



# Newdale Primary School and Nursery Physical Education Policy

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PE subject leaders

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Next Review September 2022

**These polices are referred to in the document**

*School policies and documents*

Sport Funding action with impact statements

Pupil Premium Grant action plan with impact statements

Educational Visits Policy

Risk Assessment Folder

Pupils' Medical Needs Document

School Emergency Plan

Safeguarding Policy

School Development Plan

Accident books

## **Rationale**

At Newdale Primary and Nursery we promote, encourage and support the achievement of all our pupils. The work done within the subject of Physical Education is designed to complement, contribute to and support this aim.

The Physical Education curriculum offers a range of experiences that meet the needs of the individual pupils and allows the children to gain greater control over their bodies. Physical education can also make a significant contribution to a child's emotional health, intellectual and personal development; particularly their self esteem.

Through Physical Education, pupils gain both enjoyment and fitness. They develop an understanding of the skills necessary for developing independent self-challenging work, teamwork, confidence, tolerance and perseverance. They also begin to appreciate their own strengths and weaknesses as well as those of others.

We encourage pupils to participate in frequent physical activity throughout their lives, and strongly encourage pupils to attend extra curricular activities available within school and to be aware of leisure opportunities within the community.

## **Aims**

At Newdale Primary School and Nursery we aim to

- Develop a positive attitude to healthy lifestyle through physical activity
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- Enable children to develop and explore physical skills with increasing control and co-ordination.
- Offer opportunities to develop an enjoyment of physical activity through creativity and imagination.
- Improve observation skills and the ability to describe, evaluate and make simple judgements on their own and other's work, and to use their observations and judgements to improve performance.
- Encourage social awareness through partner work and group work
- Encourage competition and co-operation through teamwork, by developing the ability to work independently, and communicate with and respond positively towards others
- Develop key skills and opportunities to apply these skills, rules and conventions to different activities
- Encourage self assessment in order to improve the quality and control of their performance and evaluate their own success.
- Review and appraise their own performance at appropriate levels for their skill and understanding.
- Foster an understanding of the need for a safe and healthy working environment by developing in the pupils a sense of responsibility towards their own and others' safety and well being

## **Entitlement and Access**

We believe that Physical Education promotes equal opportunities for all pupils by encouraging the ability to work with others and ensuring a code of ethics, which promotes good 'sportsmanship'. All children have full entitlement to the P.E. curriculum.

Each week, in Nursery, EYFS, Key Stages 1 and 2, two lessons are timetabled for PE, one indoor and the other outdoor. Our two year old provision benefits from thirty minutes of daily outdoor provision twice daily, which addresses gross motor skill development. The other children in the Nursery have a dedicated PE slot, where staff and trained coaches assess children according to the EYFS ages and stages document. In addition there

is daily access to the outside area during child initiated time for our three and four year olds to enable them to have gross motor activities.

As a school we all children spend at least 2 hours on taught and directed physical activity per week. Our Specialist Sports Teachers, along with the class teachers, plan and teach lessons that offer this entitlement. Each lesson planned is differentiated appropriately to allow access to all pupils, regardless of their ability, gender, ethnicity, religion and special need, especially where there is a physical disability.

Our 2020-2021 provision for PE is –

- A full time specialist head sports coach a full time apprentice delivering curriculum PE five days a week and an after school club nightly.
- A specialist dance teacher to deliver one after school club every week.
- A specialist gymnastics coach delivering curriculum gymnastics for one day a week and an additional after school club.
- A specialist swimming coach delivering Swimming to Key Stage 2 across the academic year.

The full range of extra-curricular sporting activity clubs are offered to all pupils, which are subsidised to allow as many children as possible to attend.

### **Physical Education and School Sports Premium**

The Government currently provides funding to improve the quality of physical education and sport for all children. This has been reviewed and with the implementation of new Government initiatives, primary schools should expect to receive additional funding.

Funding for schools is calculated by the number of primary-aged pupils (between the ages of 5 and 11) as at the annual schools 'census in October each year. This funding is ring-fenced and can only be spent on physical education and sport provision in schools.

At Newdale Primary School we have reviewed our sporting provision and use the money to:

- Improve the quality of PE lessons by hiring specialist physical education teachers to work alongside primary teachers and teach physical education
- Buy in quality assured coaches who increase provision and quality of after-school sport.
- Increase teachers CPD within PE to create sustainability within PE.'

Full details of how our PE funding for this academic year is spent can be found on the school website. The impact of this funding is reviewed on an annual basis.

### **Disadvantaged Grant funding**

This grant is used to support pupils in receipt of the grant in accessing the curriculum. This includes support with relevant sports kit, paying for transport to different sporting events and paying for Y5 children to access Arthog Outreach during the Autumn term.

An action plan is agreed by staff and governors and this is on the school website. At the end of each year clear evaluation statements identify the positive impact this has had on pupils' engagement and achievements.

We are committed to participation for all and in the event that a Disadvantaged child is signposted to an external sporting provider, we will investigate all opportunities to enable this child to achieve to the highest of their sporting potential.

## Spiritual, Moral, Social and Cultural Education

Although physical education is taught as a subject in its own right, to develop physical and social skills and good health, we continually encourage cross-curricular links with other subjects, such as PHSE, Literacy, Numeracy, Science and ICT. Links to SMSC have been identified for PE.

### **Pupils are encouraged to:**

- observe the conventions of fair play, honest competition and good sporting behaviour
- be aware of the effects and consequences of their actions on others and the environment
- appreciate the strengths and weaknesses of both themselves and others in relation to different activities
- be concerned with their own and others' safety in all activities undertaken
- share space and resources, work co-operatively and in groups, help others and be helped by others
- develop qualities and skills relating to co-operation, sensitivity, fair play, tolerance, the acceptance of decisions and rules and handling success or failure with dignity
- respect cultural norms and religious observations
- all pupils are expected to maintain a high standard of behaviour during P.E. activities and competitive situations within school and against other schools

#### **Spiritual Development: (Sp)**

- To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in.
- To show respect for different people's faiths, feelings and values.
- To demonstrate a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

#### **Moral Development: (M)**

- To demonstrate an ability to recognise the difference between right and wrong and apply this understanding in their own lives and, in doing so, respect civil and criminal law of England.
- To show an understanding of the consequences of their behaviour and actions.
- To show an interest in investigating and offering reasoning views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

#### **Social Development: (So)**

- To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- To show a willingness to participate in a variety of communities and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively.
- To demonstrate acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.  
Children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

#### **Cultural Development: (C)**

- To understand and appreciate a range of cultural influences that have shaped their own heritage and that of others.
- To understand and appreciate a range of different cultures within school and within their community and the wider world to prepare them for life in modern Britain.
- To have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- To show willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent they understand, accept, respect and celebrate diversity, as shown by their

## Whole School

### Spiritual Development

Physical education lessons have teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and appreciation of sports from other countries.

Through dance and gymnastics across the school and through Multi-skills lessons in KSI, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. Dance lessons are linked closely to other foundation subjects. Allowing pupils reflection time to evaluate their experiences allows them to build a positive mind set and promotes progression. Pupils will also see the sense of awe and wonder when observing elite performances from professional athletes and their peers.

In PE lessons students are encouraged to delve deeper in to their understanding of PE and the body and how it can be maximised to improve performance – leaving the pupils amazed at the body's ability.

Pupils are encouraged to reflect on feelings of enjoyment and determination, especially in KS2 through participation in a range of competitive sports.

Self and peer assessment are important to enable students to have an accurate grasp of where they are, allowing each student to be aware of their strengths and their areas of improvement.

### Moral Development

Throughout various games students make choices regarding rules, sportsmanship and choices including teams, tactics and positions.

PE teaches students about code of conduct, rules, etiquette and fair play, as well as being unaware of unwritten rules.

Competitive games provide students with leadership opportunities, as well as being umpires and referees.

Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations giving pupils a sense of justice and how to respond appropriately when they feel there is an injustice.

PE encourages pupils to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team so that all team members are actively engaged during games.

Dance in particular, allows children the opportunity to share ideas and discuss alternatives with each other in a structured and supportive environment where they can learn to give reasoned views and appreciate the views of others.

### Social Development

PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas.

Pupils are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other.

Through various different competitive games and competitions, children are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations. Through participation in TWSSP sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups.

The school House System encourages all children to participate in sporting activities throughout the year, working towards a common goal and celebrating the achievements of all children. Competitions in each area of sport (excluding dance) will take place between Houses in class, year group and Keystage phase at the end of each unit of work or term. Selected children will then go on to represent the school at TWSSP events.

### Cultural Development

Pupils discuss how culture effects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in. Opportunities to discuss viewpoints are encouraged whilst ensuring students are respectful of others understanding the consequences of overly critical assessment of performances.

The election of House Captains allows children to see a democratic process in action, with candidates putting forward their case and children encouraged to vote for the best candidate not who they like.

Classes choose an unfamiliar sport from a different country to study during Sports Week (which takes place during National Sports Week)

Through participation in TWSSP sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups.

Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in.

## **Teaching and Learning**

Planned opportunities enable pupils to participate in activities that reflect each of the four outcomes;

- knowledge and understanding of fitness and health
- acquiring and developing skills
- selecting and applying skills
- evaluating and improving performance.

The fundamental skills, knowledge and concepts are set out in the National Curriculum, and this is expanded upon within our planning.

We study the following units of work:

- gymnastics
- dance
- net and wall games (games such as tennis)
- striking and fielding games (games such as rounders and cricket)
- invasion games (games such as netball, hockey, basketball, tag rugby and football that involve players contesting a shared space while defending an area and attacking another area )
- athletics
- outdoor and adventurous activities (such as orienteering and Arthog outreach sessions).
- swimming (in years 4, 5 and 6)

The emphasis of our PE teaching is to encourage children to achieve enjoyment, satisfaction and success at their own level and to develop control, co-ordination, mobility, skill and confidence in a range of physical activities, an awareness of the physical capabilities of the body and to develop co-operative skills.

## **Cross Curricular Links**

### *Links*

There are cross-curricular opportunities with PE and staff are encouraged where possible to take advantage of these. For example:

1. Science
  - a. Health and Fitness.
  - b. Moving and Growing.
2. Maths
  - a. Speed.
  - b. Distance.
  - c. Time.
  - d. Measuring.
  - e. Recording.
  - f. Handling Data.
3. English
  - a. Speaking and Listening.
  - b. Subject-specific vocabulary.
4. Geography
  - a. Map-reading.



5. Music
  - a. Rhythm.
  - b. Tempo.
6. ICT
  - a. Use of stop watches.
  - b. Use of digital camera and digital video.
  - c. Use of spreadsheets for recording and interpreting data.
  - d. Use of the internet.

### **Lesson Organisation/Structure**

#### **Warm up**

Each lesson contains an appropriate warm up. This will help reduce the risk of injury and establish good exercise behaviour for future years. A warm up contains:

- Mobility - 'loosening up' exercises e.g. side twists, shoulder lifts, arm circles
- Pulse raising or warming activities e.g. easy jogging, side stepping, jumping
- Stretching exercises
- Discuss how the body changes in relation to exercise and physical activity.

Warm ups are specific to the activity and are linked to the content of the lesson

#### **Lesson Focus:**

- Develop specific skills and concepts individually, moving on to partner activities where appropriate
- Developing into for example
  - Skill development
  - modified small- sided games / group tasks
  - or onto gymnastic apparatus and or sequence work
  - or dance composition

#### **Cool Down**

During cool down, recap on main points covered in lesson.

Components can include:

- Mobility - 'loosening up' exercises e.g. side twists, shoulder lifts, arm circles
- Pulse slowing or cooling activities e.g. easy jogging that slows to a walk, side stepping, jumping that ease of in intensity
- Stretching exercises

### **The PE curriculum**

The curriculum is delivered through structured lessons in the hall or using the playground, or field. PE is timetabled to ensure the availability of the hall, outdoor areas, and resources. PE is taught throughout the year, but not all areas are covered each term (see Curriculum Maps).

Planning is undertaken by the specialist sports teachers, alongside the class teachers, using relevant schemes of work and support resources (such as TOPs Cards), where appropriate.

The predominant mode of working in PE is collaborative group work, although individual and class teaching is used when and where appropriate. Within this framework, groups are of mixed ability.

Swimming takes place in years 4, 5 and 6 for a period of ten weeks (and if deemed necessary, this is increased to 20 weeks). The planning of these sessions is undertaken by the class teachers and specialist sports teachers, who use a wide range of additional resources to ensure that the needs of all children are catered for.

The residential visit to Arthog Outdoor Pursuits Centre in Wales in Year 6 and Arthog outreach, primarily aimed at Year 5, offers activities including, gorge walking, canoeing, rock climbing and hill walking. Through this visit and activity sessions, we are able to meet and exceed many of the requirements of the Outdoor and Adventurous Activities aspect of Physical Education.

### **Role of the Physical Education Subject Leader**

The subject leader:

- Liaises with colleagues offering advice and support
- Produces and keep updated the policy and subject guidance in consultation with the staff
- Ensure the policy and scheme of work are implemented
- Keeps up to date with developments in PE teaching
- Takes a leadership role demonstrating good practice
- Keeps resources up to date and well organised
- Liaises with other agencies and providers
- Attends, participates in and provides appropriate CPD
- Promotes parental interest and understanding
- Participates in monitoring planning, teaching and learning within PE, in line with the school's monitoring procedures
- Develops and maintains a portfolio of evidence
- Keeps staff informed and up to date in curriculum developments
- Work with the Deputy head to plan the best use of the Sports Grant funding
- Timetables PE sessions
- Line manages all Specialist Sports Teachers in the school.

### **Inclusion**

The SENCO works closely with the Occupational therapy team to seek advice and support for children with a physical disability. Recommended exercises are incorporated into class lessons and small group sessions. Also adjustments are made to differentiate activities for individual children.

### **How pupils with special educational needs and disabilities are supported in accessing sports and extra-curricular activities.**

Newdale Primary School and Nursery prides itself on being a fully inclusive environment. This includes sports and extra-curricular activities. The SENDCO ensures that all external coaches who enter the school or nursery are made fully aware of the needs of the children in our school. Our sports coaches and teaching staff are experienced in adapting the curriculum in order to make it accessible so that all children can take part in and enjoy sport. A member of our teaching assistant team is also a coach for ICan2 (see Telford and Wrekin's Local Offer for more information) and is able to advise further on how best to make any adaptations that may

be required. We offer a wide range of extra-curricular activities which cater for a range of needs and tastes. These clubs are open to all children. Sports Coaches both have key worker children of whom have educational needs. These children have access to support from the coaches in the form of physical and emotional development.

### **Playtime and lunch time**

Physical activity is also promoted during break and lunch times. At break time there are a number of activities in which children can partake. These include football, basketball, adventure play and other playground activities, which are organised on a rotational basis.

During lunch times a similar system takes place. In addition to these activities, there is also a wide range of equipment and resources for the children to use. Specialist sports teachers are on duty throughout playtime, leading games and engaging children. Lunchtime supervisors have received 'playleader' training to enhance their participation in this area and help children play in a structured environment. Hockey is delivered weekly on the top playground from an experienced hockey player, teaching assistant/lunchtime supervisor.

### **House System**

All children at Newdale Primary School and Nursery who are in full time education are organised into one of the four Houses (Griffin, Unicorn, Phoenix and Dragons).

At the annual sports day in the summer term, a number of sports days take place to accommodate all the respective year groups after which the House Trophy is awarded. The sports day is organised into a traditional sports day with track and field events takes place.

### **Assessing, Recording and Reporting**

Assessment in PE is the joint responsibility of the class teacher and the specialist sports teacher. Formative assessment is used on a day to day basis to inform the next steps of learning. Feedback to children about their own performance and progress is achieved through discussion between the pupil and teacher in the context of the PE lesson. Parents are informed of their child's attainment in PE through the annual report to parents.

Pupils are formally assessed in the PE area within which they have been studying every half term. The Specialist Sports teacher carries out summative assessments on each pupil, which is feedback to the class teacher. These are then used to inform how many children are performing at Age Related Expectations (ARE) and plan for the next units of work to address any areas which have flagged in the assessment strands.

Reporting also takes the form of reporting to Governors at different committees. Our lead specialist sports coach, along with the PE co-ordinator, evaluate the impact of the sporting provision, both at analysing percentage of pupils at age related expectations and success at sporting competitions. Reports are created and reported to Governors on a regular basis.

### **Monitoring and Evaluating**

The P.E. subject leader monitors planning. This is to ensure that there is a progression from skills to competitions. For each sport, the planning must have the opportunities for the children to play matches against peers, apply skill development and where possible, play a match in a competitive environment.

The PE subject leader monitors and evaluate the PE Sports funding money for impact and responds accordingly.

Governors also evaluate the PE provision on a regular basis. This may be through the form of lesson observations, planning trawls, attendance at sporting fixtures, analysing parent and pupil voice, looking at current provision and auditing impact of the sports action plan / value for money for sports premium plan.

### **More able provision, including provision for the less confident**

Excellence in PE is celebrated through children being selected to represent the school at School Sports Partnership events, and their achievements celebrated in assemblies on Fridays. Children are also encouraged to celebrate the physical achievements they have made outside school. Where a child is noted to be more able within a PE lesson, the specialist sports teacher makes contact with the parent, signposting where they would be able to take their child to get additional sports provision outside of school.

Similarly, pupils who lack confidence in PE are also encouraged to take part in competitions with pupils from other schools who are similar to them. Less traditional sports are included within the offer so that these children have the chance to try sports which they may not have done and go onto the represent the school. These children make up the b and c teams for our representation at sporting fixtures.

### **Extended Schools provision**

We offer a range of after school clubs throughout the year. These activities vary termly and are organised to ensure that all year groups have equal access to after school clubs. These are co-ordinated by the P.E. subject leader and led by specialist sports teachers and coaches. Other adults, such as sporting apprentices and PE teaching lead, with a clear DBS check also assist at some of these clubs.

### **Partnership with other schools**

Newdale is very proud of the links that we have with a wide range of schools across the county. We have a well-established link with a local secondary school, with two of their highly qualified PE teachers delivering both curriculum and extra curriculum PE at Newdale. We also have links to many other primary schools, both through the playing of formal and informal matches.

### **Health and Safety**

Pupils are shown safe practices and the need for such practices. The school carries out a risk assessment for some activities in school and for every activity off the school site. Where an activity is organised by another agency, their risk assessment is requested prior to the event and additional checks carried out. This is then signed off by the Headteacher. (See Educational Visits Policy).

Regular checks are made on all equipment, especially gymnastic apparatus. The subject leader and specialist sports teachers make frequent visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituting a danger are taken out of use immediately.

In addition to the day to day checks, an annual check of our sports equipment is carried out to ensure safety is maintained.

First aid equipment is available, and all the staff know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma are carried by children in inhaler pouches and is

kept readily accessible, particularly for all off site activities. An emergency asthma kit is taken to all events in case of emergency.

### **PE kit**

Pupils and staff are expected to bring their own kit to each physical education lesson:

- Staff - Sports clothing and trainers, hair tied up and no jewellery except a watch if necessary. It is essential staff dress appropriately for PE lessons.
- Pupils - Indoor – White T –shirts and dark shorts. Clothing must not be baggy as it can get caught in the equipment. Hair should be tied up and jewellery removed. If ear-rings can't be taken out they are be taped.
- Pupils - Outdoor – Children should have a tracksuit, T shirt, shorts and socks and suitable outdoor footwear (boots or trainers) Outdoor PE continues throughout winter months unless there is extreme weather conditions.

Pupils must wear appropriate PE clothing, in line with the school PE policy. This is ensure the safety of all pupils. This year, in line with covid restrictions, all children will be wearing their PE kit throughout the school day when this lesson is timetabled.

When pupils are taking part in competition they are expected to wear the appropriate clothing in accordance with the sport. Teachers will provide guidance where necessary but it is expected that children bring their own footwear and refreshments.

Pupils are expected to bring PE kit to *every* lesson. If a pupil is unfit to participate in a PE the class teacher must be informed by their parent/guardian. Where possible the child should be included, eg. as coach, scorer, umpire/referee or peer evaluator. The only occasions on which pupils will be excused participation in lessons are situations such as a pupil in plaster with a broken limb.

### **Changing for PE – taken from Best Practice advice issued by NSPCC March 2018**

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:

- getting changed can make some children feel vulnerable
- getting changed can cause anxiety for some children
- staff can feel unsure about PE changing supervision and how to ensure that both children and adults are safe.

Mixed gender changing areas are less appropriate as children get older and staff need to be sensitive to those who physically mature at a much earlier or later age than their peers.

**Boys and girls should change separately after they reach Year 2. From Year 3 upwards, children will change in separate classrooms, supervised by teaching staff (see notes around supervision).**

- Schools need to treat all pupils fairly and with respect for their privacy and dignity.
- Schools should make adequate and sensitive arrangements for changing which take into account the needs of pupils with disabilities and children from different religions, beliefs and cultural backgrounds or gender identity.
- Adults must always change; never in the same space as children.

### **Staff supervision whilst changing**

(Please note that all children currently attend school in their PE kit so changing is not necessary. However, this format will remain under review throughout the year. If the policy is altered, the following changing regulations will take place.)

The NSPCC advise that schools will need to make a judgement about supervision based on the age and developmental needs of the pupils. They say it should not be necessary for adults to remain in the room in order to maintain good behaviour; being in close proximity and pupils being aware of this should be enough. The decision as to whether to remain in the room is at the discretion of the staff, however steps will be in place to safeguard all within the room. These include, leaving the door ajar, having two members of staff within the room and ensuring that pupils understand the reason that staff remain in the room (e.g. behaviour management).

Should staff not be present in the room, pupils should know that adults will enter the room if necessary - in response to a disturbance, for example.

Staff should also consider the following:

- It is often possible to leave the door of designated changing rooms 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.
- Where possible, female staff should supervise girls and male staff should supervise boys.
- All adults, but particularly those of the opposite gender, should avoid just standing in the changing room watching pupils, or repeatedly going in and out without good reason.
- Establish a code of behaviour with pupils so they are clear about expectations about their conduct whilst they are unsupervised.
- Pupils who express concern about the behaviour of a member of staff or other pupils should be listened to, and appropriate enquiries should be conducted by the head teacher or designated safeguarding leads.

### **Pupils who need assistance with getting changed / Younger pupils**

When organising changing areas for children with additional needs / younger pupils, schools should:

- 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. It is best practice to involve pupils and parents in making decisions which involve intimate care.
- Encourage pupils of all ages to be as independent as possible; consider prompting and giving verbal help/encouragement before offering physical assistance.
- Be especially careful when helping children with underclothes, tights and swimming costumes.
- If necessary, offer assistance openly and not out of sight of others.

### **Using off-site changing rooms: Swimming focus**

Newdale staff have thought about the safeguards need to be put in place to protect children when visiting other sites and considered the following:

- It is not appropriate for school swimmers (for example) to share changing facilities with members of the public (unless this has been carefully risk assessed). At the current pool, which is used by Years 4, 5 and 6, there are single gender changing rooms and cubicles for children to use should they wish. Staff remain outside the changing rooms, with the door ajar. In line with the policy above, if staff are required to enter the changing rooms, they announce that they are entering, with enough time for children to cover up if required.
- If school sessions precede or are followed by public sessions, enough time should be booked either side of the swimming session to allow pupils to get showered and changed before the public are allowed in. • As far as possible, members of staff should only supervise or assist pupils of the same gender. Where possible, we have organised the swimming timetable so that there is always a male member of staff on site to supervise the boys.
- If changing areas are shared with pupils from another school, particularly those who are older/younger, adults from both/all schools should take this into consideration and properly risk assess together. This is currently not an issue for us.

### **Resources**

A variety of apparatus and resources are stored in the hall and the outdoor shed, and are safety checked on a regular basis.

### **Code of Practice for Working with Adults Other Than Teachers (AOTTs)**

AOTTs may lead an activity e.g coaches linked to sports leadership programme. They may be part of a company commissioned by the school e.g Crossbar Coaching staff. They may be adult volunteers e.g a mum who supports another adult in an after school club.

- Teachers act *in loco parentis* and have a duty of care towards pupils. This cannot be transferred to adults other than another qualified teacher
- The Head teacher will ensure that all appropriate safeguarding and DBS checks have been completed regarding AOTTs
- A member of teaching staff will supervise activities directly until such time as they are confident that all pupil's health, safety and welfare can be guaranteed
- A member of teaching staff will always be available and able to intervene in order to ensure pupils' health safety and welfare
- The Physical Education subject leader will ensure that members of staff complete a satisfactory risk assessment for each unit

#### *AOTTs need*

- To know, understand and implement the school's procedures for ensuring safe practice
- To know and implement the school's accident or emergency procedures
- To adhere to the school's code of conduct for Adults Other Than Teachers at all times
- To follow the school's safeguarding policy and procedures at all times (see induction folder).

### **Continuing Professional Development**

The PE subject leader supports staff development needs. Staff development is incorporated into the RAP and is delivered through staff meetings, the Sports partnership and through staff training courses.

## **National Curriculum Programme of Study**

### **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Subject content**

#### **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.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

#### **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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending



- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

## PE Planning overview 2021-2022

	Rec		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
Autumn n 1	Fundamentals of movement		Dance	Uni Hockey	Dance	Tag-Rugby	Gym - Jason	Uni Hockey	Gym - Jason	Netball	Dance	Hockey	Swimming	Tag rugby
Autumn n 2	Gym Floor	Multi Sports Ball skills	Dance	Basketball	Indoor athletics	Football	Gym - Jason	Basketball	Gym - Jason	Football	Indoor athletics	Netball	Swimming	Hockey
Spring 1 7 weeks	Gym Apparatus	Games Racket skills	Multi-skills - inventing rules for point scoring.	Football	Gym - Jason	Athletics	Dance	OAA	Dance	Tag-Rugby	Swimming	Football	Gym - Jason	Basketball
Spring 2 6 weeks	Dance	Multi Sports Invasion games	Games Multisports - Invasion games	Dodgeball	Gym - Jason	Tennis	Dance	Football	Dance	Athletics	Swimming	Dodgeball	Gym - Jason	Athletics
Summer 1 5 weeks	Gym Floor	Athletics	Gym Jason	Athletics	Dance	Athletics	Dodgeball	Athletics	Swimming	Cricket	Gym - Jason	Athletics	Dance	Kwik cricket
Summer 2 7 weeks	Multi-sports - Louis	Competitive games	Gym Jason	Games Net	Multi sports (outside)	Archery	Tag Rugby	Tennis	Swimming	Quicksticks Hockey	Gym - Jason	Rounders	OAA (Outside)	Athletics

Lessons have been scheduled in line with Telford and Wrekin inter-school competitions.

## Newdale Primary School and Nursery Programme of Study 2021-22

### Assessing without Levels

In conjunction with our specialist PE teachers, we have devised a way of assessing children on a points based system.

Pupil names will be added to an assessment file. Then as they complete sports in the areas (games, gym, etc) a score is given ranging from 1 – below average, 2 – on target, 3 – above target, and 4 – exceptional based on the pupils age and what they achieve based on the assessment criteria. Then an average score can be recorded. All of the scores are colour coordinated so once a score is added it will change colour to represent their level.

Games – Assessment				
Movement	Receiving	Sending	Tactics	Leadership
Marks	Skill			
Year 5/6 Mark 22-25	<ul style="list-style-type: none"> <li>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>Can receive the ball can various heights, speeds, and distances with high levels of success.</li> <li>Strike a bowled or volleyed ball with accuracy.</li> <li>Use forehand and backhand when playing racket games.</li> <li>Field, defend and attack tactically by anticipating the direction of play.</li> <li>Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations.</li> <li>Lead others when called upon and act as a good role model within a team.</li> <li>Work alone, or with team mates in order to gain points or possession.</li> </ul>			
Year 3/4 Mark 17-21	<ul style="list-style-type: none"> <li>Can use different movement to evade opposition players.</li> <li>Receive the ball with control and accuracy.</li> <li>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>Send the ball with control and accuracy.</li> <li>Pass to team mates at appropriate times.</li> <li>Strike a ball and field with control.</li> <li>Choose appropriate tactics to cause problems for the opposition.</li> <li>Follow the rules of the game and play fairly.</li> <li>Lead others and act as a respectful team member.</li> </ul>			
Year 1/2 Mark 12-16	<ul style="list-style-type: none"> <li>Travel with a ball in a range of ways, at feet, bouncing, holding.</li> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Can receive a ball with limited accuracy.</li> <li>Use different objects/rackets to send a ball with limited accuracy.</li> <li>Develop tactics.</li> <li>Use the terms 'opponent' and 'team-mate'.</li> <li>Lead others when appropriate.</li> </ul>			
Foundation Stage Mark 7-11	<ul style="list-style-type: none"> <li>Ball control—sending/receiving, catching/throwing/rolling/bouncing</li> <li>Aiming at targets</li> <li>Game playing—chase games, striking with range of objects</li> <li>Travel with confidence around, over, through and under objects and climbing equipment.</li> </ul>			
Nursery Mark 1-6	<ul style="list-style-type: none"> <li>Adjusts speed and direction to avoid objects.</li> <li>Show control when running, running safely on whole of foot.</li> <li>Begin ball control by kicking and catching a large ball.</li> </ul>			

