



Policy for

Physical Education

Prepared by:	Updated
	April 2024

PHYSICAL EDUCATION Intent

At Ash Grove Academy, we recognise the role that Physical Education plays in promoting a healthy, balanced lifestyle, establishing healthy habits for our children that they can take with them into the future. We are a Gold School Games Mark school, which demonstrates our commitment to the development of competition across our school and into the community. Through our spiral curriculum structure, children understand the importance of living an active life and how this can benefit their all-round wellbeing. We want our children to increase their fitness levels, be creative, co-operative and competitive, and learn valuable lessons about responsibility and self-discipline. Many of the positive attributes acquired through Physical Education can be applied beyond the school context: problem-solving, leadership, teamwork, fair play and honesty, to name but a few. We want our children to recognise these characteristics and become fitter, stronger and healthier as a result of their PE lessons, taking their skills, knowledge and enjoyment into all areas of their life.

Children at Ash Grove Academy each receive a minimum of 2 hours of curriculum time for Physical Education on a weekly basis. We deliver our PE curriculum in partnership with Pearson Coaching. Each year group has two PE sessions a week, one supported by our high-quality specialist PE coaches from Pearson Coaching, and the other delivered by the class teacher. The children work closely with their teacher and Pearson Coaches, building up positive working relationships and learning how to develop and refine their own knowledge, skills and tactics across a wide range of sports and activities.

THE PE CURRICULUM

Our Year 1 PE curriculum builds directly upon the skills and knowledge the children have gained during their time in the Early Years Foundation Stage. In the EYFS, children are given a wide range of opportunities, both indoor and outdoor, to develop their core strength, stability, spatial awareness, co-ordination and agility. They are given repeated opportunities to develop their gross and fine motor skills and to develop proficiency and control, through games, small world activities, arts and crafts and the use of small tools.

In Key Stage 1, pupils are provided with opportunities to continue this development of their fundamental movement skills, including their agility, balance and co-ordination. We recognise the importance of these key areas in producing confident and competent sports men and women of the future, as they are the core elements essential for all sports and physical activity. The curriculum for Key Stage 1 covers a range of sports, including target games, striking and fielding games, athletics, dance and gymnastics.

In Key Stage 2, pupils continue to apply and develop a broader range of technical skills within the areas of running, jumping, throwing and catching, and striking. They begin to take part in competitive games, including familiar sports such as football, athletics, cricket and hockey, as well as less well-known activities such as handball and tag rugby. The skills needed for these sports are developed progressively from Year 3 to Year 6, and are applied in competitive games, gymnastics, or dance

performances using movement patterns. Children are actively encouraged to assess and evaluate their own and others' work, allowing them to take ownership of their progress and next steps. This embedded ethos of reflection, collaboration and collegiality is another aspect of PE supporting the positive wellbeing of our pupils.

All children take part in our extensive PE curriculum, regardless of ability or aptitude, thereby developing their skills, knowledge and physical prowess as they move through the progressive units. This small-step progression, year-on-year, reflects our mastery approach to all curricular areas, and allows our children to take these transferable skills to any sport they may encounter as they move on to Key Stage 3 and beyond.

SPECIAL Educational NEEDS

Any children who are identified as having 'special educational 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. Children with Special Educational Needs will take as full a part in the Physical Education programme as they are able. Depending on their level of disability or need, they will be able to experience most activities although some adaptations to the curriculum may need to be made. For further advice and guidance, class teachers should consult with the SENCO and/or the Physical Education Coordinator.

MONITORING AND EVALUATION

PE is monitored and lesson observations made by the class teachers, PE subject leader and the PE coaches. The school uses a tracking proforma (DCPro) to track children's progress, this will be completed termly. Assessments will be shared in the end of year report indicating whether they are working towards or at age related expectations.

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

Break times/lunch times

In the EYFS/KS1 playground children from nursery, reception, Years 1 and 2 are encouraged to participate in activities promoting balance, agility, coordination and development of skills. Playground leaders from year 5 to support the younger children with this. KS2 classes have access to outdoor gym equipment, basketballs, netballs and volleyballs, each class also has a playground equipment box to build

upon skills and build on teamwork. Pearson coaches to deliver a intra house lunchtime club four times a week e.g. girls football, tag rugby, athletics etc..

After school clubs

After school clubs are made available for as many children as possible, though for safety reasons there will be a necessary limit on numbers in individual clubs. All children participating in after school clubs will have permission from parents/carers. Registers are taken at clubs to ensure the children are attending regularly. Registers are kept to identify those who do not take part in (extra) regular exercise.

SAFETY

Class teachers and adults others than teachers are responsible for the safety of the children in their care.

- PE kit must be worn during PE lessons, each class to have a spare kit this will be used for children who regularly forget or don't have kit.
- Outdoor lesson kit – Track-suits may be worn during outdoor sessions when the weather is cold.
- Trainers to be worn for PE lessons.
- No jewellery to be worn during Physical activities except small ear studs.
- The teaching area and equipment are assessed for safety prior to a lesson.
- Children are taught how to safely get out, carry, use and put away equipment- no pupils are allowed in the PE shed unsupervised.
- Any problems with unsafe or damaged equipment are reported to the PE Subject leader.
- Accidents should be logged in the accident book and parents should be informed when necessary.
- Staff are aware of the fire procedures when leaving the hall.

RESOURCES AND EQUIPMENT

The PE Subject Leader 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 PE Subject Leader.

Staff to wear PE kit when teaching PE.

Sports Pupil Premium Funding

The government has provided additional funding to improve the provision of physical education (PE), sport and activity in primary schools was allocated to primary school Headteachers. This funding is ring-fenced and therefore can only be spent on provision of PE, sport and activity in schools.

See our website for full details of how our school has spent the Sports Premium Funding.

Accidents

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes an adult should accompany the children to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) an adult should stay with the child and another adult or responsible child should seek assistance. After the incident the teacher must complete an accident report form.

Medical Conditions

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 in school as per the school guidelines.

Safeguarding

Use of any external personnel including sports coaches and volunteers will be in line with the schools policy on Safeguarding and DBS / staffing checks.

Date: May 2024

Signature on behalf of
The Governing Body: