



## **MICKLEOVER PRIMARY SCHOOL**

**Name of Policy:** Physical Education, School Sport and Physical Activity

**Date of Policy:** January 2020

**Member of Staff responsible:** Mrs Kate Wright

**Review date:** January 2021

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

### **At Mickleover Primary School**

**We are:**

**Motivated to learn**

**Proud of our achievements**

**Successful and skilled for life**



## **PHYSICAL EDUCATION, SCHOOL SPORT & PHYSICAL ACTIVITY POLICY**

### **RATIONALE**

The school believes that physical education, school sport and physical activity experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Physical Education is the content taught in PE lessons within the curriculum. Physical activity relates to any other activities within the school day which develop the children's physical skills and fitness. School sport includes any sporting extra-curricular clubs and sporting events that pupils attend.

### **PHYSICAL EDUCATION**

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, endeavor to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities, in co-operative, collaborative and competitive situations, aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupil's 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.

### **CURRICULAR AIMS**

- To develop competence in physical skills
- To excel in a broad range of physical activities, learning how to use them in different ways and to link them to make actions and sequences of movement.
- To be physically active for sustained periods of time.
- To develop increasing ability to select, link and apply skills, tactics and compositional ideas in competitive sports and activities.
- To develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- To lead healthy, active lives, developing an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work independently, and communicate with and respond positively towards others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.



## **EQUAL OPPORTUNITIES AND INCLUSION**

Activities are made available to all through differentiation in teacher planning. All members of staff have copies of the Inclusion Spectrum. It is the policy of Mickleover Primary School to ensure that every child receives an equal opportunity within PE activities, regardless of race, gender, ability or Special Educational Needs.

## **SPECIAL NEEDS**

Any children who are identified as having 'special needs' are given the help that they require. Where children have a degree of physical or behavioural difficulties, they should be encouraged to participate in PE activities with help from others.

## **GIFTED AND TALENTED**

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. The PE and Gifted and Talented coordinators should be informed. Pupils who are Gifted and Talented within PE are offered the same curriculum as all other children; however they will be offered opportunities to join clubs within school and to take part in sporting festivals and competitions through the School Sport Partnership (Derby City SSP) and Derby County Community Trust (DCCT).

## **TIME ALLOCATION**

Mickleover Primary School is working towards providing all pupils with at least 2 hours of quality PE in school sport, through the curriculum, extra-curricular opportunities and lunchtime activities. These are detailed below.

The following table shows the allocated minutes per week of PE per pupil, for each year group, each term:

	Autumn	Spring	Summer
Reception	100*	100	100
Y1	120	120	120
Y2	120	120	120
Y3/4	120	120	120
Y5/6	120	120	120

\* This does not include time spent using the outdoor play equipment next to the Reception classrooms.

Note that this table does not include daily active playtimes (Huff and Puff sessions), or extra-curricular opportunities.

## **THE PE CURRICULUM**

Children will be expected to participate in the full range of activities in the physical education curriculum.

At KS1 pupils are taught knowledge, skills and understanding through the following areas of activity:

- Gymnastics
- Dance
- Games
- Athletics
- Fitness

At KS2 pupils are taught knowledge, skills and understanding through the following areas of activity:

- Gymnastics
- Dance



- Games
- Athletics
- Outdoor and Adventurous activities
- Swimming and water safety (Y4)
- Fitness

Year 5 pupils are offered a 5 day extended visit to a PGL centre, where they participate in a range of OAA activities.

### **CONTINUITY AND PROGRESSION**

Teachers' planning follows the National Curriculum and Derby City guidelines. These are supplemented with a wide range of resources such as Derby City SSP schemes of work, athletics folder and multi skills programme of work.

### **ASSESSMENT OF ATTAINMENT**

All teachers carry out informal observational assessments of pupils that inform their future planning. These are recorded on the year group PE assessment sheets which are then passed onto the next teacher at the end of the year. In the Summer term teachers use their on-going assessment to form a summative assessment for each child which is recorded on the School's Pupil Tracker Online.

### **MONITORING AND EVALUATION**

Planning is monitored and lesson observations made by the PE Co-ordinator. Class swaps provide an opportunity to check levels of attainment and progression throughout the school. Issues arising are discussed with staff individually and / or at staff meetings. The PE co-ordinator annually evaluates the subject as a whole and prepares a new development plan.

### **EXTRA CURRICULAR AND PHYSICAL ACTIVITY OPPORTUNITIES:**

The purpose of extra curricular activities is to:

- Extend children's learning
- Raise standards in PE
- Provide for all abilities
- Encourage fitness for life and increase daily physical activity
- Provide opportunities for inter / intra school competition (festivals, leagues etc.)

### **LUNCHTIME/PLAYTIMES:**

All pupils have regular access to lunchtime games activities, through the use of Sports Premium Funding and the 'Huff 'n' Puff' scheme. Both KS1 and KS2 children have access to activities 5 lunchtimes per week. Children are encouraged through assembly sessions to take part in other activities at playtime such as skipping and French skipping – equipment is provided. Structured active morning playtimes mean that all children have the use of equipment such as balls, ropes, French skipping, bean bags, on a daily basis. Every term, DCCT provide a lunchtime club in which junior children can take part, this is offered to children on a rota system. House leaders also provide physical activity opportunities for children, in the summer term.

### **LEADERSHIP OPPORTUNITIES THROUGH ACTIVITY:**

We encourage children in Years 5 to take part in the Derby Mini Leader Scheme, by training them to help deliver the 'Huff and Puff' lunchtime activities. There is an annual programme of training, involvement and recognition of their work through achievement assemblies.



A small group of Year 6 children are also trained to become play leaders. These children run more structured activities with KS1 children at lunchtimes.

Years 2 and 4 children can become 'playtime leaders', by helping with equipment and activities during morning play. They too have their efforts recognised.

**Year 6 Team Captains also lead physical activity challenges during the summer months.**

### **SCHOOL-CLUB LINKS:**

The school has contact with Premier Sports, Soccerstars, Knee High Ninjas, DCCT and Fifa Football Coaching. These contacts provide us with extra curricular activities and staff training opportunities.

Any Sport coaches or leaders that are running extra-curricular activities must provide evidence of Risk assessments, DBS check and Insurance forms.

An induction pack will be sent to each organisation before the club commences which will contain key policies and internal processes.

### **SPECIAL EVENTS:**

Physical activity is also promoted through Health and Fitness events, such as Sport Relief, Sports Days, 'Walk to School Week', 'Bike to school week', sponsored events and Healthy lifestyle weeks/days.

### **SAFETY IN PESPPA**

#### **PE LESSONS**

Class teachers and adults others than teachers are responsible for the safety of the children in their care. Staff will follow the Safe Practice: in Physical Education, School Sport and Physical Activity handbook (PE shelf in the staff room) and ensure that:

#### Equipment and Teaching Area

- The teaching area and equipment are assessed for safety prior to a lesson.
- The teaching area is continually monitored to ensure that it is safe. This is particularly important during outdoor sessions on the playground or field where the surface may change due to adverse weather conditions.
- Children are taught how to safely get out, carry, use and put away equipment- no pupils are allowed in the equipment store unsupervised
- Any problems with unsafe or damaged equipment are to be removed and reported to the Site Manager by email. If the equipment cannot be removed immediately a sign must be attached to ensure that it is clear that this equipment must not be used.
- The large gymnastics apparatus is inspected annually by an outside body. (Certificates are held by the site manager.)
- Staff are aware of the fire procedures when leaving the hall
- Staff are aware of the lockdown procedure both when in the hall or on the playground/field.

#### First Aid

- If there is an accident then the child should, when possible, be sent to the school office where there is always a trained first aider.
- If the injured child is unable to walk to the office then another child should be sent to the office to ask for a first aider to come to the hall/playground/field.



- Accidents should be logged in the accident book and parents should be informed when necessary.

#### Personal Effects

- Personal effects, such as jewellery, (including body piercings), religious artefacts, watches, hair slides, and sensory aids including glasses, should ideally always be removed to establish a safe working environment.
- If items cannot be removed, staff need to take action to try to **make the situation safe**.
- Medical bracelets – should be covered with tape, padding or a soft, sports-style wristband.
- Wristbands monitoring activity (e.g. a fitbit), must be covered with a fabric sports wristband or similar padding
- Earrings – students unable to remove earrings should be required to make them safe by taping front and back. This taping may be done at home for younger children or prior to the lesson for older students. Staff are not required to tape earrings for students.
- Sensory aids – the decision as to whether it is safe or possible to wear glasses or hearing aids will be determined by the nature of the activity. Where sensory aids need to be worn for safe participation by the individual, then the staff need to amend the activity or the equipment to make the activity as safe as possible.
- Religious artefacts should be removed or made safe. Where removal is expressly forbidden (eg the Sikh bangle) then they must be taped or covered by suitable padding.
- Staff also need to be mindful of their own personal effects and remove them prior to teaching PE.
- Long hair must be tied back.

#### Clothing and Footwear

- Correct PE kit and footwear is worn (see school booklet)
- Tracksuits (or similar clothing) is permitted for outdoor PE in cold weather.
- Trainers, (and when necessary football boots) are worn outdoors and for specified indoor activities such as skipping or line dancing. Children have bare feet for gymnastics and most dance activities. (Please see PE co-ordinator for clarification.)
- Mouth guards should be worn during hockey PE lessons. These can either be provided by the parents or purchased from school.

Staff should make a dated note of children not taking part in a PE lesson, for whatever reason. Repeated forgetting of PE kit results in a letter home, phone call and / or a meeting with parents.

#### **SWIMMING**

- Whenever students are in water, and for all aquatic activities, a suitably qualified adult should be present at the poolside who is able to effect a rescue from the water.
- Staff, AOTTS and children should be aware of emergency procedures at the swimming baths
- Students wear swimming hats.
- Swimming goggles may be worn and should be made out of unbreakable plastic or rubber materials
- The teacher is not responsible for fitting or adjusting a student's goggles.
- Teachers may remove a student's goggles for reasons of safety if they are constantly adjusting, removing and replacing them.

#### **SPORTING EVENTS OUTSIDE OF SCHOOL**

- Transport to/from sporting events – parents are responsible for their own child's travel arrangements. Responsibility of care during the journey rests with whoever transports the



child. If a parent is unable to transport their child, they are to make arrangements themselves for their child to travel with another parent.

- If pupils are being transported to a sporting event on a coach or minibus then the relevant risk assessments must be completed and insurance forms collected.
- See Appendix 1 for checklist of requirements before setting off for a sporting event.

### **PHYSICAL ACTIVITY**

- Playtime and lunchtime equipment should be checked as it is put out. Any faulty equipment should be removed and reported to the site manager.
- See Lunchtime Risk Assessment document and Lunchtime checklist for more information.

### **EXTRA CURRICULAR CLUBS**

- Any staff, including external sport coaches, should ensure that there is sufficient supervision for the number of pupils present
- All external coaches should be first aid trained and bring their own first aid box. If an accident occurs, they must inform the office of the details. They are responsible for reporting to RIDDOR if applicable.
- When an extra-curricular club is led by a member of staff or volunteer organised by the school they should follow the safety rules as outlined in PE lessons. If there is no first aider in the school office there will always be a first aider present at the before or after school club based in the hall.

### **THE ROLE OF PARENTS AND AOTTs (ADULT OTHER THAN TEACHER)**

Any parent or AOTT helping with PE activities, such as swimming, or running an out-of-hours-club, must be police checked prior to assisting at our school. Any adult taking an activity is interviewed by the Headteacher to check for qualifications, experience and suitability.

### **RESOURCES AND EQUIPMENT**

The PE co-ordinator makes an annual audit of equipment and resources, providing an up-dated list to staff. All lost or damaged resources need to be reported to the site manager. The co-ordinator requests replacement or new items of equipment as required in consultation with the Headteacher.

All equipment is kept in the outdoor container or the PE store next to the hall – all heavy items are to be stored on the floor or lowest shelves. Large apparatus is stored around the hall – see layout plan.

Mickleover Primary School follows the whole-school approach to gym apparatus layout and storage, as recommended by the City School Sports Partnership and DCCT.

### **THE LEARNING ENVIRONMENT**

The school hall is used for a range of PE activities.

The playground is used for PE.

The school has a large field, which is marked out with grids for tag rugby, a 200 metre track for athletics and a rounders pitch.

The class teacher determines if the weather is suitable for outdoor activities.

Swimming lessons take place weekly at Lonsdale pool for Y4 – 15 sessions per class.

### **STAFF DEVELOPMENT**

The school is part of the Derby City SSP (School Sports Partnership) and DCCT (Derby County Community Trust), which provides training for all staff in a range of areas.

Any staff requiring training or support in PE can approach the PE co-ordinator, the Headteacher or the Staff Development Co-ordinator. The PE co-ordinator ensures that staff has the opportunity to benefit from training days and workshops provided by the sport partnership or DCCT. Regular staff training will be identified in the annual development plan.



## **CURRICULUM LINKS**

Whilst retaining its unique contribution to a pupil's movement education, PE also has considerable potential to contribute to much wider areas of learning. Our half-termly topic planning will include references to links with PE wherever possible. As well as dance themes reflecting topics, links can be made to other areas of the curriculum such as:

- Computing - performances recorded using photography and video for use in self-evaluation and demonstration of good practice, or for visual stimuli
- PSHE (Personal, Social and Health Education) – leading, managing, co-operating and decision making skills - an integral part of PE
- SCIENCE – planning, predicting and testing ideas; health and fitness – learning about the body
- LITERACY – asking relevant questions; communicating ideas; listening skills
- NUMERACY – counting, measuring, calculating – distance, time, repetitions.





### APPENDIX 1

#### Checklist for attending Sporting Event outside of School

Name of event:	Location:
Date:	Lead member of staff:

Insurance forms collected for all children attending event (including contact numbers)	
Risk assessment for event (plus bus risk assessment if necessary)	
Evolve completed (if during school hours)	
First aid kit	
Any individual medical equipment, e.g. inhalers, epi pens.	
School office have a list of pupils that you are taking	
Do all of the children have consent for photos to be taken?	
School office have an up-to-date phone contact for the lead member of staff	
Do the children have the correct clothing/equipment for the sporting event?	