

Stanford Junior & Infant School



Policy for Physical Education

***“Living Together,
Learning Together”***

Prepared and reviewed by Senior Leadership Team:	January 2018
Last Review:	June 2021
Date of next Review:	January 2024

INTRODUCTION

At Stanford School we are committed to providing all children with learning opportunities to engage in Physical Education. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Children should learn the values of fairness and respect throughout the sports and activities taught.

AIMS

- Develop knowledge and skills across a range of sporting activities
- Children engage in moderate to intense physical activity over sustained periods of time
- Participate in competitive sports and activities
- Lead healthy and active lives, picking up good habits for their future lives
- To compete in games and activities in a collaborative team
- To develop staff competence and confidence in the delivery of the PE curriculum
- To promote staff practice in all activities
- To use sport to build pupils self-confidence and self-esteem
- To encourage involvement in extra-curricular sporting activities and develop community and club links
- Participate in competitive sports against other school clubs
- Develop strategies to support positive mental health and well-being

Intent

The PE curriculum at Stanford School is unique. It is broad and balanced with a breadth of engaging opportunities. It is our intent to teach children skills through PE that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

Implementation

The PE curriculum is purposeful and relevant to the pupils. The knowledge and skills pupils acquire, build on their previous learning, allowing them to transfer key skills, knowledge and concepts to their long-term memories. Pupils at Stanford participate in weekly high quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being. Children are invited to attend many extra-curricular competitions across the year and are also encouraged to take part in active learning across the curriculum and through a range of PE equipment being available at break times. Pupils are encouraged to develop initiative and leadership skills and to acquire positive attitudes towards physical activities. They are helped to make informed decisions concerning a healthy lifestyle. Through this we hope to provide a lasting legacy of sporting enjoyment and success for our pupils both now and in their future lives.

Impact

We are proud of the achievements of our pupils in PE. Our pupils fluently apply their skills and knowledge within PE and make connections to their existing knowledge and to other curriculum areas. At Stanford, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active and this has positive implications on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We are very proud that our PE learning has recently achieved the Silver School Games Mark.

SPORTS PREMIUM FUNDING

At Stanford Junior and Infant School we aim to use sport as a means to build character, embed values of fairness and respect, and give all children the opportunities they need to be fit and healthy.

As a school we are allocated approximately £18000 for the academic year to spend on enhancing our provision of physical education (PE) and sport. The Sports Premium Grant is additional funding from the Government to improve provision of physical education and sport in primary schools. It is also for improving the health and wellbeing of primary pupils. The funding is provided jointly by the Departments for Education, Health and Culture, Media and Sport. How each school's allocation is spent is their own decision.

The vision of the government is that: 'All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport'. The funding has been designed to achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact that will live on well beyond the Primary PE and Sport Premium funding program.

The Sports Premium is designed to increase the level of skills children have in all areas of sport, to increase their level of fitness and also their enjoyment of sporting activities. The Sports Premium should also be used to help children understand key elements of maintaining a healthy lifestyle, both in terms of physical and mental health.

LUNCHTIME & PLAYTIME ACTIVITIES

Qualified sports coaches are employed to provide sports provision during lunchtime, allowing children to partake in a range of intra- school competitions and enjoy a variety of sports. These include table tennis and football. We also benefit from enhanced provision from a sports and life-skills apprentice, who works alongside the school staff. Playtimes are very active at Stanford and all children are encouraged to partake in active games, using a range of sports equipment. Our KS2 playground also has gym equipment which all children can benefit from across a week. In addition to this, we have invested in an 'Activall Wall', which is an interactive board in the KS1 playground. Yoga and other health and wellbeing activities are promoted as part of 'Golden Time' on a Friday afternoon.

GOLDEN MILE

To promote active and healthy lifestyles, our school takes part in a Golden Mile activity. Each class will be assessed on the distance they can travel at three points across the year, with progress measured and classes and individuals to compete with each other. Classes will take part in a 'Golden Mile' activity 3 times each week, where the whole class will travel around school grounds for as far a distance as they can, within a timeframe of 10 minutes.

EARLY YEARS FOUNDATION STAGE

Physical Development within the EYFS framework is one of three areas for learning. The two related early learning goals are:

Expected

- Moving and handling- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self- care- children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding

- Health and self- care- children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.
- Children access a range of daily activities to develop their fine and gross motor skills and have unlimited access to a dedicated outside area. In addition to this, they also have weekly outdoor/ indoor PE lessons.

Lessons are planned using the National Curriculum objectives.

KEY STAGE 1 & 2

Key Stage 1 & 2 the school uses the National Curriculum objectives to plan and deliver lessons for gymnastics, dance and outdoor sessions. Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively. Currently swimming lessons are blocked for Year 4 during the school year. Transport time to the local pool is included as part of the PE time allocation.

Contribution of PE to teaching in other curriculum areas

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

SMSC

SMSC and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

Themed Curriculum

Indoor dance links include: dance linked to themed historical or cultural learning. Other links can be made to books being studied and other aspects of foundation subjects.

SMSC

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

Inclusion

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- No pupils will be excluded from any physical education program unless advised by a medical professional.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- Religious and cultural items should be taken off where possible and kept safe. In the instance of a Sikh bangle being worn, if this cannot safely be padded or covered, then the activity should be adapted for the individual to mitigate risk. Special care should also be applied to headscarves worn for religious purposes, with activities adapted where necessary.
- Cultural factors, linked to body exposure, should also be considered as part of the swimming program.

ASSESSMENT AND RECORDING

- Assessment is to be carried out by teachers and supported by the knowledge of specialist sports staff. Children will be levelled as either emerging, developing, secure or exceeding in dance, gymnastics, outdoor games, outdoor adventurous activities and athletics. Swimming will be assessed by the swimming instructors at John Whitgift.
- A photographic/video record is sometimes used to document children's work.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Physical Education is included as part of the end of year reports to parents.

HEALTH AND SAFETY

All staff have due regard for the current Association for Physical Education (AFPE) PE guidance when preparing and delivering PE lessons:

- Pupils are taught how to improve their own abilities to assess risks.
- Risk assessments are completed for indoor and outdoor P.E lessons. These risk assessments are reviewed and updated following any Health and safety issues related to P.E. lessons.
- **First aid** equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible.
- **Children with diabetes** are monitored closely throughout and after PE lessons by staff.
- **Regular checks** are made on **all equipment**. This includes annual Health and Safety checks of all fixed items of equipment.
- The subject leader makes **termly visual checks** for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear following daily checks by teachers prior to the lesson (as stated in lesson risk assessments)
- Any items constituting a danger are taken out of use immediately.
- Pupils are **taught how to move and use apparatus safely** under the supervision of a teacher or responsible adult.
- Pupils are **made aware of safe practice** and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc.).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- **Teachers ensure that no jewellery is worn in lessons** and long hair should be tied back. If earrings cannot be taken out, they cannot participate in the lesson.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

CHANGING ACCOMMODATION MANAGEMENT

This principle is about ensuring dignity, decency and privacy where needed, albeit for reasons of physical development or other individual needs. Schools continue to do the best for their children by providing some privacy for older children in what are often restricted facilities. These include using toilets, cloakroom areas, the hall, corridors and classrooms. All have supervision and health and safety implications. Accepting that the circumstances of each class will vary, the following strategies are offered for consideration:

- girls and boys change within the same classroom, utilising the layout of the room to demarcate separate changing areas, perhaps using existing furniture or display boards to screen off a section of the room
- girls and boys change in different rooms, with supervisory support from another member of staff eg HLTA, TA

RESOURCES

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
- Large equipment/ mats and some indoor PE resources are stored in the hall store.

- Netball posts/ other outdoor equipment are stored in the KS2 Outdoor store.
- Gym equipment is installed on the KS2 playground.
- ActivAll Wall is installed on the KS1 playground, as well as a 'trim trail'.

ADMINISTRATION ARRANGEMENTS FOR EXTRA CURRICULA SPORTING ACTIVITIES AND EVENTS

Qualified sports coaches from an external company currently provide multi skills, tennis, archery, Gymnastics, Badminton, dance and multi-sports activities in after school clubs. They are responsible for keeping a list of parental contacts, registering children and dismissing them safely with an adult when the club finishes. Other Extra Curricular activities available to children include working with additional agencies for inter-school competitions and sporting fixtures. There is a clear Lettings Policy and contract for all external providers, to ensure that the appropriate Health and Safety, Safeguarding and competency procedures are in place. (See Lettings policy for more details)

The School Office Admin Assistant liaises with the PE Co-ordinator, teachers/support staff and sports coaches to arrange after school clubs/ attendance of teams at external sporting competitions.

The PE Co-ordinator liaises with office admin staff, sending e-mails to parents about sports teams, off-site visits and competitions. Returning permission slips are to be given to P.E Coordinator.

PREVENT DUTY STATEMENT

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Stanford Junior and Infants School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy and endeavour to uphold its principles through the teaching of PE.

FGM/ FEMALE CIRCUMCISION & CUTTING

It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure - Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

COVID-19 HEALTH & SAFETY STATEMENT

As a result of government guidance, during periods of restrictions linked to Covid-19 outbreaks, the following elements should be considered:

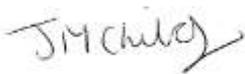
- Children working in year group "bubbles" and smaller groups within lessons
- Social distancing where possible
- Working outside whenever possible and plenty of ventilation when working inside
- During periods of greater restrictions, non-contact sports should be prioritized and contact minimized
- Equipment and resources should be cleaned down thoroughly before and after sessions, and between different groups using them within a session
- Hand washing and good hygiene should be taught through the PE curriculum as part of healthy living

EVALUATION AND REVIEW

There is a regular review of this policy, which will reflect the continual monitoring of PE throughout the school and which will take into account any recent developments educational policy.

Signed By

Chair of Governors:



Date: July 2021 by email

Headteacher:



Date: July 2021 by email

Review Date	Amendments	Approved Date
January 2018	Policy Written	January 2018
June 2021	Policy amended	July 2021 by email