



Physical Education and School Sport Policy 2022/23

At Highfield Primary School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. The selection of suitably differentiated and logically developed tasks, will help pupils, irrespective of their innate ability, enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

Providing a balanced range of individual, paired and group activities, in addition to, co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad physical education curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupils' ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with our work on trying to achieve a healthy school status.

Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' communication, numeracy, PSHE, science and ICT skills.

Curricular Aims:

1. 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 [acquiring and developing].
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas [selecting and applying].
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance [improving and evaluating].
4. To develop an understanding of the effects of the exercise on the body, and an appreciation of the value of safe exercising [knowledge and understanding of fitness and health].
5. To develop the ability to work independently, and communicate with and respond positively towards others [working alone and with others].
6. To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being [applying safety principles].

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High quality PE and School Sport

What is high quality PE and school sport?

'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities'.

The basic principles of high quality PE and sport High quality PE and sport always:

- Enables all young people, whatever their circumstances or ability, to take part in and enjoy PE and sport
- Promotes young people's health, safety and well being
- Enables all young people to improve and achieve in line with their age and potential

The impact of high quality PE and school sport on young people and schools

When PE and school sport provision is of the highest quality, all young people will, to the best of their abilities, develop and demonstrate the following personal qualities:

- a strong desire to learn and make progress
- high levels of dedication, attendance and involvement in PE and school sport
- high levels of commitment to PE and school sport
- good levels of positive behaviour such as politeness, fair play and helpfulness
- high levels of enjoyment and enthusiasm and a strong desire to get involved

Developing these personal qualities affects young people's attitudes to school and learning. This has a positive impact on the whole school and can lead to whole school improvement.

We want our pupils to:

- show commitment to PE and school sport
- know and understand what they are trying to achieve
- understand that PE and sport are part of a healthy, active lifestyle
- have the confidence to get involved
- have the skills and control that they need
- willingly take part in a range of activities
- think about what they are doing and make appropriate decisions
- show a desire to improve and achieve
- have stamina, suppleness and strength
- enjoy PE and school sport

Entitlement

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the Statutory Orders of the National Curriculum NC and foundation stage guidance, which takes account of individual interests and needs.

In the Foundation Stage, practitioners should:

- Plan activities that offer appropriate physical challenges
- Provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions

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- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

During Key Stage 1, pupils should be taught knowledge skills and understanding through motorskills, dance, gymnastics and games activities.

Key Stage 2 pupils should have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor Education and Swimming) so that a realistic attempt is made to achieve the expected levels of performance.

Equal Opportunities

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which challenge all children.

Gifted and talented

Gifted and talented pupils at Highfield are identified through the use of core tasks in all areas of the PE curriculum. These pupils are identified on the school's gifted and talented register and recognised in staff planning. The lessons are clearly differentiated through the use of STEP (space, task, equipment and pupil) to ensure appropriate challenge for all pupils. In addition to this the pupils are identified to attend the borough's provision for gifted and talented pupils, Showing Potential.

As a staff, we are aware of the levels of participation in sport outside of school and ensure that we support pupils in whichever way is most appropriate e.g. authorising absence for fixtures plus making allowances in curriculum time.

Advice for staff - Safe Practice in Physical Education (2008)

Safety Practice in Physical Education should be paramount when planning PE activities. All teaching and non-teaching staff should be aware of the following document and know where it is located in the school.

This document can be found with the PE Co-ordinator's file.

- Safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.
- First aid equipment should be available, and all staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible.
- All large items of PE equipment are inspected annually by an independent safety officer under a contract through PFI
- Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Children should be made aware of safe practice when undertaking any PE activity, (e.g. not lifting hockey stick or cricket bats dangerously, not jumping or running in front of others, etc).

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- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. Children do not wear any jewellery for PE lessons.
- Good class control is fundamental to safety.
- Children must know the importance of responding readily to instructions (refer to school behaviour policy for procedures in event of unacceptable behaviour).

PE Kit

All children should have a clearly named PE kit at school on days that PE is carried out. Our PE kit consists of:

- Yellow t-shirt
- Navy blue shorts
- Navy blue tracksuit
- Trainers or other appropriate footwear

T-shirts, shorts, tracksuits and PE bags are sold inexpensively at school and can be ordered directly from the school office.

Bare feet for gymnastics and dance produces better quality work, but the teacher should assess the condition of the hall floor before asking children to work with bare feet.

No jewellery should be worn for PE (children wearing earrings that cannot be removed will not be able to participate in PE).

Long hair should be tied back.

Children who persistently forget their own PE kit should be reminded of the importance of PE and, if necessary, a note should be sent to their parents asking for their co-operation.

Children may wear their PE kit on any day that they are taking part in school sport. This will reduce the time it takes to get ready for the lesson and to avoid children forgetting their kit.

In the summer, children are expected to wear hats and sun cream.

For Year 5/6 children, swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards.

Children should only miss PE lessons on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher.

Non participants should be included in the lessons. They can take the role of an evaluator, coach score keeper etc.

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

At Highfield Primary School we aim to provide all of our pupils with at least 2 hours of high quality PE, sport and physical activity each week (see sections below on daily physical activity, active lunchtimes, out of school hours learning and Sports coach times

The hall is timetabled for two sessions per class per week where possible and MUGA and school field is also timetabled for outdoor PE. The latter takes place throughout the year with pupils suitably dressed.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements should be made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video

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clips from previous weeks, class activities based on knowledge and understanding of fitness and health) or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

On no account is PE to be used as a sanction.

Out of School Hours Learning

Highfield Primary School has offers a wider range of lunchtime and after school sports opportunities. These are open to any pupil in the relevant year group and pupils are encouraged to attend at least one sporting club during the academic year. Registers from the clubs are stored centrally and Mrs Doherty and Mr Irving will collate this information at the end of the year to evaluate the successes of the clubs. Staff will notify pupils of any cancellation or rearrangements of clubs as soon as possible.