

# Randlay Primary School and Nursery

## PE Policy 2024-2025



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## **The Ethos of Physical Education in our school**

We at Randlay Primary School & Nursery believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. We ensure that physical education is provided to our children in a safe, supportive and challenging environment in order to develop their physical and emotional health and well-being.

In this context, we are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals while providing challenge and stimulation through physical activity.

At Randlay School we believe in allowing children opportunities to apply skills, knowledge and concepts, to experiment, to be creative and imaginative and to recognise and celebrate progression and achievement within the physical medium.

We are further committed to recognising the importance of physical activity of children outside the curriculum. We believe links to clubs and the provision of extra-curricular activities organised by the school is a positive experience and that the recognition and celebration of children's achievements outside school promote an awareness of the value of physical activity for all children.

## **Rationale**

This policy is a statement of aims and strategies for the teaching and learning of Physical Education at Randlay Primary School and Nursery.

## **Sports Pupil Premium Funding**

The Department for Education (DfE) is committed to ensuring that every child has equal access to exceptional physical education (PE) and opportunities to engage in various sports and activities. Schools are encouraged to offer a minimum of 2 hours of high-quality PE and sport each week, along with a diverse selection of

extracurricular sports and competitive events. This initiative aims to enhance children's health and wellbeing, foster personal growth, and boost academic success.

Schools are expected to use the PE and sport premium funding to support children to meet 60 active minutes and achieve the above aims.

Schools should use it to:

- make improvements to the PE, sport and physical activity they provide
- provide or improve equal access to sport for boys and girls
- ensure teachers have the relevant skills and knowledge to confidently teach PE in a structured way

## **The Randlay Values**

Here at Randlay Primary School and Nursery we believe in 'Working Together as One'. As part of this we have introduced 6 core values we believe our school encompass:

- Respect- We treat each other with respect and kindness by valuing and accepting our differences
- Creativity- We create opportunities within the curriculum for our pupils to be imaginative and creative
- Collaboration- We support each other in our learning and celebrate and share in one another's success
- Aspiration- We want our pupils to fulfil their potential and be successful in all that they do
- Courage- We help our pupils to be confident, take risks, overcome their doubts and not be afraid to make mistakes
- Excellence- We want the very best for our pupils. High expectations are non-negotiable.

We give children opportunities to achieve each of these values in ALL lessons including PE.

## **The Randlay Rules**

Here at Randlay Primary School and Nursery we believe in every child reaching their absolute potential. We encourage this by having nothing but high expectations of the pupils. In consultation with the head teacher we have identified 3 key principles:

- 1) **Be ready**
- 2) **Be respectful**
- 3) **Be safe**

Staff will ensure these rules become imbedded in all aspects of PE whether that be in lessons or in extra-curricular activities.

## **Teaching and Learning**

Planned opportunities enable pupils to participate in activities that reflect each of the four outcomes:

- Understanding of fitness and health
- Acquiring and developing skills
- Selecting and applying skills
- Evaluating and improving performance

## **Our Aims**

In our commitment to our policy statement we have identified the following aims to be met through teaching and curriculum organisation:

- To contribute to the physical development of each child;
- To enable each child to experience a sense of achievement through physical activity;
- To enable children to discover the physical potential of their bodies;
- To promote physical activity and healthy lifestyles, including cardiovascular health, flexibility, muscular strength and endurance, relevant postures, personal hygiene, relevant safety procedures- the foundations of which will serve children for the rest of their lives;
- To promote positive attitudes towards physical activity, as individual participants, team members and spectators, i.e. to observe conventions of fair play, honest competition and good sporting behaviour;
- To develop an understanding of the importance of exercise in maintaining a healthy lifestyle
- To develop personal qualities such as self-esteem, leadership skills and motivation, along with social skills and positive attitudes towards others, e.g. teamwork, co-operation etc;
- To provide opportunities for children to acquire, plan, perform, evaluate and develop a wide range of motor skills, whilst encountering the associated language and terminology;
- To meet the statutory requirements laid down in the new National Curriculum 2014

- To work towards the standards set out in the Sainsbury's School Games mark in order to achieve the mark award. We are striving for Gold and ultimately aim to gain Platinum.
- We see the above as important to developing and maintaining high standards of P.E. in our school.

## **Objectives**

### **Foundation Stage/ Key Stage 1**

Children should:

- Develop fundamental movement skills, becoming increasingly competent and confident in a broad range of opportunities
- Develop gross and fine motor skills in all aspects of PE
- Regularly engage in competition- against themselves and against others
- Take part in cooperative activities with increasingly challenging situations
- Participate in team games, developing simple tactics for attacking and defending
- Apply the skills of running, jumping, throwing and catching, as well as developing balance, agility and coordination, to a range of different activities and scenarios
- Where possible be able to link skills to real life examples where they need them
- Be physically exerted in PE to lead a fitter, more active lifestyle
- To work safely and follow simple rules i.e. negotiating space or using equipment correctly
- To recognise and describe changes to their body resulting from exercise

### **Key Stage 2**

Children should:

- Enjoy collaboration, communication and competition with each other
- To develop an understanding of how to evaluate and recognise their own success and work towards improving their own PB's (Personal bests)
- Understand what they need to do to improve their own performance
- Play competitive games and apply the principles of attacking/ defending
- Be physically exerted in PE to lead a fitter, more active lifestyle
- To work safely and follow simple rules i.e. negotiating space or using equipment correctly
- To recognise and describe changes to their body resulting from exercise

Teachers use a variety of teaching methods during PE depending on the activity. In each lesson pupils will be given the opportunity to acquire and develop skills, select, and apply these skills and provide evaluation and improvements where necessary. Teachers will share the learning objectives with pupils and criteria by which their progress and attainment will be assessed.

## Whole School Overview

	Cycle A					
EYFS	Crossbar Intro to PE: unit 1	Crossbar Fundamentals: unit 1	Crossbar Dance: unit 1	Crossbar Gymnastics: unit 1	Crossbar Ball skills: unit 1	Crossbar Games: unit 1
1/2	Team building Dance	Net and Wall games Ball skills	Gymnastics Fitness	Yoga Fundamentals	Target games <b>Outdoor Learning</b>	Athletics <b>Outdoor Learning</b>
3/4	Ball skills Dance (yr 3) <b>Yr 4- swimming</b>	Tag Rugby Tennis (Yr 3) <b>Yr 4- swimming</b>	Yoga <b>Outdoor Learning</b>	Netball <b>Outdoor Learning</b>	Golf Gymnastics	Athletics OAA
5/6	Football <b>Outdoor Learning</b>	Netball <b>Outdoor Learning</b>	Gymnastics Fitness	Hockey Yoga	Tennis Cricket	Athletics Rounders
	Cycle B					
EYFS	Crossbar Intro to PE: unit 2	Crossbar Fundamentals: unit 2	Crossbar Dance: unit 2	Crossbar Gymnastics: unit 2	Crossbar Ball skills: unit 2	Crossbar Games: unit 2
1/2	Dance Team building	Net and Wall games Ball skills	Fitness Gymnastics	Yoga Fundamentals	Invasion games <b>Outdoor Learning</b>	Athletics <b>Outdoor Learning</b>
3/4	Football (yr 3) Dodgeball <b>Yr 4- swimming</b>	Basketball Hockey (yr 3) <b>Yr 4- swimming</b>	Fundamentals <b>Outdoor Learning</b>	Handball <b>Outdoor Learning</b>	Cricket OAA	Athletics Rounders
5/6	Badminton <b>Outdoor Learning</b>	Basketball <b>Outdoor Learning</b>	Dodgeball Gymnastics	Volleyball Dance	Golf OAA	Athletics Handball

## Lesson Organisation/ Structure

### Warm up

Each lesson will contain an appropriate warm up. At Randlay we believe this reduces the risk of injury and establish good exercise behaviours and we teach children as such. The children are encouraged to understand the purpose of a warmup and the physiological impacts. A warm up may include:

- Mobility- 'loosening up' exercises e.g. side twists, shoulder lifts, arm circles, knee lifts

- Pulse-raising activities e.g. jogging, side stepping, jumping
- Stretching exercises e.g. a combination of static, dynamic and explosive stretches

### **Lesson Focus:**

- Develop specific skills and concepts individually, moving on to partner activities where appropriate i.e. balance, travelling, throwing, catching, intercepting
- Developing into lesson specific focusses, for example
  - Modified small sided games/ group tasks
  - Onto gymnastic apparatus/ sequence work
  - Or dance compositions

### **Cool Down:**

During cool down, recap on main points covered in the lesson alongside any key vocabulary learnt. Components can include similar activities to the warm up- lesson specific.

## **The PE curriculum**

The curriculum is delivered through structured lessons in the hall or using the playground or field. PE is timetabled to ensure availability of these areas and resources. PE is taught throughout the year, but not all areas are covered each term (see above for long term plan). Planning is undertaken by our sports coach and PE coordinators and shared with class teaches at the beginning of each academic year. Swimming takes place in Year 4 for a period of 10 weeks. The planning of these sessions is undertaken by both a qualified swimming instructor and class teacher in collaboration.

The residential visits throughout the year include Coalbrookdale- Year 2, Arthog- Year 6. They all offer outdoor adventurous activities including orienteering, gorge walking, canoeing, rock climbing, hill walking etc. Through these visits we are able to meet many of the requirements of the Outdoor and Adventurous Activities aspect of Physical Education.

## **Assessment and Monitoring**

Pupils are assessed formally at the end of each half term through observation and questioning by the sports coach and class teacher. Assessments are judged based on select criteria from the requirements of the 2014 National Curriculum. This is on top of the moment by moment, constant assessment that our staff are giving children within the day to day lessons. All of this informs the sports coach and PE coordinators when planning to inform differentiation in future lessons.

## **Entitlement and Access**

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum 2014 and takes into account of individual needs and interests.

The National Curriculum 2014 aims to ensure that all pupils:

- Develop competences 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

## **Time Allocation**

Based on a 38 ½ week school year:

Foundation Stage are allocated 1 hour per week and have unlimited continuous outdoor provision throughout the week. Key Stage 1 and Key Stage 2 are allocated 2 hours per week. This may vary according to the time of year, depending on Outdoor Learning sessions lead by an external professional. Games that are appropriate to be taught outside will be, unless weather conditions are inclement and unsafe. We also employ highly recommended and skilled 'Crossbar' coaches to teach PE to all classes. Our PE classes are taught based on a weekly timetable that is updated termly.



## **Planned Links with Other Subjects**

Physical Education can make a contribution towards the following activities or subjects:

- Developing gross motor skills;
- Developing fine motor skills;
- Personal, Social and Health Education;
- Spiritual, Moral, Social and Cultural Development;
- Creativity;
- Investigation;
- Numeracy;
- Language and Literacy;
- Science;

## **Spiritual, Moral, Social and Cultural Education**

Although physical education is taught as a subject in its own right, to develop physical and social skills and good health, we continually encourage cross-curricular links with other subjects, such as PHSE, Literacy, Maths, Science, ICT and SMSC.

## **Special Educational Needs**

Pupils with special educational needs will be integrated into the Programmes of Study and given equal opportunities and access to all activities. Consideration will be given to supporting the full range of special educational needs including:

- Physical Difficulties
- Sensory Difficulties
- Emotional and Behavioural Difficulties
- Cognitive Difficulties
- Gifted and Talented

The four principles for a Physical Education programme for children with special needs are:

- Entitlement
- Accessibility

- Integration
- Appropriateness

At Randlay Primary School, children with SEN are successfully integrated into lessons and they can be accompanied by Teaching Assistants (TAs) if it is felt necessary.

## **Pupil Premium Funding**

Physical Education can make a contribution towards the following activities or subjects:

- Developing gross motor skills;
- Developing fine motor skills;
- Personal, Social and Health Education;
- Spiritual, Moral, Social and Cultural Development;
- Creativity;
- Investigation;
- Numeracy;
- Language and Literacy;
- Science;

## **Planning for Differentiation across the Key Stages**

Planning for differentiation should incorporate:

- Pupil groupings e.g. ability or mixed ability groups; or group, paired or individual activities
- Resources e.g. different equipment for different levels of ability
- Pupil activity e.g. different task, different roles and responsibilities
- Other opportunities e.g. extra-curricular activities, club links and interest groups for the development of excellence

## **Health and Safety**

Safety should be paramount when planning PE activities.

The following guidelines should be referred to by all teachers when planning their PE curriculum.

Safety Practice in Swimming (LEA)

Safe Practice in Physical Education 2014 (BALPE)

Safety in Outdoor Education (LEA)

(These documents are located in the School Office)

Safety points should be included in lesson plans and teachers must explain these to the children. As they progress through the curriculum we believe that they should develop their own abilities to assess risks.

PE apparatus is cleaned and assessed for safety annually.

First aid equipment is always available when needed, and staff know what to do and who to call for assistance in the event of an accident.

## **Role of the Physical Education Coordinator**

The subject leader will:

- Liaise with colleagues offering advice and support
- Produce and keep updated the policy and subject guidance in consultation with the staff
- Ensure the policy and scheme of work are implemented
- Keep up to date with developments in PE teaching
- Take a leadership role demonstrating good practice
- Keep resources up to date and well organised
- Liaise with other agencies and providers
- Attend, participate in and provide appropriate CPD
- Promote parental interest and understanding
- Participate in monitoring planning, teaching and learning within PE, in line with the school's monitoring procedures
- Develop and maintain a portfolio of evidence
- Put strategies in place, track and apply for the Sainsbury's Active Mark award with the aim of achieving Gold.
- Keep staff informed and up to date in curriculum developments
- Act as PLT within the school sports partnership

- Work alongside the head teacher to plan the best use of the Sports Grant Funding
- Each year write, produce and publish on the school's website the School Sports Funding Expenditure
- Provide opportunities for children to take part in sporting events throughout the school year within the school's sports partnership

## **Code of Practice for Working with Adults Other Than Teachers (AOTTs)**

AOTTs may lead an activity e.g. coaches linked to sports leadership programme. They may be part of a company commissioned by the school e.g. Crossbar Coaching football coaches. They may be adult volunteers e.g. a mum who supports another adult in an after school club.

- Teachers act in loco parentis and have a duty of care towards pupils. This cannot be transferred to adults other than another qualified teacher
- The Head teacher will ensure that all appropriate checks have been completed regarding AOTTs
- A member of teaching staff will supervise activities directly until such time as they are confident that all pupil's health, safety and welfare can be guaranteed
- A member of teaching staff will always be available and able to intervene in order to ensure pupils' health safety and welfare
- The Physical Education subject leader will ensure that a members of staff complete a satisfactory risk assessment for each unit

AOTTs need to

- To know, understand and implement the school's procedures for ensuring safe practice
- To know and implement the school's accident or emergency procedures
- To adhere to the school's code of conduct for Adults Other Than Teachers at all times

**Designated First Aiders at Work are:**

Dawn White, Amy Hussain, Sam Reid, Sheenagh Unwin, Sian Spink, Kay Sommerville, Vicky Jones, Claire Baronet and Kerry O'Hara, Amy Lloyd, Vicky Owen, Morgan Mincher, Natalie Robinson, Corinne Kimberly, Olivia Stokes, Laura Li, Chris Prescott, Jess Radusin, Sarah Weaver, Debbie Ladkin, Jackie Silk, Julie Lill

Inhalers for children suffering from Asthma must be carried on the person at all times or readily accessible when undertaking swimming activities. Salbutamol kits are also available for use at various points in the school and staff are aware of their location.

Regular checks are made on all equipment by all members of staff before using them. Any items constituted as a danger should be taken out of use immediately.

- All large items of PE equipment are inspected annually by an independent safety officer under contractual agreement
- Children should be taught how to use and move apparatus and equipment safely, under supervision of a teacher or responsible adult
- Children should be made aware of safe practice when undertaking any PE activity
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery
- Good class control is fundamental to safety

**PE Kit**

Pupils should wear a PE kit on their PE day. This involves a red Randlay logo t-shirt/white t-shirt, black shorts/joggers/leggings and appropriate footwear (trainers or plimsoles for inside PE).

Teachers should also wear suitable clothing and footwear for PE as a model, to show that appropriate clothing is needed for these activities. It is important that teacher's footwear enables them to move quickly without risk of slipping.

For pupils at Randlay Primary School, the dress code is as follows:

- Black shorts or jogging bottoms

- White/ red T-shirt
- Plimsolls/ trainers
- Jumpers/ Tracksuit jackets for colder months

For safety reasons it is imperative that the indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear tracksuit bottoms, baggy shorts, tights or socked feet on apparatus as this can be dangerous. Glasses should be discouraged unless on medical advice.

Children who persistently forget their PE kit should be reminded of the importance of PE and if necessary, communication with parents/carers. Spare clothing is available in school. Children entitled to the pupil premium funding will be supplied with a school PE kit.

Children should only miss PE lessons on health grounds if this is requested by parents either by direct contact with the school or in a note to the teacher.

Long hair must be tied back at all times. All jewellery must be removed before the lesson. Pierced earrings may be taped on young children unable to remove their earrings. Staff must not remove children's earrings.

## **Equal Opportunities**

All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability. PE lessons should aim to provide quality experiences that challenge children.

## **Gifted and Talented**

We believe in creating opportunities and experiences to extend and develop even our most gifted sporting pupils. Activities and competitions within the cluster and LEA will be offered to these children to enable them to excel further.

Differentiation within lessons should take into account their individual needs and the use of different equipment or by varying the task should be planned for.

Sporting success and achievement is always celebrated here at Randlay Primary School with termly meetings with the coordinator and class teachers. During assembly time, the staff and children at Randlay Primary School always praise those taking part in sporting activities outside of school, using the 'Golden Book' and the 'Jigsaw' books, where children are individually mentioned.

## **Extra-curricular Activities**

There is a healthy tradition in our school for after school activities supervised by both high quality outside coaches or teachers in their own time.

- Crossbar Club (Key Stage 1 Multiskills)
- Crossbar Club (Key Stage 2 Multiskills)
- Football (Key Stage 2)
- Tag Rugby (Key Stage 2)
- Cross Country (Key Stage 2)
- Dance
- Rounders (Key Stage 2)
- Change 4 Life (Key Stage 2)
- Dodgeball (Key Stage 2)

These activities provide opportunities for more advanced coaching and competition with children from other schools and larger scale team games (particularly in Football, Basketball, Tag Rugby and Netball).

## **Change 4 Life**

This club is offered to pupils in KS2, to encourage them to opt for healthier lifestyles through keeping active and eating healthy.

## **Staff Development**

The PE Coordinator attends regular meetings and courses in order to keep up to date with current PE issues. Feedback is often shared with staff during meetings whereby necessary information is implemented accordingly.

All members of staff are to apply for courses of interest and professional development through the online learning environment.

## **Review**

This policy was written by Emily Williams and Naomi Bevan, PE Coordinators/ Lead for Randlay Primary School and Nursery in consultation and collaboration with the schools cluster SS Co Sandra Davies and the schools Head teacher Lynda Stolic-  
October 2024

This policy has been agreed by governors and will be reviewed every 3 years. Any amendments will be made as necessary.