



***ASK AND IT WILL BE GIVEN TO YOU: SEEK AND YOU WILL FIND IT:
KNOCK AND THE DOOR WILL BE OPENED TO YOU - MATTHEW 7:7***

March 2024

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY POLICY

Moberley Primary School believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and mental well-being. Physical education is a statutory requirement of the National Curriculum, it is the only subject whose primary focus is on the body and, in this respect, it uniquely addresses the physical development aim of the curriculum and it also makes a significant contribution to the spiritual, moral, social and cultural development of children. Through our high quality physical education programme, all pupils will be equipped knowledge, skills and motivation necessary for them to lead a healthy, active lifestyle and enjoy lifelong participation in physical activity and sport.

Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.

Physical education encourages the personal and social development of each child. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality physical education pupils discover their abilities and preferences and are able to make informed decisions about their involvement in lifelong physical activity.

Aims:

Purpose of study of the national curriculum for physical education (2014) state:

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 of NCPE (2014)

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.

Mobberley Church of England Primary School's aims for Physical Education

- We provide a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum that provides pupils with appropriate challenge. Our Physical Education curriculum aims to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities through a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport. Children will learn how to cooperate and collaborate with others and work as a team, embedding lifelong values. We aim to build confidence and independence within all children through Physical Education. Our approach to Physical Education ensures that children understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.

Outside of our curriculum Physical Education curriculum, we:

- Provide an out of school hours programme of activities which *extends* and *enriches* curriculum provision and provides opportunity for activities to *enable* pupils to make sufficient progress to access curriculum sessions with greater success
- Provide opportunities for competition appropriate to the stage of the individual pupil's development
- Ensure that pupils enjoy school sport and establish community links and pathways for pupils to engage in life-long participation

PE and sport premium funding:

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This can be used to:

- develop or add to the PE and sport activities that our school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment.

Our detailed report of our Sports Premium Spending can be found here:

<https://mobberley.cheshire.sch.uk/learning/curriculum/games-and-physical-education/>

Link Governor

Our PE and sport Link Governor is Paul Tarne

Provision - Curriculum

All pupils are entitled to a progressive and comprehensive physical education programme which embraces current Statutory Orders of the National Curriculum and the statutory EYFS Framework and takes into account individual interests and needs.

The school provides all pupils with the entitlement of two hours of high quality Physical Education a week. This is delivered through two lessons per week.

Pupils have access to a balanced curriculum programme of study. A copy of the long-term curriculum map from EYFS-Y6 is attached as appendix

Foundation Stage: Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

At key stage 2, swimming is taught by the Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher.

Lessons are enriched by planned access to after-school / lunchtime clubs to allow the pupils to extend their learning and develop towards excelling in sport. This is further enhanced by links to outside sports clubs wherever possible.

Provision – Physical Activity

To emphasise the importance of physical literacy and encourage regular physical activity among children, the UK government introduced the "60 Minutes a Day" guidelines.

These guidelines recommend that children engage in at least 60 minutes of moderate to vigorous physical activity every day. This could include activities such as running, dancing, use of outdoor gym equipment or playing team sports.

The guidelines are designed to ensure that children meet their recommended daily physical activity levels, helping them develop physical literacy and maintain good health.

Our "60 active minutes" are achieved through:

1. **School Physical Education:** Primary schools in the UK are encouraged to provide high-quality physical education (PE) as a core part of the curriculum. PE lessons help children develop essential movement skills and enjoy physical activities.
2. **Active Maths:** Mobberley Primary School teaches active maths once each week, each lesson is an hour long.
3. **Sports Ambassadors and Captains:** We encourage leadership skills through our Sports Ambassadors (Year Five) and our Sports Captains (Year Six) who lead active games on both the infant and junior playgrounds every day at break and lunch time. They also help to run our skipping leagues.

4. **Brain Breaks:** With the help of our Sports Captains, we have a range of active brain breaks that teachers use throughout the day, giving children a short break and some activity e.g. star jumps.
5. **Active Travel:** Schools are encouraged to promote active travel options, such as walking or cycling to school, to help children incorporate physical activity into their daily routines.
6. **After-School Clubs:** We offer a range of extra-curricular clubs that focus on sports and physical activities, providing additional opportunities for children to meet the 60-minute daily activity goal.

Examples of our Extra-Curricular offer:

- Tri-Golf
- Athletics
- WFA (Wilmslow Football Academy) Mixed Football
- Girls' football
- Netball
- Boccia
- Street, tap and ballet dance

Provision – Out of School Hours Learning

The aims of the out of school hours learning programme are to *extend* and *enrich* the work being done during curriculum PE and to provide some pupils with opportunities to *enable* them to develop the skills they need to access curriculum PE. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

The school offers a **wide range of before school, lunch-time and after school activities**. These are open to any pupil in the relevant year group.

PE and sport premium funding is used to increase the range of opportunities available to pupils and in combination with Pupil Premium to ensure any barriers to engagement / participation are removed. The PE subject leader will monitor uptake and report back via the PE and sport premium reporting template.

Staff will assist the lunch time supervisors by providing lists of pupils who will need early access to the dining hall. Staff will notify pupils and parents of any rearrangements of clubs as soon as possible.

A diverse weekly programme will be provided which suits the needs of all pupils. Out of school hours learning takes place both before and after school, and at lunchtime.

All out of school learning opportunities are developed in consultation with pupils and the programme will:

- Provide a balance of competitive and non-competitive activities through intra and inter school events
- Provide specific movement/general physical activity clubs, which develop health and fitness
- Ensure that every pupil is offered the opportunity to attend a minimum of one extra-curricular activity each week (Key Stage 1 and Key Stage 2)
- Ensure that the school regularly participates in events which promote competitive opportunities and physical activity.

To ensure the quality and sustainability of the OSHL programme, the school will:

- Employ a range of auxiliary qualified and experienced coaching staff and implement quality assurance through the link teacher/subject leader involved in the SSP programme.
- Ensure that the link teacher/subject leader takes responsibility for forging strong local community club links
- Inform pupils and parents of the range of OSHL opportunities

Curriculum Planning:

At Mobberley Church of England Primary School, we follow the iMoves scheme for Physical Education to ensure a strong progression of skills throughout the school.

iMoves units will be made available to all staff who teach them and they will be expected to evaluate these units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

Individual lessons should be evaluated to inform planning and ensure differentiation. Teachers must ensure that when evaluating and improving performance, connections are made between developing skills, understanding and applying these skills, tactics and compositional ideas.

PE can also support the wider curriculum

English

PE contributes to the development of Speaking and Listening skills by encouraging children to:

- *follow instructions*
- *understand and respond to instructions*
- *understand the task and terminology used to express it*
- *act on advice given*
- *learn from others*
- *ideas exchanged, team tactics, peer evaluation*

Personal, social, health and citizenship education (PSHE)

- *Children are taught the benefits of exercise, healthy eating, and how to make informed choices about their lifestyle.*
- *In PE children are encouraged to work cooperatively across a range of activities and experiences. They learn to respect the views and abilities of others.*

Maths

- *Children learn to apply numeracy skills when counting, measuring and timing.*
- *They are also encouraged to use mathematical terminology for shapes, space and position.*

Leadership & Management

The Subject Leader is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice
- Managing the budget and PE and Sport Premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole school development plan.
- Reporting on the allocation of the sports premium and its impact on the school website
- Auditing, ordering and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well taught and protected
- Attending courses to further own professional development and providing information and support for colleagues
- Monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and impact on the children is achieved.
- Make all resources available to all staff, including policy, schemes of work, assessment materials, resources to support learning
- Carry out risk assessments in line with local authority procedures
- Extending relationships and contacts beyond the school and in the local community
- Keeping up to date with and implementing any National, Local Authority and School Sport Partnership developments where appropriate

Teaching and Learning:

The organisation of PE in the school promotes learning through physical activities and sport. Lessons are blocked in units of work that are age appropriate and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and the ability to perform reflectively. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams.

The structure of the iMoves scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of fundamental movement skills and sport specific skills, knowledge and understanding.

The planning and delivery of each unit of work in the scheme will be adapted by the individual teachers to meet the learning needs of the children of their class.

Lessons will be planned to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress.

Monitoring of Standards of Teaching and Learning:

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement
- Pupil voice interviews
- Assessment to track progression and attainment

Staff Development

All staff should take part in professional development to ensure secure subject knowledge, consistency and awareness of health and safety procedures and up to date knowledge. *This is exemplified in the new teacher's standards.* Staff should be comfortable and competent in the area of activity being taught.

Opportunities for the development of all staff will be provided in order to enhance the quality of PE within the school.

The needs of the staff will be identified through the monitoring and evaluation of the subject, which is undertaken by the designated Subject Leader and is done in conjunction with the whole school development plan. The Subject Leader should ensure that all teaching staff, ASLs and coaches are aware of the development opportunities available from the Education Development Service, School Sports Partnerships and other partners. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

Assessment & Recording

Pupil's work will be assessed throughout each unit of work using formative and summative assessment methods. Pupils progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and weaknesses. At the end of each unit an indication of the progress that they have made will be recorded. This will allow an overview of all progress made over that academic year. The attainment target for physical education sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated to meet the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabilities, gifted and talented pupils and those who have English as an additional language. A 'can do contract' will be devised through discussion between teachers, support staff, parents and where relevant, specialist medical staff

Lesson planning, delivery and assessment is used to ensure that pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress

Differentiation

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Some children may need specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists, or with a statement of special educational needs.

Any classroom support provided must extend into physical education lessons as appropriate. Teachers and Additional Adults working with the children will be made aware of any pupils who have special educational needs or medical conditions. The SENCO will liaise with all staff to ensure all pupils needs are met in relation to teaching and learning in PE.

Policy Statement for Physical Education, School Sport and Physical Activity

Safe-practice standards, consistently applied by staff, students and other visitors across all aspects of the school's PESSPA programme, are important. The purpose of safe-practice standards in PESSPA is to:

- offer PESSPA within a well-managed, safe and educational context
- set out the responsibilities for health and safety in PESSPA at all levels
- establish common codes of practice for staff and students
- provide common administrative procedures
- ensure statutory and local requirements are followed, and other national guidelines, such as codes of practice, are considered
- ensure school health and safety policy and procedures adequately address the PESSPA context of working on and off site and outside normal lesson times
- aid the recording and reporting of accidents and incidents
- audit and achieve consistent safety standards.

Safety Issues – Safe Teaching, Teaching Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education, Physical Activity and School Sport" (2020) guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety

A copy of our Health and Safety Policy is available on our website and is accessible to all staff.

Adults Supporting Learning (ASL)

ASL include teaching assistants, HLTAs, learning mentors, visiting coaches, sports apprentices and volunteer parents.

Additional support staff will be used during curriculum and non curriculum time in order to:

- Support the delivery of high quality PE
- Enrich or enhance an activity pupils are undertaking
- Provide training opportunities for staff linked to PE Premium Key Indicator 3
- Provide additional opportunities for OSHL

- Contribute to any LA or SSP developments e.g. support the School Games Framework

No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL.

External Sports Coaches

The head teacher will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport licence, where relevant, and confirming authenticity of all ASL and coaches

The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well being of the pupils.

Clothing & Personal Effects

Students should wear clothing that is **fit for purpose** according to the physical education, school sport and physical activity (PESSPA) activity, environment and weather conditions.

Indoor and Outdoor Clothing

For indoor sessions, it should be light and allow good freedom of movement, without being baggy or loose.

For classroom-based movement in a limited space or **playground activity**, it is acceptable for children to remain in their school uniform as during this type of activity, children work within a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced.

Clothing for outdoor lessons will allow good freedom of movement, but will also need to offer some insulation from **cold weather** in the winter months, when additional layers are advisable (for instance their Mobberley hoodie/fleece and/or a coat.

In **hot weather**, protection from the sun is advisable therefore children can wear caps and loose, light clothing. Parents will be advised to provide suncream protection for their children to apply.

Religious and cultural clothing

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

The school will ensure that:

- Any clothing worn to comply with a faith commitment should be appropriate to the PE activity. Clothing should be comfortable and allow for freedom of movement, while not being so loose as to become a hazard.

Clothing for PE – staff

Clothing and **correct attire** for a particular PE activity represent important features of safe practice that apply in equal measure to both staff and students. Staff should always endeavour to wear appropriate clothing for teaching physical education. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery should always be undertaken.

Footwear

All **staff and students need to wear** footwear that is appropriate for the lesson location and, ideally, for the PE activity being taught. Children need footwear that is capable of transmitting feel for the movement and the surface they are working on.

In gymnastics, **barefoot work** is the safest, whether on floor or apparatus, because the toes can grip. Barefoot work in both gymnastics and dance can improve aesthetics by allowing the foot and toes to move through a full range of flexion and extension, which in turn strengthens the muscles, bones and joints.

Outdoor footwear for games and athletics may vary according to the playing surface. All footwear should be of the correct **size** and correctly **fastened** in the manner of its design to ensure appropriate support for the ankles. It is important that teachers check to ensure footwear has the required specification and provides the necessary support for safe participation.

Personal effects, including jewellery

Personal effects, such as jewellery, watches, hair slides should ideally always be **removed** to establish a safe working environment.

The following procedure should be applied at the commencement of every lesson:

- **All personal effects** should be removed. Staff should always give a verbal reminder to students and, where necessary, visually monitor the group and/or individuals.
- If items cannot be removed, staff need to take action to try to **make the situation safe**. In most cases, this may mean ensuring that children with studded earrings must ensure that they are covered/taped.

Sensory Aids

- A balanced judgement should be made as to whether wearing the item constitutes a greater or lesser risk to the wearer and to the group in those activities where physical contact is absent.
- Spectacle wearers should be encouraged to secure their spectacles using appropriate tabs or bands prior to play. Parents should be asked to provide shatterproof lenses in spectacles or ideally plastic lenses whenever the participant relies on wearing spectacles during PE.

Medical bracelets: Recent developments in the manufacture of **medical-aid wristbands** have resulted in products with an acceptably low risk factor (ie soft materials, Velcro fastenings). Such items should be acceptable for most PE activities without need for removal.

Staff should always try to avoid complete exclusion from a lesson due to the student being unable to remove personal effects.

In all cases, where removal of personal effects or making safe an item is not possible, strategies to enable safe participation in the lesson need to be introduced. The student should be involved in all the learning, but adaptations will need to be made in terms of how

they take part in the practical aspects of the lesson. The student can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (e.g. individual skills practices, peer coaching, observation and feedback tasks, or officiating in a games context).

Staff also need to be mindful of their own adornments, and remove them prior to teaching physical education. The wearing of **rings** and large hooped or drop earrings, for instance, has been responsible for unnecessary injury in the past, and represents a hazard to both staff and students involved in the lesson.

Long hair worn by both staff and students should be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent vision being obscured.

Changing Provision

All children must arrive at school in their **full P.E. kit** on the days that they are participating in Physical Education.

Weather:

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made, where possible ensuring that the skills progression is still being followed. These may include class based activities around the activity, 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.

Equipment & Resources

Pupils are encouraged to:

- Look after resources
- Use different resources to promote learning
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Subject Leader as soon as possible so that items can be suitably and quickly replaced.

Review of Policy: 20/3/24

This policy will be reviewed on 20/3/26 or sooner shall any significant changes occur.

Policy agreed by Staff:

H.WHALLEY

D.STENSON

Date:20/3/24

Governors:

P.TARNE

Date:20/3/24

Review Date: 20/3/26

