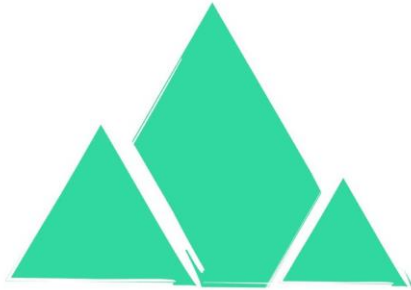


Greenmount Primary School



**Greenmount  
Primary School**

Physical Education and School Sports Policy

Updated September 2022

Next review July 2024

## **Introduction**

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of Physical education at Greenmount Primary School

## **Philosophy**

Greenmount Primary School recognises the vital contribution that Physical Education makes to all children by helping them to lead full, active and healthy lifestyles. We realise the importance of a child's physical, social, emotional and cognitive development as well as the positive role it can play in a child's spiritual, moral and cultural development. Through children engaging in a programme of PE and Sport, we enable children to develop confidence, resilience, team spirit and positive attitudes to sport, competition. Physical Education is a statutory foundation subject of the National Curriculum and makes for a vital and unique contribution to every child's physical development, health and wellbeing.

## **Aims**

Our PE curriculum;

- Enables all young people, regardless of circumstance or ability to take part and enjoy PE and sport.
- Provides opportunities for children to effectively transfer skills and movements across a range of activities.
- Promotes pupil's physical activity, healthy lifestyles, safety and well-being
- Encourages children to physical active and enjoy PE as a recreation.
- Supports children to review, analyse and evaluate their own and others' strengths and weaknesses

## **Curriculum**

All children are entitled to a balanced physical education programme of activities, as laid down by the national Curriculum, including the six elements of Dance, Educational Gymnastics, Games, Additionally at KS2 – Outdoor and Adventurous activities, Athletic activities and Swimming. The PE curriculum at Greenmount Primary School is based on these requirements and in addition, links between PE and other core and foundation subjects are made where possible to ensure that children see the importance of physical education.

## **Progression in Physical Education**

Greenmount uses an interactive planning and assessment resource, called Complete PE as our core framework for teaching Physical Education. It guides and supports high quality

teaching and learning across all key stages and of the Physical Education National Curriculum ensuring every child can achieve their maximum potential in every lesson.

### **Early Years**

Children in early years are provided with daily opportunities to explore physical education through play and other planned physical activities. They are also taught the fundamental movement skills through a series of well-structured lessons.

### **Key Stage 1**

Children in key stage 1 are taught the fundamental movement skills through a series of games and activities. They are provided with basic skills that they can then explore and adapt. Children also complete units of dance, gymnastics and other areas of sport to allow them to transfer skills they have learned elsewhere in the curriculum.

### **Lower Key Stage 2**

In years 3 and 4, children are given the opportunity to consolidate and further develop the skills they have learnt in key stage one. From this, they can utilise the practiced skills to solve problems and create challenges. They are given the chance to work with each other 'train', taking the roles of a coach or athlete, before being given chance to apply their skills either in individual situations to reach their personal targets. Both year groups go swimming once a week for the full academic year and complete units of PE, which further enhances their skills.

### **Upper Key Stage 2**

Opportunities are given to children in upper key stage 2 to apply their skills and begin to understand and apply tactics in competitive situations. Children develop problem solving skills in a range of contexts. Children in year five and six can attend a residential which allows them to experience physical education in an outdoor and adventurous setting. Throughout the key stage, sports-based lessons are not used to teach them how to play a sport, but to use the sport as a driver to teach the skills required to play that sport.

### **Assessment, Recording and Reporting.**

Children are assessed at the end of every half term. These professional judgements are then recorded on the online tracker to show whether a child is at great depth, working at or working towards the skill at each level.

Swimming is assessed throughout the year at the end of each term, with every child expected to be able to swim 20 metres by the end. Swimming is taught once a week at a local leisure centre by fully qualified swimming instructors and is supported by trained staff.

## **Equal Opportunities**

It is important that all children are given the opportunity to develop their physical abilities regardless of race, gender religion, ethnic group, culture or ability. We would also plan and develop children's multi-cultural awareness making sure the curriculum reflects the wider community.

## **Inclusion**

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil. In our lessons, we also focus on developing the whole children and we believe that cognitive, social and emotional learning should develop naturally alongside the physical development in everything that we teach.

## **Resources**

All teachers have access to centrally stored PE resources. Resources are kept in outdoor stores. All PE resources are checked regularly to ensure that they meet health and safety requirements.

## **Cross-Curricular PE**

PE has extensive links to most areas of the curriculum allowing for cross curricular teaching. Below are some examples:

### Maths:

- Counting and using the four rules when scoring games.
- Recording time using stopwatches when running over variable distances, or time keeping games.
- Measuring distances when throwing and jumping.
- Degrees of release in throws and bowling.

### English

- Communicating with others.
- Providing structured feedback.
- Learning of key vocabulary.
- Study of literature, through ERIC's, RIC's and a range of mediums

### Science

- The effects of exercise on the body.
- Developing an understanding of momentum and how it helps to build force and enable rolls.
- Learning the names of muscles in body tension exercises.
- Exploring weight transfer for jumping and throwing for distance

### Geography

- Reading maps to navigate around a course.
- Learning how to orientate a map.

## Music

- Expressing an understanding of rhythm through movement.
- Counting music to create movement.
- Counting to stay in time with music and a group.

## PSHE

- Developing leadership skills when coaching others.
- Developing relationships through partner and group work.
- Understanding the need to follow rules and play fairly.
- Opportunities to demonstrate the Sporting Spirit Values of respect, teamwork, honesty, determination, self-belief and passion.

## **Health and Safety**

Everyone has a duty under the health and safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health and Safety Policies.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance through the lesson
- All jewellery should be removed and stored safely before each lesson
- If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently
- All long hair should be tied back
- Suitable clothing should be worn for each lesson, including staff members, (see school prospectus for correct clothing) Children or staff should not engage in physical activity without correct kit
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE (pumps not trainers)
- For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)

When travelling to sporting activity, the appropriate risk assessments are completed, and the followed issues addressed:

- All children wear seat belts
- All supervising adults to be aware of risk implications
- All supervising adults that attend swimming to hold a current DBS
- All transporting adults to be fully insured
- Parents' permission for taking children out of school obtained
- Parent permission for children to be transported by other parents
- After school competitions children to be transported by their parents or a responsible adult who the child's parents have given permission. School to be informed.

Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school.

### **Visitors**

Visitors will be welcomed at Reception, asked to sign in and then issued with a Visitors Pass/badge. All visitors are asked to read Fire Evacuation Procedures and Safeguarding information providing names of the School's Designated and Deputy Safeguarding Leader & School Governor responsible for Safeguarding.

If a member of staff is expecting a visitor, it is best practice to give the School Senior Administrative Officer or Receptionist as much advance notice of the visit as possible, so that there is someone in the main office expecting and waiting to greet the visitor.

Where possible, visitors will be escorted whilst on the school premises. Wherever possible, it is expected that the relevant member of staff will collect the visitor.

### **The Role of the Head Teacher**

- To ensure that the National Curriculum is implemented.
- To encourage and support the subject leader's approach to physical education development across the curriculum.
- To support and encourage all staff in the teaching of physical education.
- To make available the necessary resources to continue the development of physical education within the school budget.
- To promote physical education in school.

### **The Role of the Subject Leader**

- To promote physical education in school.
- To provide a good example of the teaching of physical education.
- To ensure resources are available.
- To plan and implement future developments of Physical Education
- To review and monitor both the planning and teaching of physical education
- To work alongside staff when required
- Attend relevant courses and disseminate information to staff,
- Lead staff meetings

### **The Role of Teaching Staff**

- To ensure that physical education is used in the classroom in line with the National Curriculum.
- With the support of the subject leader and head teacher to implement any changes in the teaching of physical education.
- To ensure there is equality of opportunity in the teaching of physical education.

- To inform the coordinator of any problems which may arise in the implementation of physical education.
- Teach and assess the children in physical education.

### **The Role of the Governing Body**

The governors will monitor the development and implementation of physical education in school.

### **School Sports Premium**

Greenmount Primary has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of Sports Premium spending and a review of the impact. Please see the 'School Sports Premium' document on the school website for further information.

### **Review**

The policy will be reviewed in July 2024