

BEECROFT PRIMARY SCHOOL PE POLICY

NAME OF SCHOOL: Beecroft Primary School

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DATE TO BE REVIEWED: September 2025

PERSON RESPONSIBLE FOR DRAFTING: Mrs Farthing-Kaye

PEOPLE CONSULTED: Miss June Turner – Head Teacher, Mr Campbell – Deputy Head Teacher, Governors, Health and Wellbeing Team

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

This policy has due regard to the following ethos:

At Beecroft Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality or disability. The school will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

RATIONALE AND ETHOS

This policy recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement through impacting on attendance, behaviour and pupil attainment.

Beecroft Primary School believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. At Beecroft all PE lessons are taught by a PE specialist (who originally taught high-school PE) as we are passionate about providing high quality PE lessons for all. This also ensures consistency in each year group. Due to this, the Physical Education curriculum has been designed to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavor to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Vocabulary and the language of PE is extremely important in PE lessons, pupils are encouraged to use subject specific terminology in discussion with the teacher and other pupils. Physical Education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques. PE at Beecroft also continues into our free extra-curricular clubs, children in Year 1-6 are encouraged to become involved in our free extra-curricular clubs. At Beecroft, pupil voice is very important. One of the extra-curricular clubs is Sports Leaders, which allows PE and Physical Activity to have their very own pupil leaders. This ensures that PE and Physical Activity cater for what our children need, want and enjoy.

LEADERSHIP AND MANAGEMENT ROLES

The Governors will know about current and projected expenditure of the Sport Premium funding on school website and will regularly scrutinise current and projected expenditure with the Head Teacher and understand the impact the grant is expected to make.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra- curricular activities. She will:

- Regularly share current and projected expenditure with Governors and discuss the impact the Grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE Subject Leader/Teacher will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum
- Aim for high quality PE teaching across the school
- Ensure that PE resources are available and appropriate
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents and will monitor attendance at these clubs to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile within the school
- Assist with recording, keeping and assessment of the subject
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Have a formal, long term strategy for PE, sport and physical activity
- Ensure all coaching staff delivering PE on the school site are quality assured
- Contact local sports clubs to establish new community links with the school

PE CURRICULUM

INTENT

The National Curriculum for Physical Education aims to ensure that all pupils:

- 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.

At Beecroft our aims are to:

- Provide learning situations in which all pupils will be able to develop their physical ability, physical skills, physical fitness, physical confidence and self-esteem, resilience and perseverance – developing a positive attitude towards participation and physical activity
- Introduce a wide range of sports and activities to all of our pupils
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour
- Promote equal opportunities for all and value the contribution of each other, irrespective of gender, ability, social/cultural background. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others.
- Encourage problem solving and finding alternative solutions to physical challenges on their own and when working with others as part of a team
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team, allowing children to discover their own aptitudes and preferences for different sports and activities
- Develop pupils vocabulary alongside one of the whole school aims, to include subject specific terminology
- To develop links between Physical Education and other aspects of the curriculum – enabling cross curricular links

IMPLEMENTATION

In the **Foundation Stage** the prime areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development
- The specific areas of learning are:
 - Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design

Reception Class have a structured PE lesson every week which focuses on the **fundamental movement skills** along with many opportunities for **physical development** using the outdoor learning area where children have free flow access all day.

In **Key Stage 1** pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. KS1 are able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

- Master basic movements such as running, jumping, throwing, 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

In **Key Stage 2** pupils continue to implement 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 are encouraged to enjoy communicating, collaborating and competing with each other. In KS2 pupils are beginning to develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, such as netball, rounders, cricket, football, hockey, tennis and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance, for example through dance 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

All children have access to swimming instruction in key stage 2 – Year 3. In particular, pupils are taught to:

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

Swimming takes place for all Year 3 pupils. Children who are unable to swim at least 25 metres at the end of Year 3 will continue to go swimming in Year 6 until they are able to meet the NC requirements.

IMPACT

- Skill acquisition – skill application – movement appreciation – movement memory
- Health/fitness development
- Children build and develop resilience and perseverance in a number of competitive and competitive situations
- New challenges, enjoyment and creativity
- Awareness of safety, such as competition rules, how to safely use equipment and physical activity areas
- Leadership
- Problem solving – self-control – tolerance
- Respect – honesty – self-esteem – confidence

- Responsibility Sense of achievement/well being
- Communication skills
- Language terminology – PE and sport specific
- Cross curricular links

Cross curricular links:

For example: **Numeracy** - In athletics pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems. In dance pupils will be learning to count the rhythm alongside their movements.

Problem Solving - Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions.

Literacy and Communication Skills - will be developed by discussion in lessons, in problem solving and by communicating ideas through movement.

Personal and Social - Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Preparation for Citizenship - By giving information on and introduction to clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

ICT - Use of smart board technology, IPADS and videos

SAFE PRACTICE WITHIN PE

In all areas of PE safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by the Association for Physical Education.

Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age. For example, how to safely use the physical activity space and equipment.

When changing for PE, KS1 and lower KS2 pupils will change together in their classrooms where as upper KS2 pupils will change in separate areas. Staff are present during changing times to ensure children are safe at all times.

Indoor clothing

Girls and boys:

Plain white T-shirt, black/navy shorts (these can be above the knee cycling shorts) and black pumps.

Black/navy leggings can be worn under shorts for cultural reasons (not tracksuit bottoms).

No Jewellery.

Long hair should be tied back.

Pumps are to worn for indoor PE lessons but are removed once in the hall during dance and gymnastics lessons.

Outdoor clothing

Girls and boys:

Plain white T-shirt, black/navy shorts (these can be above the knee cycling shorts) and black pumps.

Black/navy leggings can be worn under shorts for cultural reasons (not tracksuit bottoms).

School jumper.

Trainers.

No Jewellery.

Long hair should be tied back.

During cold weather, pupils are able to wear black/navy jogging bottoms outside and their coat.

If pupils forget PE kit, they will wear the clean PE kit provided by school.

Staff dress

It is expected that teachers change for PE, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear, hair tied back and if possible jewellery should be removed to set a good example.

Accident procedure

For school based activities staff should follow the guidelines in the Health and Safety Policy.

For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits and be put through the website Evolve. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use emergency drill. There should be frequent practices involving the children.

A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.

Risk assessments are carried out by the PE Subject Leader for each area of PE.

Pupils should be taught to manage and use apparatus safely and effectively whenever opportunities arise.

Safe storage of all equipment

All equipment to be stored safely and tidily in the PE stock cupboard/shed in its appropriate place after use, so easy access and availability are ready for the next group.

For safety reasons children must not have access to the PE stock cupboard and staff ONLY are to have access to the equipment.

Annual safety equipment check by a recognised maintenance contractor which at present is carried out by Sport Safe UK and who inspect all PE equipment.

Equipment is to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader/Head Teacher.

Facilities, equipment and resources

The school has a hall for use in PE lessons however the hall is used at lunchtimes and so the floor is appropriately cleaned to ensure it is safe for PE lessons to take place.

There are two playgrounds - a small playground/astroturf area and upper/larger playground.

There is an adventure playground.

There is a shared field with Sacred Heart.

Children swim at the Kirkstall Leisure Centre until they are able to meet the National Curriculum swimming requirements.