provide opportunities for pupils to compete in intra-school sports and activities. Links with local primary and secondary schools, and other local sports providers, assist in providing further opportunities for inter sporting competitions and festivals that build character and help to embed values such as fairness and respect.

Aims:

- To develop pupils' competence to excel in a broad range of physical activities;
- Pupils to be physically active for at least 60 minutes a day;
- Encourage pupils to lead others in sport through Learning to Lead opportunities and leader roles such as Sports and Play leaders through the Super Sports leader programme;
- To continue to achieve Platinum School Games sports mark award;
- To continue to achieve East Sussex Healthy School Award with Excellence;
- To continue to achieve Platinum plus Quality Start award;
- All pupils engage in competitive sports and activities;
- To encourage the whole school community to lead healthy and active lifestyles;
- Through the teaching of Physical Education, teachers will look to encourage pupils' Spiritual, Moral, Social and Cultural development as well as promoting British values and the Little Common School Values.

Little Common School Values:



Curriculum Outline:

Foundation Stage

In the Foundation Stage, the learning and development of Physical Education is taught through the activities and experiences provided in the *Physical Development* area of learning from the Early Years foundation stage framework. The knowledge, skills and understanding which children should have gained by the end of the Foundation Stage are laid out in the early learning goals. In Foundation stage, children focus on developing the basic fundamental movement skills and patterns of: running, jumping, hopping, skipping, rolling, skipping, balancing and throwing. These experiences and skills prepare the children for work in Year 1 onwards.

Key Stage 1 and 2

Little Common's progressive, skilled based Physical Education curriculum is developed from the Val Sabin schemes of work and our own designed curriculum for Dance and Athletics in line with the programmes of study for Key Stages 1 and 2 of the National Curriculum. Little Common's curriculum focuses on the fundamental movement skills, motor competence, healthy participation and pupils' knowledge of rules, strategy and tactics to support pupils to move intelligently and with control. Our yearly overview sets out when different units of work will be taught across the year although the timing of these units is flexible to ensure all pupils have mastered and are competent in the knowledge and skills being taught before moving on to the next unit of work. Each unit of work has been carefully planned to ensure teachers are clear about the declarative and procedural knowledge pupils need. Our curriculum ensures that all pupils develop the knowledge and skills needed to develop competence over time so that all our pupils know more and can do more. These units have been developed to ensure progression across the whole school. Our end points document states the knowledge and skills required at each stage and informs planning and on-going assessment.

Assessment, Recording and Reporting

We assess the children's work in Physical Education through observation, questioning, discussion and evaluating children's work. Teachers monitor progress made by children against the learning objectives for their lessons. Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their work, and what their targets should be for the future. Our curriculum has been devised so that it is accessible for all with adaptations made to planning to meet the needs and abilities of all learners, including pupils that are more able. We also assess children's 'Learning to Lead' skills through self-assessment of 'Learning to lead' tasks.

In Physical Education teachers assess the children's attainment against age related expectations in line with the school's criteria. Parents/carers receive information about this in end of year reports.

Resources:

Little Common School has an extensive range of equipment and resources which support the teaching and learning across all areas of the National Curriculum. The outdoor equipment is stored in our PE shed which is located on the top playground. New equipment for all areas of PE is purchased throughout the year. The indoor equipment is stored in a separate designated area in the large hall. All equipment is labelled and boxed or bagged where appropriate and checked regularly by the PE subject leader. Sports Crew children and class sports leaders also have the responsibility to ensure equipment is used and stored correctly. Teaching and planning resources are available for all teachers to access in their year group folders and the appropriate folders on the secure school landing page.

The Physical Education subject leader maintains the PE resources and monitors their use. Resources are purchased and replaced by the subject leader in accordance with the school ordering procedures. The list of resources is examined each year before requisitions are

made. All staff may request or suggest resource items they feel would be useful for a Physical Education unit of work.

Swimming

Pupils in Year 4 participate in swimming sessions at a local swimming pool for one term throughout the year.

Physical Education Funding:

The Sports Premium Funding has enabled us to further develop teachers' skills in areas such as: active play and lunch times; physical literacy, games, gymnastics, PE curriculum updates; inclusion in PE and engaging all pupils in regular physical activity in line with the recommended 30 minutes a day in school. Using Sports Premium funding, we have been able to have sports coaches specialising in particular sports to increase the number of sports clubs and inter school competitions available to pupils as well as targeting inactive pupils from across the school. Sports Premium funding has also enabled us to purchase new play and lunch time equipment and provide additional extra - curricular opportunities such as trips and healthy workshops. We have also used this funding to create an active school community by providing competitions and healthy and active lifestyle support for pupils and their families.

Further details of our Sports Premium Funding can be found on our website

Click [here](#) to access

Health and Safety:

Health and safety is a high priority in our school, and pupils are taught how to use resources safely. Where relevant, risk assessments are written such as for school trips, food preparation, handling tools, etc. Risk assessments for Physical Education are updated yearly and teaching staff are sign posted to read these before each unit of work is taught. Teachers receive training once yearly on delivering PE safely.

Our PE subject leader attends PE safety training with the Association of PE in line with delivering safe practice in PE. Our PE subject lead ensures that we follow the UK concussion guidelines for non- elite sport.

The subject leader is a first aider with first aiders being located in year groups as well as centrally at the school office.

Coaches who deliver extra-curricular sessions in school are fully vetted using the East Sussex PESS external provider checklist for coaches and volunteers. This follows the use of 3 essential questions: is the session legal, safe and effective? We therefore undertake the vetting and background checks of DBS, children's barred check list and a meeting to assess the suitability of the individual to work alongside our staff team and procedures in school. Qualifications are checked including level of sport qualification, safeguarding training and first aid training. Risk assessments are completed by the coach and sent to the school in advance for checking and approval. As an external provider we also check that the required public liability insurance cover is in place. Our PE lead monitors the first session and then also observes 2 more sessions within the first term to ensure the sessions run in a safe and appropriate way for the children.

Safeguarding within Physical Activity and Physical Education:

Our school has a culture of always acting in the best interests of all children and we recognise the importance of children having a safe space in which to play sport and be active. Staff teaching physical activity and physical education apply the principles of the Child Protection and Safeguarding policy in the same way as in other curriculum subjects. They are alert to signs and indicators of neglect or abuse. They are aware that, for some children, PE may trigger negative feelings of body image. Staff understand the definition of peer on peer abuse and are alert to signs that may present in sport:

- Taunting other participants about skills or clothing

- Excluding or not wanting to be on the same team as an individual
- Discriminating on the basis of gender, sexual orientation, religion, race, etc.

Staff will not ignore such behaviours and will address them in line with the Child Protection and Safeguarding policy and behaviour policy.

Some areas of sport or physical activity may require physical support from the teacher in order to reduce the risk of injury due to a fall or error in performance. For example, in gymnastics supporting and shaping the gymnast is an essential part in helping the gymnast to understand the skill being taught. Teachers must ensure that support is only used when necessary and “over-handling” is avoided; physical contact should not be invasive of sensitive areas of the body, i.e. genital areas, buttocks or breasts.

Extra-Curricular Activities:

We endeavour to provide extra-curricular activities for all children to support them in reaching their potential as well as providing clubs to target children who are inactive. To encourage and foster the children’s enjoyment of Physical Education, the children have opportunities to attend:

- Football
- Girls’ football
- Yoga
- Dance
- Running
- Zumba
- Basketball
- Skipping
- Netball
- Cricket
- Sama Karate (2 sessions)
- Table Tennis
- Multi -sports
- Athletics
- Tennis
- Daily Change for Life clubs

The children are also able to develop these skills further by participating in intra competitions in school, inter competitions against other local schools and the finals competitions against schools from across the county, as well as dance festivals. These competitions include the above sports and the following;

- Basketball
- Netball
- Gymnastics
- Cricket
- Cross country
- Orienteering
- Rugby
- Tennis
- Quad athletics
- Golf
- Football
- Athletics
- Table tennis

Monitoring and review:

The monitoring of pupils' work and planning is the responsibility of the Physical Education subject leader. The subject leader is also responsible for supporting planning and providing or sourcing training needs as required. This policy is reviewed regularly by the subject leader and governors, taking account of changes in the National Curriculum and in staff practices.

Linked policies:

Behaviour policy

Teaching and Learning Policy

Feedback Policy

Equalities Information and Objectives Policy

Little Common School SEN Information Report