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| Staff Responsibility: |  |
| Linked policies: |  |
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| Date: |  |



**Boarshaw Community Primary School**

**PE policy**

*Rationale*

“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.”

**- National Curriculum 2014**

**Intent**

Boarshaw Primary School aims to develop an engaging, high-quality physical education curriculum that inspires all pupils to participate, succeed and excel in sport and physical activities. In today’s technologically advanced society, we strongly believe in creating an active generation that is motivated to lead an active lifestyle. We do this by ensuring we cover all of the national curriculum objectives so that all our 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

It is the school’s intention to build a curriculum that enables children to develop the knowledge, skills and vocabulary in a broad range of sporting activities as well as developing values of tolerance, fairness and respect which can be transferred to everyday life outside of sport.

Through holding enriching activities within PE lesson, as part of our “Enrichment” sessions each week, after- school and inter-school competitions we intend to raise the profile of PE in school and expose children to sports they do not get the opportunity to engage with.

**Implementation**

The PE curriculum is taught through the use of an online planning, assessment and tracking scheme called Primary PE Passport (PPEP). PPEP is written and designed by primary school teachers and leaders with PE specialism and years of experience of teaching enabling all Primary School teachers to deliver enjoyable, active and high-quality sessions. The PE Passport is child-centred and allows pupils' achievements to be recorded and tracked from Reception right through to Year 6.

The Long-Term planning (provided through the PPEP app) sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. A great advantage of using a scheme that is portable means achievement can be tracked by the sports coach throughout the lessons on a tablet device as the skills are being achieved. Data from the app is used during transition at the end of the academic year so that the class teachers are aware of what the pupil has been taught, what the pupil has achieved and areas of development for each individual child.

Each class has access to two hours of high-quality physical activity every week, taught by a qualified and highly-experienced sports coach. PPEP is used to aid the sports coach in their subject knowledge and planning of PE. They are able to adjust and change lessons to suit the needs of their classes but PPEP long-term and medium-term planning provides a strong basis of what is expected in each year group.

Each lesson, children are given the opportunity to practise skills in a variety of ways and each lesson builds upon the previous skills, allowing them time to embed it in their long-term memory. Different skills are recapped throughout, and across, the years, each time they are being built upon; allowing children to know more and remember more.

Year 5 pupils receive weekly swimming lessons through Link4Life trained swimming instructors at the local Middleton Arena with the aim that by the end of Year 5 all children are able to swim a minimum of 25m unassisted.

We offer a range of sporting after-school clubs run by both teaching staff, coaches and outside agencies: EdStart Sports Coaching and Specialist Education. These clubs are paid for by school and they provide children with access to a wide range of sporting activities. Multiple clubs are held for differing abilities as we aim to meet the needs of all pupils in the school. We understand that some children within the same age group are learning physical education skills at different rates. These clubs change very half term to enable all children to have access to the high-quality provision we organise.

A range of inter school competitions run throughout the year from dodgeball to cross country running giving opportunities for children to become physically confident in a competitive environment.

The school promotes being physically active and raising awareness of their health and fitness through the whole-school “WOW: Walk to School Challenge” initiative. WOW is a pupil-led initiative where children self-report how they get to school every day using the interactive WOW Travel Tracker. If they travel sustainably (walk, cycle or scoot) once a week for a month, they get rewarded with a badge.

**Impact**

At Boarshaw Primary School, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the necessary skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active, and this has a positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise. We aspire for children to enjoy PE and develop a love of sport and physical activity which becomes part of their future life outside of primary school.

The impact of the curriculum is judged continually and constantly as the coach inputs data on a portable tablet as and when a child meets the objective. The goal is that all of the pupils will have achieved the expected standard at the end of each academic year, linked to the national curriculum objectives and assessment data provided through PPEP. We will engage in discussions with the pupils, and provide feedback to the pupils to check understanding and ensure progress is made. Sports coaches are supported with assessment by Senior Leaders and subject leaders.

The impact of PE is measured regularly through;

* teacher assessments
* observations of lessons
* learning walks
* pupil and parent voice
* professional dialogue
* monitoring progress over time
* sports premium

**Monitoring and Evaluation**

Provision for PE is monitored and reviewed on a regular basis.

This is achieved by:

- The PE Coordinator will monitor resource provision, identifying shortfalls, identify aspects within curriculum subjects to be included in teacher planning.

- The SLT shall have oversight of this policy and monitor the provision of PE.

**PE kit policy**

Parents/carers and children are informed in writing of the requirements for PE kits each year. A small number of spare PE kits are kept in each key stage. Children are encouraged to leave their PE kits in school for a whole half term. If children are unable to participate in a PE lesson they are provided with work related to the lesson. Children who do not bring swimming kits are provided with work to carry out in school. Letters are sent home to the parents/carers of children persistently not bringing PE kits to school.

* Clothing

T-shirts and shorts are worn for gymnastics and dance. Fitted leggings are worn for religious reasons. For outdoor games tracksuit bottoms or leggings and a jumper may be worn. If jumpers are worn they must not be a jumper the child has worn to school that day. Long hair is tied back so that it does not restrict vision or become tangled in gymnastic apparatus. Hair slides should be removed during gymnastics for children’s comfort and safety.

* Headscarves

Children are encouraged to remove headscarves for PE. However, if headscarves are not removed they are fastened securely and tucked into tops.

* Footwear

Children work barefoot in dance and gymnastics. If a child has a medical condition that requires feet to be covered plasters or medical socks are used as appropriate. Trainers or pumps with soles that provide grip are worn for outdoor games.

* Jewellery

Jewellery and watches are not worn for any PE lessons. If children are unable to remove their own earrings parents are asked to send their children to school without them on any days on which the child has PE. If this is not possible children must wear studs and these will be taped over in school to prevent any accidents or injuries. Jewellery that cannot be removed because of religious reasons is covered for the child’s safety.

* Swimming

Children bring their swimming kits to school on the day of their swimming lesson. Girls bring a swimming costume, a swimming hat and a towel. Bikinis should not be worn for swimming lessons. Boys bring swimming trunks and a towel.

**Health and safety**

Risk assessments are carried out on all areas in school used for physical education. Teachers are asked to log any concerns about the safety of equipment or facilities in a book which is checked on a regular basis by the PE coordinator. Any equipment that is deemed to be unsafe or unsuitable is removed from school. Children are taught the importance of personal health and safety through all PE lessons.

In Key Stage 1 and Key Stage 2 children are given the opportunity to develop their understanding of health and safety in physical education through whole class and individual discussion. During PE lessons teachers highlight any potential hazards or safety issues to children. In Key Stage 2 children are encouraged to look for potential hazards with activities, equipment and facilities and to think of ways to ensure safe and healthy activity.

Staff and children are made aware of any necessary health and safety policies by staff at the pool and school undertakes a risk assessment.

**Adults other than teachers**

All PE lesson are planned and taught by a PE coach. Teaching assistants are present during PE lessons as necessary and work alongside the class with small groups of children or individuals.

**Induction of ECTs**

It is the responsibility of the PE Coordinator to ensure that any Newly Qualified Teachers are introduced to the PE policy of the school.

**Out of school hours PE and sport**

A range of after school clubs are provided for children in Key Stage 1 and 2. Sessions are run by Coach, Teachers or TAs, and at times in partnership outside agencies. When sports coaches are used they are in possession of a clear CRB check and with the relevant qualifications or skills.

**Inclusion and Equal Opportunities**

All children have an equal opportunity regardless of gender, race or ability, to progress and succeed in their PE learning and understanding. We pay particular attention to ensuring there is no gender bias in materials or in access to resources, including ICT. Teachers should pay attention to the equal distribution of their questions across all groups. Any displays and references to this subject in society should show positive role models of gender, race, ethnicity and disabilities.