



PE POLICY

Lakenheath Community Primary School



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Head Teacher's Signature	
Chair of Governors' Signature	

Document Change History

Version	Date	Change Details
1	Unknown	N/A
2	June 2020	Content Review and Format Change
3	November 2022	1.2 changes to aims of PE. Change of PE scheme in section 3. Section 9 Health and Safety change, 9.2 added.
4	November 2023	Policy Review, changes made to Section 3.1 and 3.6.
5	November 2024	Content review – no changes required.

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 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, enabling them to make informed choices about physical activity throughout their lives.
- 1.2 The aims of Physical Education are:
- To engage in physical activity for a sustained period of time.
 - To develop the children's enjoyment of physical activity through a broad and balanced PE curriculum in order to promote and create a lifelong enjoyment of physical activity for all to access.
 - To develop fundamental movement skills and become knowledgeable and confident across a broad range of opportunities to extend agility, balance and co-ordination.
 - To enable children to develop and explore physical skills with increasing control and co-ordination, and to begin to design and apply their own rules and tactics to a variation of games and sports.
 - To develop communication skills by encouraging children to work and play with others in a range of groups, scenarios and to build a sense of fair play and sportsmanship.
 - To promote positive attitudes towards mental health, hygiene, healthy eating and fitness to live an active lifestyle.
 - To develop a knowledge of how to participate safely in sport and physical activity by adhering to the safe practice standards, and provide them with appropriate challenge with acceptable risk.
 - To ensure all children can swim competently and confidently over a distance of at least 25 metres. They should also be able to use a range of strokes effectively including front crawl, backstroke and breaststroke. Children will be able to perform self-rescue in different water based situations.

2. Teaching and Learning Style

2.1 We use a variety of teaching and learning styles in PE lessons. Our principle 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 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 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 matching the challenge of task to the ability of the child. The school uses the principle of STEP to adjust lesson activities for differentiation. Some children with particular needs may require different activities, for example, with a particular focus on fine motor skills if hand to eye coordination is a challenge.

S = change the space available

T = change the time allowed

E = change the equipment, e.g. softer or larger balls, different sized bats

P = change the people, e.g. size of the groups

We also achieve differentiation through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group, e.g. different games.

- Providing a range of challenge through the provision of different resources e.g. different gymnastics equipment.

3. Curriculum and Planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses a planning scheme called Get Set 4 PE as the basis for its curriculum planning in PE. Class teachers use the detailed lesson plans provided by Get Set 4 PE and these are adapted to meet the required needs for each lesson, throughout the school. In Early Years, children are introduced to Physical Education with a focus on gross motor skills. Additionally, Early Years children are taught to use balanceability bikes as part of their development. In Key Stage 1, the curriculum focused on fundamental movement skills to develop balance, agility and co-ordination. Curriculum content includes ball skills, team games, gymnastics and dance. In Key Stage 2, children will continue to apply and develop a range of skills and link them through actions and sequences. Curriculum content will include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming. Children's experiences will also be enriched through opportunities for outdoor and adventurous activities.

3.2 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 by each year group, across a two-year cycle. This is represented in the form of a curriculum map, demonstrating each year group and the areas of PE that are being covered.

3.3 Our medium-term plans, which are taken from Get Set 4 PE, give details of each unit of work for each term. These plans define what we teach and outline the intention of the unit of work each year group will be delivering across a termly period. The subject leader will monitor these by comparing it against the curriculum map.

3.4 Short-term planning is the use of a lesson plan for each individual lesson taught. Teachers are encouraged to adapt each PE lesson to meet the needs of their class by using the STEP principle. These list the specific learning objectives for each lesson, provide examples of activities to conduct along with key teaching points throughout.

3.5 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school – see progression of skills document.

3.6 Swimming – each child in Year 4 attends swimming lessons for a duration of 10-12 weeks throughout the school year. Hired Swimming Instructors at Mildenhall Hub swimming pool (Abbeycroft leisure) deliver the swimming lessons whilst Lakenheath staff accompany and support on site. Any children who are still unable to swim by the end of Year 4, are given an additional opportunity the following year as a booster. Every child leaving primary school at the age of 11 should be able to do the following:

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

4. The Foundation Stage

4.1 We encourage the physical development of our children in the Early Years' class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, 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. We encourage the children to develop confidence and control 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.

5. Contribution of PE to teaching in other curriculum areas

PE can link to a number of other subject areas and teachers are encouraged to find contextualised links where possible. Some examples of this are:

5.1 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. Through the development of their physical competence and confidence the children will also develop and acquire a range of fine and gross motor skills which will benefit their writing and handwriting.

5.2 Maths

Physical Education can be linked to Maths teaching in a variety of areas in the curriculum. At Lakenheath, we begin this process from a young age in EY and work up to KS2. In Early Years, simple use of counting of items, and using number props supports both physical and mathematical understanding. Through KS1, children use addition and subtraction with collecting or passing items, sequencing in dance and gymnastics, and learning about aspects of shape through objects and travelling. In KS2, children are able to develop and understand measurement and conversion through PE, can further develop knowledge of shape used in game situations, can link fractions to space and timings of games and further master sequencing, grouping and symmetry through gymnastics or dance.

5.3 Science

Physical Education is a contributing factor to Science and Lakenheath, and can be applied and linked in a variety of topics. Physical Education can be found in links to the Human body - bones, muscles and joints looking at movement. Additionally, you can link the effects of physical exercise on the body by looking at heart rate, burning of calories etc. Physical exercise has a strong link with healthy eating, which is promoted throughout the school as a school requirement. Children are able to investigate the use of different materials in PE, investigate why certain objects are made from different materials. These are only a handful of the Science links that can be found within the Physical Education curriculum.

5.4 Computing

We use Computing to support PE teaching when appropriate. In dance and gymnastics children may take photographs or videos of their performance, and use them to develop their movements and actions. Children may even watch and analyse a performance or technique related to the module they are learning, to gain understanding of excellence as well as watching demonstration videos to support learning.

5.5 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship as children learn about the benefit and importance of exercise, healthy eating, and they learn how to make informed choices about these things.

5.6 Spiritual, moral, social and cultural development

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 gives them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels and ability, and to learn to try their best regardless of their own ability. It also encourages them to co-operate across a range of activities and experiences. The children learn to respect and work with each other, and develop a better understanding of themselves and of each other. This allows them to celebrate their own successes and those of others, to help maintain and raise self-esteem all round.

6. Teaching PE to children with special needs

- 6.1 We teach PE to all children, whatever their ability, as PE forms part of the school curriculum. It is our policy to provide a broad and balanced education to all children. As mentioned above, teachers will plan and adapt content using the STEP principle in order to include children of all needs. Teachers provide learning opportunities that are matched to the needs of the children with learning difficulties, and work in PE takes into account the targets set for individual children in their Education Health Care Plans (EHCPs).

7. Assessment and Recording

- 7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objective for their lessons. The children are also encouraged to self-assess their learning, during and at the end of a lesson. At the end of a unit of work, teachers make an assessment as to whether children are: working towards age related expectations, working at age related expectations or working above age related expectations in that module of PE using the assessment framework on Get Set 4 PE. This information is then used to plan future PE lessons and to help identify target audiences. These records also enable the teacher to make an annual assessment progress for each child, as part of the child's annual report to parents. The teacher then passes this information on to the next teacher at the end of each year.

8. Resources

- 8.1 There are a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. Some equipment is stored in the shed beside the ball court, again is for teacher access only. The hall 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 equipment safely. The children also use the school field, ball court and playgrounds for games and athletics.

9. Health and Safety

- 9.1 The general teaching requirements for health and safety apply in this subject. We encourage the children to consider their own safety and the safety of others at all times. Children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by a teacher before use. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. Some members of staff wear Lakenheath engraved hoodies, however these are optional. As a school, we now advise children to attend school in their PE kit on the days of their PE lessons, avoiding time lost getting changed. If a child does not have PE kit, they should seek kit from a teacher in order to make it safe to participate.

In order to minimise the risk of injury:

- Children should dress in dark coloured shorts or jogging bottoms and their family colours (plain) or a white t-shirt.
- Children will work in bare feet for all indoor and apparatus work, and must be wearing shorts in order to use the blue apparatus bars.
- Plimsolls or trainers are worn for outdoor games.
- Dark coloured jumpers and dark coloured tracksuit bottoms may be worn during winter months, no hoodies permitted.
- Jewellery is not to be worn. If children are unable to remove their earrings themselves, parents should remove them before school on PE days. Teachers are unable to remove earrings for children. Therefore, a child wearing earrings may be asked not to participate in an activity if the teacher feels that the risk is sufficient. Ears pierced for less than six weeks will need to be made safe using medical tape and will need to be covered front and back.
- Long hair should be tied back and rigid headbands should be removed.

9.2 Non participants – If children are unable to participate in Physical Education lessons due to illness or injury, this should always be supported by a written or verbal communication from a parent/guardian, or medical professional. To continue the development and inclusion of these children, they should still be present in lessons where possible, listening to teacher instructions on skill acquisitions, they can help assess other children through observation, provide feedback to individuals and can use technology – photographs or videos to support the learning of others.

10. Monitoring and Review

10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE coordinator will conduct lesson observations and learning walks to monitor the quality of teaching in PE. Surveys are produced yearly, to encourage staff to highlight areas for CPD, which can then be organised accordingly.

11. Extra-curricular Activities

11.1 A wide selection of after-school clubs run each half term and are designed to encourage all children to participate and become engaged in extra-curricular activity. These include, but are not limited to: football, dance, archery, gymnastics, hockey, tag-rugby. It is the role of the PE coordinator to ensure that a wide range of activities are being covered and to ensure that these activities are varied on a termly basis. Some of these clubs will be run by external providers, such as Premier Sports, and some are run by teachers. A documented timetable of clubs will be published and distributed to parents at the beginning of each half term. A range of interschool fixtures, tournaments and festivals are also arranged as part of our school's membership of the Forest Heath School Sports Partnership and it is the role of the PE coordinator to ensure that a range of competitions are entered so that a wide range of children may have the opportunity to participate. The school also provides active lunchtimes where children are given the opportunity to participate in a broad range of activities such as badminton, hockey, archery, tennis and more.

