



## PE Policy

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Curriculum Policy
- Assessment Policy
- Health and Safety Policy
- Child Protection Policy

This policy will be reviewed as appropriate by the subject co-ordinator and members of the Senior Leadership Team.

Intended policy review date: 3 Years (February 2028)

Review History		
<b>Date:</b> February 2025	<b>Date:</b>	<b>Date:</b>
<b>Key Changes:</b> Use of PE app for planning and assessment Added pupil uniform	<b>Key Changes:</b>	<b>Key Changes:</b>
<b>Presented to Governors:</b> Curriculum Committee 5 <sup>th</sup> February 2025	<b>Presented to Governors:</b>	<b>Presented to Governors:</b>
<b>Signed:</b>	<b>Signed:</b>	<b>Signed:</b>
<b>Chair of Governors</b> <b>Date:</b>	<b>Chair of Governors</b> <b>Date:</b>	<b>Chair of Governors</b> <b>Date:</b>
<b>Signed:</b>	<b>Signed:</b>	<b>Signed:</b>
<b>Headteacher</b> <b>Date:</b>	<b>Headteacher</b> <b>Date:</b>	<b>Headteacher</b> <b>Date:</b>

## Ryelands School – Mission Statement

Ryelands is a welcoming community school where care and nurture, alongside high expectations and challenge, enable the pupils to progress and achieve academically, and empower the wider school community to develop and thrive.

We work with many partners to provide a well-resourced, stable and supportive hub extending into the community, creating positive relationships based on inclusivity, trust and mutual respect, as well as growth.

Ryelands offers an engaging and aspirational curriculum, based on the Primary National Curriculum and the Early Years Statutory Framework. Our curriculum is adapted to the unique place where we live and the skills and values we promote. Our curriculum, alongside exceptional teaching, inspires a love of school and learning.

At Ryelands, pupils are encouraged and challenged by staff to **imagine, believe, achieve.**

### **1. Aims**

The aims of the Physical Education programme are directly related to the overall aims of the school, which advocate an inclusive not exclusive policy. As a school we aim to provide a positive, interesting, stimulating and caring environment in which the children can develop and mature to achieve their full potential. The school also strives to encourage a sense of responsibility, self-discipline and creative thinking.

#### **Specifically in P.E we aim to :**

- Provide a basis for lifetime participation in recreation, leisure and sporting pursuits and to teach children the benefits of maintaining an active lifestyle.
- To offer a range of extra-curricular activities to all pupils that draw upon skills taught within the curriculum.
- Allow the children to become independent learners.
- Provide regular opportunity for children to be physically active to aid the increase of muscle strength, stamina, flexibility and mobility of the growing child through the appropriate developmental stages.
- Provide the opportunity to succeed and progress and create a positive attitude towards physical activity and stimulate greater participation.
- Give pupils opportunity to plan, practice and evaluate where the teacher maintains regard for safety needs and use of safe practices when planning tasks for the pupils.
- Develop an appreciation of skilful, creative and aesthetic performances across the areas of activity.
- Develop the appreciation of the concepts of fair play, honest competition and good sportsmanship; also develop the ability to cope with both success and failure in competitive and co-operative activities.
- Develop self-confidence through understanding the capabilities and limitations of oneself and others.
- Develop self-esteem through the acquisition of physical competence and poise.
- Equip children with the knowledge of how to ensure they lead a healthy lifestyle that they can maintain and sustain during adulthood.

### **2. Subject Statement**

The main purpose of P.E. is to enable all pupils to work towards becoming independently active within the school and community, as it makes a significant contribution in helping establish the necessary knowledge, skills, understanding and attitude essential in maintaining an active and healthy lifestyle.

Physical Education curriculum develops pupils' physical competence and confidence, and ability to perform in a range of activities which then will support their health and fitness. Physical Education promotes and inspires children to become successful in a range of sports and physical activities. Physical Education provides opportunities for pupils to be creative, competitive and to face different challenges as individuals, groups and teams. It promotes positive

attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through the process, pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity. (National Curriculum Physical Education)

### **3. Teaching and Learning including Planning and Organisation**

The basis for all our work will be guided by the National Curriculum for Physical Education Programmes of Study. At Ryelands we follow the Lancashire Scheme of work for Physical Education. This is now covered by the Lancashire PE Passport app which was designed to aid teachers so that planning, assessment and evidence can all be recorded in one place, electronically.

The programmes of work and times allocation has been balanced out over a 7-year plan which ensures a continuous balanced and progressive programme for each child from Reception to Year 6. The plan also takes into account seasonal influence and staff strengths in delivering particular activities. The plan is laid out in termly units which are then further broken down into sessions rather than a lesson. The programme/app plans can be altered to suit the needs of each child/class by all teaching staff.

Both a hall timetable and an outdoor timetable ensure that each class has the facilities to deliver 2 hours of Physical Education per week.

### **4. Curriculum Overview and Progression including visitors, trips and extra-curricular provision**

To ensure there is a wide coverage of physical activity and skills, each year group has an overview of the year where each unit of Physical Education is placed into a half term slot.

Where possible, units of Physical Education are linked closely with the theme of the half term (See Year Group Curriculum Over Views) A full list of all extra-curricular sports provision is available in the school office. Residential trips are currently undertaken by both Year 5 and Year 6 children. We also provide regular trips and welcome visitors who offer a wider range of physical activities across the school e.g. Salt Ayre climbing wall and GoVelo Bike ability.

### **5. Assessment, Recording and Reporting**

The children are assessed in all areas of the activities covered in P.E. throughout each year. A record is kept on the PE app for each unit taught and then an overall assessment of whether a child is working at age related expectations is recorded on our non-core assessment grids, which are updated each half term. These can then be viewed by the class teacher/ PE teacher and can be easily passed on to subsequent teachers and inform parents in the end of year report. Children's strengths and weaknesses will be identified in this document.

Children are initially assessed on their fundamental skills when they join Reception and are then reassessed at the end of Key Stage One.

### **6. Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding**

Children with Special Educational Needs will participate in all activities as far as possible according to his/her abilities. The National Curriculum sets out three principles that are essential to developing an inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment of individuals and groups of pupils

These principles are considered by teachers when planning for individuals and groups of pupils. Where appropriate, in all activities, resources, task, groupings, support and teaching method will be adapted. The P.E. programmes for children with Special Educational Needs are designed through consultation with updated records, SEN Co-ordinator, the parents/guardians and any specialist practitioners.

### **Equal Opportunities**

The school is committed to providing equal opportunities for all. Each child has equal opportunity to participate in the different activities. Each lesson across the activity areas is essentially comprised of mix class activities with the class teacher treating all children as individuals with their abilities, difficulties and attitudes to provide access and give confidence in the activities involved. Again, where appropriate, resources, task, groupings, support and teaching method will be adapted. Teachers take account of pupils' religious and cultural beliefs and practices through providing appropriate physical activity and opportunities for learning at times of fasting. Extra-curricular activities are provided for both interest and representative purposes to pupils.

### **7. Resources**

Each activity has its own specialised equipment. A full list of the school's resources can be found in the PE audit list. Gymnastic equipment is stored around the hall, games and athletics equipment are stored in the inside stores and any relevant literature is stored in the corridor store room. It is the responsibility of the class teacher to collect the equipment they need for each lesson and then return to its proper place. The loss or damage of the equipment must be reported to the co-ordinator. It is the P.E. co-ordinator's responsibility to order equipment through consultation with the rest of the staff regarding what equipment is most needed.

Children must be dressed appropriately for all physical activities, including footwear (barefoot for dance and gymnastics). Our school PE uniform is: black pumps, black shorts and a Ryelands PE t-shirt in the child' house colour.

### **8. Professional development and training**

Wherever possible, relevant courses will be attended by the P.E. co-ordinator and ideas disseminated to colleagues. The P.E. co-ordinator will suggest suitable courses for other staff members. Consultation with the Adviser or Teacher Adviser will be undertaken when necessary.

### **9. Health and Safety**

Minor Accidents to children can be dealt with by the member of staff taking the lesson (or session) as long as they are qualified. Injuries which require treatment must be recorded in the First Aid Treatment Record Book, kept in the medical bays in the main building and adjacent to the First Aid Boxes in the Nursery and Reception buildings. (Each First Aid Box holds First Aid Treatment Record Sheets for recording minor injuries during P.E. lessons (or physical activities). More serious accidents must be referred immediately to the Head teacher, or in their absence the Deputy Head or next senior member of staff, and details must be recorded on an official accident form, (obtainable from the office), and entered in the accident book.

If a child has to be taken to the hospital, we will contact the parent or emergency contact. If the need is urgent, we will ring the emergency services and arrange to meet the parents at the hospital. These emergency procedures will be carried out by the Headteacher or the deputising member of staff who has full authority to act in 'loco parentis'. We can give authority for any procedures but must take account of parents' wishes e.g. children who are Jehovah's Witnesses.

Should we be unable to contact the parents, a letter will be left at the child's home, informing them of the accident and the measures taken.

In the event of a head injury or other potentially serious injury, the Headteacher must be consulted. (In the Headteacher's absence consult a member of staff who has a current First Aid certificate and inform immediately a member of the senior management team). If a child bumps his/her head, there is some risk that he/she may develop a problem later. In this case a bump note must be sent home to warn the parents that they should be aware of possible after effects.

Staff will be informed of any child who has a specific medical need and where applicable, an emergency procedure will be discussed with all members of staff. Where necessary, an extra adult will be provided from amongst the teaching or non-teaching staff to accompany a class to the field as a result of the child's medical condition.

Many children are asthmatic and must keep their inhalers with them. This will mean that the children must take their inhalers to the hall, into the playground, across to the field and to the pool with them.

**A full list of up-to-date First Aid trained staff is available in the school office.**

## **10. Roles and Responsibilities**

The class teacher will be expected to plan lessons by following and adapting the PE scheme on the **Lancashire PE Passport app**, teach effectively and inform the subject leader of any issues relating to PE. They will report back to parents at the end of the year. Teachers will be expected to wear appropriate clothing when delivering physical education to set standards for the pupils.

School will provide CPD for any teacher who requests it. This may be in the form of courses or simply spending some time with the Subject Leader.

The Subject Leader will provide support for all staff. They will oversee the assessment and recording process for the subject and report their findings back to SLT.

## **11. Monitoring and Evaluation**

The whole P.E. programme will constantly be monitored and reviewed when necessary, essentially by the co-ordinators but again in consultation with the teaching staff. Each class teacher is required to monitor the attendance/participation of his or her own class.