

Conifers Primary School
Physical Education and School Sport Policy



Curriculum Statement

Intent

Conifers Primary School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

- 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

Implementation

P.E. is taught at Conifers Primary School as an area of learning in its own right as well as integrated where possible with other curriculum areas. It is taught at a minimum of one PE session a week. We teach lessons so that children:

- Have fun and experience success in sport
- Have the opportunity to participate in P.E at their own level of development
- Secure and build on a range of skills with a focus on developing the fundamentals of coordination, balance and agility
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.

Impact

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities where the emphasis is on each child, 'being the best version of themselves' and participation, in competition with themselves for self-improvement while also working cooperatively with others. When this ethos is embedded and children of all abilities are allowed to succeed and all success is celebrated, they will hopefully continue to develop an increasingly diverse set of skills to enable them to desire a physically active life and then enjoy the competitive elements of our offerings too.

For those who are then inspired to be competitively minded (hopefully everybody), our high-quality physical education curriculum inspires those children to succeed and excel in competitive sport and other physically demanding activities. These opportunities allow children to become more physically confident in a way which supports their health and fitness, builds character, further embeds the emphasis on participation and 'being the best version of yourself' while also helping to embed values such as sportsmanship, fairplay and respect.

Teaching and Learning

The class teacher should identify their half termly coverage from the whole school overview document. This has been planned to ensure that throughout the year and across the key stages, all pupils experience a range of different activities. Each teacher must include Physical Education on their half termly curriculum plan which clearly shows the sport activity.

Individual lessons

Individual lesson plans may be taken directly from available resources and adapted to suit the class. Each lesson will follow this format:

Basic Lesson Plan:

1. Warm up - 3-5 minute pulse raiser and dynamic stretching.
2. Introduction (or revision from a previous lesson) - demonstration, teacher or capable child.
3. Practice- differentiated tasks to develop skills or concepts individually or in small groups.
4. Application - how does this apply to real life or an activity (transfer of skills to a small sided game or performance).
5. Conclusion - plenary, reflection and looking forward.

Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at Conifers is in accordance with the National Curriculum 2014 attainment target for each key stage:

- KS1 Children 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.
- KS2 Children 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.

KS1 Attainment Target:

Children 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. Children are taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

KS2 Attainment Target:

Children 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. Children are taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate
- Use sports such as basketball, cricket, football, hockey, netball, rounders and tennis to 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

Children are taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations

Children attend swimming lessons at Weymouth Swimming Pool for 20 sessions in Year 3 and 10 sessions in Year 1,2,4 and 5. Lessons are taught by specialist swimming instructors aided by Conifers staff who assess the children at the start and end of the swimming course to enable progressive progress towards the bullet points above.

Resources

P.E. equipment is stored safely in the P.E. cupboard in the hall and in the outdoor store. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE subject leader to check its tidiness and organisation. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered.

Primary Sports Funding

The 'PE and Sport Premium' is managed by the PE Leader and is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Reception to Year 6. Information about the school's funding allocation and how it is spent each year is published on the Conifers Primary School website under 'PE and Sport Premium'.

Organisation

Under the new 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. Conifers Primary School does, however; acknowledge the DfPE recommendation of 2 hours per week. Therefore, children have access to a minimum of one P.E. lesson a week. This may include swimming, gymnastics, dance or games activities incorporating areas of athletics, outdoor/adventurous and team activities.

As a result of the unique and specialised learning environment here at the School, we work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision through the use of external sports coaches. Conifers also has extensive Extra-Curricular provision through use of external coaches, change for life, local sports clubs and school staff. Conifers also has an established Outdoor Adventurous Activities Program, delivered in partnership with Weymouth Outdoor Education Centre (WOEC). Years 1 through to 5 visit twice a year taking part in both onsite and off site activities. Early Years Foundation Stage visits in the summer term, as do Year 6.

Early Years Foundation Stage

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. The two strands under Physical Development in the Early Learning Goals are Gross Motor Skills and Fine Motor Skills.

To promote gross motor skills children:

- Negotiate space and obstacles safely with a consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

To promote fine motor skills children:

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing

A part of their Personal, social and Emotional Development, physical activities are used so children can:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Play cooperatively and take turns with others

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with bean bags, cones, balls and hoops. They participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. These skills can then be built on when children enter KS1.

Equal Opportunities

At the School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities.

Inclusion

At the School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participate in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL than not being inclusive.

Role of the Subject Leader

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- Seek further training and support from specialist teachers and coaches.
- Observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum

- Complete the Curriculum Map annually.
- Timetable PE provision to ensure available space and coverage
- Facilitate the Swimming programme offered
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.
- Develop the OAA program through WOEC, including staffing and timetabling
- Organise the hall and outdoor spaces timetable

Organisation

- Administer all school sports fixtures, tournaments and festivals at the school.
- To report on school swimming attainment annually and record this online.
- Complete Risk Assessments for sporting events.
- Organise Sports Day annually.
- Report to the Curriculum leader, Head Teacher and Governors on PE. Budgeting
- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually.
- Update the website frequently with sports reports and photos
- Complete the school games award annually
- Organise the Sport Leaders, through lunchtime activities, supporting PE lessons and clubs.
- Administer the Extra-Curricular provision for the whole school
- Liaise with sports coaches for curriculum time and clubs
- Attend meetings and contribute to the organisation of the area events and leagues.

Health and Safety

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's

attire is checked by teachers prior to undertaking PE activities. All accidents and first aids are logged in accordance with the school's policy.

Risk assessments have been completed for the areas that are used for physical education lessons on the school site. Any off site activities require the lead teacher to complete an additional facility or site related risk assessment. Any match, competition or skills day requires a specific risk assessment which is the responsibility of the teacher accompanying the children. A copy must be placed in the risk assessment folder in the office and one taken with the teacher or leader to the event. Both of these must be signed by the head teacher/ assistant head teacher. The lead teacher must also take:

- A first aid kit
- Any specific medication required by the children
- Consent forms of all children
- High visibility jacket
- Mobile phone
- Additional adults depending on the number of children
- Whistle
- Spare hairbands
- Ensure children have the correct kit and enough water

A copy of the letter with event or match details should be left at the office along with a list of all children attending. Prior to the event any lunches required or transport needed must be organised at least two weeks in advance.

Any external coaches must provide relevant coaching certificates, DBS forms, insurance details and contact details which are copied and kept in the office.

Teachers are in loco parentis when in charge of pupils during curriculum and extracurricular time. They are responsible for the safety of the children and have a duty of care. Teachers must ensure the following are adhered to:

- All accidents are reported in the school's accident record book held in the office.
- Children are expected to behave responsibly, considerately and show respect for each other and the equipment.
- Children are encouraged to discuss safety implications regarding themselves and others.
- Ensure surfaces are not slippery, are free from debris especially when children are working in the hall with bare feet.
- All equipment is in good working order and suitable for the children using it. Equipment must be stored in the allocated place.
- All pupils will be taught to lift, carry and set out apparatus safely.
- Pupils will engage in safe preparation for physical activity through a suitable lesson related warm-up.

PE Kit

The required Conifers P.E kit includes:

- each child will wear a house coloured t-shirt for all PE session
- Black shorts
- Plimsolls or trainers for outdoor games
- Spare pair of socks (if necessary)
- Tracksuit or joggers and a jumper (navy blue or black, useful in cold weather)
- These items will need to be kept in a suitable bag, which will hang on a peg or stored in an allocated place within the classroom

additional information:

- Activities taken part in the hall e.g. gymnastics and dance require all children to remove both shoes and socks. Children must wear shoes when travelling from the classroom to the hall.
- Swimming costume or swimming trunks or shorts + towel must be provided. Children are NOT allowed to swim in underwear
- All jewellery must be removed and teachers take no responsibility for looking after jewellery. Earrings that cannot be removed (recently pierced) must be covered with a plaster or suitable alternative.
- Teachers should also wear appropriate clothing as they are the **role model**. Compulsory Staff PE kits are provided and to be worn by the staff when teaching PE.
- Children should bring a note if they are unable to part for whatever reason. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues) and respond accordingly in line with school policies and guidelines.
- Children not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class and take part in other ways, assuming other roles directed by the teacher.

Dissemination and Review

This document will be presented to governors, made available to all staff and openly accessible on the school website. All other PE documentation is stored online/in the PE folders and available to all on request.

Policy written by Ian Lyon, PE Leader in Sept 2024

Agreed by the Governing Body on

Review Date: March 2026