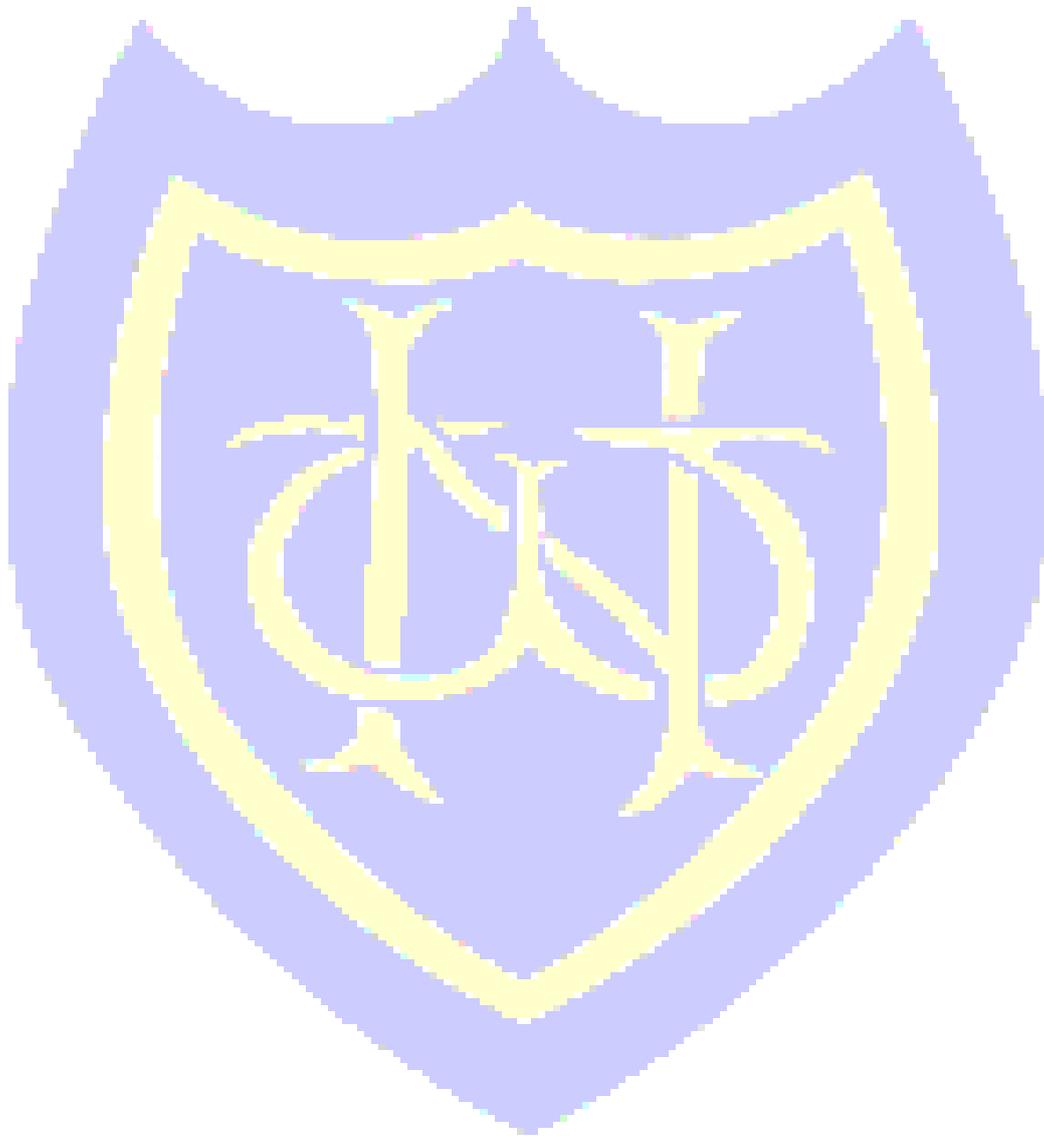


PESSPA Policy



Together we can achieve anything...

All Learners, All Valued, All Achieving, All the time...

Updated: September 2020/21

Review: July 2021

PE and School Sport Lead: Mr. J. Bayliss

SMSC Statement

At Northway Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. We encourage our pupils to reflect upon the impact of our actions on others in social situations through deep discussion, allowing them to develop and embed their moral compass. (See Mindfulness and Growth Mindset Policy).

SMSC -

- The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons.
- Groupings allow children to work together and give them the chance to discuss their ideas and performance through self-reflection.
- Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences.)
- Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

1. Aims and objectives

1.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

1.2 The aims of PE are:

- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To encourage children to work and play with others in a range of group situations.
- To develop the way children perform skills and apply rules and conventions for different activities.
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.

- To teach children to recognise and describe how their bodies feel during exercise.
- To develop the children's enjoyment of physical activity through creativity and imagination.
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

2. Teaching and learning style

2.1 We use a variety of teaching and learning styles within our PE lessons and our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by modifying and adapting the task and/or the equipment matching the challenge of the task to the ability of the child.

3. The PE curriculum (Covid-19 - Amendments)

3.1 PE is a foundation subject in the National Curriculum. Here at Northway Primary School we aim to provide a well-balanced curriculum, which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and both Key Stage 1 (KS1) and Key Stage 2 (KS2).

3.2 In the EYFS we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. Opportunities are provided for the children to develop confidence and control in the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

3.3 In KS1 the curriculum focuses on fundamental movement skills in order to develop the children's agility, balance and co-ordination. Content includes ball skills and team games, gymnastics and dance activities. At KS2 pupils continue to apply and develop previously learnt skills. Units of work include a range of

invasion, net and wall and striking and fielding games, gymnastics, dance, athletics and swimming.

3.4 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

3.5 Our medium-term plans, which have been adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans ensuring that class teachers are confident in their ability to successfully deliver the plans.

3.6 PE teachers complete a short-term plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught in a clear and easy to follow sequence.

3.7 In light of recent Covid-19 requirements, PE lessons can now also be delivered as part of an in-class movement session. Primarily during these sessions children will focus on working on and developing their physical fitness through (but not limited to) strength building exercises, balance and flexibility lessons, stamina and endurance lessons and also coordination and team building games. All whilst safely distanced and within the required 1m+ social distancing guidelines set out in the latest Covid-19 risk assessment.

4. PE and its links to other curriculum areas.

4.1 English: PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance (recount/report/instructions).

4.2 Science: Through PE our children are encouraged to describe the effects physical activity has on our body (breathing/heart rate/muscles). There are also many opportunities to highlight science related vocabulary that is used during PE lessons (speed/angle).

4.3 Maths: Skill drills and games provide opportunities for pupils to apply their mathematical knowledge within PE lessons (calculation) and discuss the math vocabulary linking to PE (angle/distance/position).

4.4 Information and Communications Technology (ICT): We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. ICT is also used for the

assessment process within PE, recording pupils' views for self-assessment and gathering evidence to support teacher assessment wherein children can self-assess their own progress against targets using the school Balance system.

4.5 Personal, social and health education (PSHE) and citizenship: PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

5. Teaching PE to children with special educational needs

5.1 At Northway Primary School we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching of PE we provide learning opportunities that enable all pupils to make progress. We do this by setting challenging but achievable learning goals and responding to each child's needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against the expected levels.

5.2 Intervention through School Action and School Action Plus will lead to the creation of an Educational Health Care Plan (EHCP) for children with special educational needs. The EHCP may include, as appropriate, specific targets relating to PE.

6. Assessment and Recording

6.1 Class teachers are responsible for the planning, delivery and assessment of the children's progress in PE across the wide range of skills and sports based sessions. Objectives will be continually revisited to monitor the progress against the skills on Balance. At the end of each term a judgement will be made as to whether the child is working towards, meeting or exceeding the expectations based on Balance data analysis. The PE subject lead will monitor the coverage during lessons and assessment of the children's achievements in PE against the objectives set out within the Balance curriculum app. Class teachers and children will build an online portfolio of evidence using SeeSaw, videos, photographs and the class teacher will use the information to plan the future work of each child/group of children.

The PE lead will gather and analyse the information in their assessment file and/or electronically (Balance Curriculum). These records enable the Subject lead teacher to make an annual assessment of progress for children across the school. The subject lead will then analyse this information within the Impact analysis for PE each year, informing the Action Plan for the following year.

6.2 The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

7. Health and safety (Covid-19 - Amendments)

7.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. Children are required to remove any jewellery and hair below the shoulders must be tied back for children to participate in the PE lesson.

7.2 It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

7.3 There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment, big and small, in the PE store cupboard, and this is accessible to children only under adult supervision. The hall also contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle the equipment safely and responsibly.

7.4 As per the agreed risk assessment, following ALL sessions (whether class-based, outside or within the designated school hall PE space) equipment will be cleaned and returned to the store using antibacterial spray/wipes in order to ensure that no droplets or potential droplets can be transmitted between bubbles using the same or similar equipment. Before lessons begin, children must wash their hands with soap and water for the suggested time, ensuring hands are dried correctly and thoroughly before the lesson begins. In replacement of this procedure, children and adults must ensure that they have - at minimum - sanitised their hands using the designated school hand sanitizer, ensuring that they are compliant with current health and safety requirements as stated in the school risk assessment. Following the session, again children must either wash their hands or sanitise before returning to their classroom for further work to commence.

7.5 Transitions in, or around, the school building for PE sessions, active break or lunchtimes, or indeed any extra curricular activities - must be within the guidelines of the risk assessment, following the agreed one way system within the school building. Agreed exits and entrances for each year group, as set out in the school risk assessment should also be adhered to consistently.

8. Extra-curricular activities (Covid-19 - Amendments)

8.1 The school provides a range of PE-related activities including (but not limited to) football, rugby, cross-country, hockey,

athletics, and dodgeball for children at the end of the school day. These encourage children to further develop their skills in a range of various activities. At the beginning of each half term all details regarding these clubs are sent to parents via emails and/or letters. The school also takes part in regular out of school competitions against other schools around Liverpool. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of belonging, team spirit and co-operation amongst our children.

8.2 Due to current government guidelines and advice from LA, school cannot offer ASC's where these are not designated as 'Wrap-around care'. (To be reviewed at the end of Autumn 2) This includes (but is not limited to) sports activities and others such as art , drama and music wherein the children attend following the end of the school day. In the case of our current 'afterschool club' being provided, children will be separated into four designated 'zones' within the hall, ensuring bubble integrity is maintained. For transition to and from the after school club, a member of staff from the relevant key stage will deliver the children to the hall and then the children will be dismissed at a safe and social distance of 1m+ from the designated exit to the outer access of the school. (see risk assessment for transitions to and from afterachool club).

9. Uniform

9.1 To participate in PE lessons children are expected to wear the correct clothing: navy or black shorts, a white t-shirt or polo shirt and black plimsolls/trainers. PE kits are to be kept in school for the duration of the half term and returned home at the end of each to be cleaned. Parents are therefore responsible for ensuring that their child's PE kit is clean and fit for purpose and that it is returned to school at the beginning of the following half term.

10. Children without kit (Under review)

10.1 PE is a statutory part of the National Curriculum. It is a legal requirement for school to teach PE and for children to take part in PE lessons. If children forget to bring in their kit they will still have the opportunity to participate in the PE lesson, using spare kit from our lost property bin. The same applies for inappropriate kit. If it is an ongoing problem parents will receive a reminder via email and/or letter with regards to our schools PE kit requirements.

10.2 As a new initiative within school, to improve the percentage of participation in PE across all ages within school, recording will take place each lesson to show the number of children who consistently bring in their kit, similarly for those who consistently do not have either correct, incomplete or no kit at

all in school. Each term the names of the children who hold 100% participation in PE lessons, with their full kit, will be entered into a prize draw, to be drawn in the celebration assembly at the end of each term.