



John Perry Primary School

## Physical Activity Policy

Updated: March 2019  
Review date: March 2020

# **POLICY FOR THE TEACHING AND LEARNING OF PHYSICAL EDUCATION**

This policy should be read in conjunction with the following school policies: Teaching and Learning, SEND, Single Equality, Health and Safety and Swimming.

## **Philosophy**

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

## **Aims**

In order to promote active and healthy lifestyles all children should:

- be physically active
- adopt the best possible posture and appropriate use of the body
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance
- understand the need for personal hygiene in relation to vigorous physical activity

In order to develop positive attitudes all children should:

- follow the conventions of fair play and honest competition
- cope with success and limitations in their performance
- persevere with and consolidate their performances
- be mindful of others in their environment

## **Role of PE Subject Leader**

- With the Headteacher and the Strategic Leadership Team (SLT), to share a role in the monitoring and evaluation of the PE curriculum throughout the school.
- To encourage other members of staff in their teaching of PE and to give support where appropriate.
- To encourage staff to work within the guidelines laid down in the PE policy.
- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the Policy and Scheme and resources on a regular basis.
- To assist the Headteacher in the development and evaluation of the P.E. & Sports Premium document.
- To assist midday staff with providing an active lunch time.
- To manage a budget to purchase in line with the school's needs.
- To support members of staff in the use of effective planning, assessment and recording systems.

- To oversee an annual inspection of all PE equipment ideally with external agency.
- To maintain a high standard of PE teaching throughout the school and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.

### **Entitlement**

Children are entitled to high-quality PE lessons. Our PE programme meets the statutory national curriculum requirements. Children receive at least two hours of timetabled curricular PE per week. Depending on the school term and year group, this equals to either:

- Half an hour of swimming in the school's swimming pool, half an hour of outdoor PE and one hour of indoor PE
- One hour of swimming at Becontree Leisure Centre and one hour of indoor PE
- One hour of outdoor PE and one hour of indoor PE

### **Curriculum**

The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the Foundation Stage Curriculum and National Curriculum 2014. The PE curriculum at John Perry Primary is based on these requirements and is detailed on the year planner.

As a school, we have adopted Leapfrog in Early Years and Val Sabin scheme of work in KS1 and KS2 for the teaching of skills in PE. We have also developed our own lesson plans, always in adherence with the National Curriculum programmes of study.

Each year group will learn PE in accordance with the long term planning. This will ensure continuity and progression through school in order to continue to improve standards in PE.

Cross curricular opportunities are used to highlight how an active lifestyle positively affects our bodies and mental wellbeing.

Achievements are celebrated during our weekly Celebration Assembly and announced in the John Perry Journal.

### **Teaching and Learning**

Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Staff draw attention to good examples of individual or team performance as models for other children to work towards. We encourage children to evaluate their own performance and effort and to collaborate and give constructive feedback to each other.

Staff will aim to deliver high quality activities within PE lessons that challenge and develop knowledge, understanding as well as physical skill.

High-quality lessons should include:

- A statement of the learning intention
- A whole class risk assessment
- Teaching the children to warm up safely
- The teaching of skills and techniques
- The application and adaptation of learnt skills in games activities
- Modelling of correct technique
- Use of correct and specific technical vocabulary

- Performance and evaluation of own and each other's work
- Work which reflects the learning intention
- Teaching the children to cool down safely
- Teaching the children the impact PE has on their bodies

## **Planning, Assessment, Recording and Reporting**

### **Planning**

The PE Lead will provide a yearly overview of topics covered (long term plan) that builds upon prior knowledge and learning. Children should be increasingly challenged as they move up through the school.

Class teachers are responsible for adapting the lesson plans from the schemes of work to show more detailed learning intentions and differentiated activities.

### **Assessment**

Summative and formative assessment in PE is carried out by class teachers or adults in charge for teaching each area of the curriculum (dance, gymnastics, games, athletics and swimming):

- Informally during the course of teaching through observation
- At the end of each unit of work teachers to complete pupil assessments in order to update the children's attainment and progress in that area of PE.

Summative assessments are used to assist in:

- reporting to parents/carers as part of the end of year report
- ensuring progression by sharing summative assessments with the following class teacher
- informing future planning
- identifying children who are excelling in a particular area and provide opportunities to develop their skills even further
- identifying children who are less active and may require additional support to engage in lessons

### **Resources**

There is a wide range of resources to help support the teaching of PE across the school. Indoor equipment is kept in the PE cupboard or PE trolley and the halls contain large apparatus. The children are expected to help set up and pack away any equipment used as part of a lesson always under the supervision of an adult; in doing so, the children learn to handle equipment safely. As well as in the halls, lessons take place on the field and playground. The equipment for outdoor PE lessons is stored in the PE Container in the Key Stage 2 playground next to the bike shed.

The PE Lead will also audit the equipment regularly to make sure that equipment is available for lessons and is fit for purpose.

Swimming is taught at both an onsite swimming pool and at Becontree Leisure Centre (mainly Years 5 and 6).

The Headteacher and PE Lead meet regularly to look at how the PE and Sport Premium can support the delivery of lessons and provide opportunities for children to take part in physical activity.

## **Active Travel**

- The school is developing a school travel plan in association with the school travel adviser.
- The school has an active travel policy, promotes active travel and has put in place a number of strategies and initiatives to support this which are outlined in our school travel plan.
- Children, young people, staff and parents/carers are encouraged to walk or cycle to school through the strategies in place and these are publicised through a variety of means including notice boards and the school newsletter.

## **Involving staff and parents/carers**

- Staff and parents/carers are consulted and involved in decision about, and the delivery of, Physical Activity and other Healthy Schools issues through regular questionnaires and requests in the school newsletter.
- An information leaflet is sent out to parents/carers highlighting the benefits of Physical Activity for their children, the ethos of the school and the opportunities available at the start of each year.
- The school's activity facilities are made available for staff and parents/carers to use before school and during late afternoon/evening and a range of clubs have been established.

## **Health and Safety**

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with the school's and Local Authority Health & Safety Policies. Advice can be sought from the Local Authority's adviser, the school's Health and Safety Link Governor or the staff members responsible for Health & Safety.

All health and safety practices can be referenced in the Safe Practice in Physical Education and Support Guidebook 2016 edition located in the PPA room. This offers guidance and advice on current procedures to follow when teaching sport. We encourage children to consider their own and others' safety when taking part in sporting activities.

Points to consider:

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance throughout the lesson

We expect all children to change into an appropriate PE kit for each lesson. Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. Pupils who fail to bring the correct PE kit or no PE kit to school will be given a spare kit and a letter will be sent home to parents (please see Appendix 1). A record of this will be kept by the class teacher. If the same pupil fails to bring the correct PE kit a second time, the pupils will be given a spare kit, a letter will be sent home and their name will be passed to the school's Parent Liaison Teacher to find out why the correct PE kit is not in school and to offer support and advice.

Every child must have a school PE kit. They should bring it into school at the beginning of a half term and take it home at the end of a half term for cleaning.

PE Kit:

<b>Indoor PE Kit</b>	White T shirt
	Black shorts
	Black trainers
<b>Outdoor PE Kit</b>	Blue John Perry jumper
	White T shirt
	Black shorts
	Black or navy blue tracksuit (top/bottoms)
	Black trainers
<b>Extra Items</b>	Vest Tightly fitting headscarf

Children should not engage in physical activity without correct kit.

In addition to this:

- No jewellery of any kind is to be worn during PE (this includes stud earrings). Children should be confident and able to remove earrings for PE lessons.
- All long hair should be tied back with a hairband
- Skirts are not permitted as they prevent a full range of movement
- Gymnastics and some dance topics are done in bare feet
- Under no circumstances children are allowed to lift up or carry PE equipment without adult supervision

Staff are expected to be an active role model for children in the way they dress and participate during PE lessons. Staff must be properly and suitably attired for PE lessons.

All pupils will be expected to bring the correct PE kit to all lessons regardless of injury or illness.

Short Term Injuries

Pupils with short term injuries (non-participation for up to 3 weeks): Parents/Carers are expected to send a note for the teaching member of staff explaining the type of injury. The pupil will still change into their PE kit for a PE lesson and play an active role in the activity such as scoring or officiating. Depending on the activity being taught, particularly in activities such as dance and gymnastics, a pupil maybe be asked to document the lesson through photographs or writing a written account of the lesson.

Long Term Injury

Pupils with long term injury (non-participation for 3+ weeks): Parents/Carers are expected to provide a medical note to the Parent Liaison Officer who will inform the PE Lead identifying the injury and prognosis. The PE Lead can then with the class teacher organise the lessons so that the pupil can still have an active role. Where possible the pupil will still change and be instructed to officiate, evaluate or document depending on the activity.

## Illness

It is the expectation of the school that if a pupil is well enough to be in school, they are generally well enough to take part fully or partially in PE lessons. Parents/carers who feel their child is unable to participate fully in a PE lesson should provide a note to the teacher in charge of the PE lesson. The pupil however will still be expected to change and undertake any duties as directed by the teacher.

When travelling to sporting activity, the appropriate risk assessments are completed and the followed issues addressed:

- All children wear seat belts
- All supervising adults to be aware of risk implications
- All supervising adults that attend swimming to hold a current DBS □ All transporting adults to be fully insured
- Parents' permission for taking children out of school obtained
- After school competitions, children to be transported by their parents or a responsible adult who the child's parents have given permission. School to be informed.

## Inclusion

In accordance with the school's Teaching and Learning Policy and SEND Policy, PE activities are differentiated to meet the needs of each pupil.

More Able and Talented pupils and children with Special Educational Needs and Disability will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

## Equality

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

## Out of School Hours Provision

Depending on the time of the year, John Perry Primary provides opportunities for children in wide variety of areas. These after school clubs are updated and change according to the interests of the children and promote positive attitudes towards participation in physical activity.

After school clubs are available for children to attend from Reception to Year 6 and if required there is a subsidiary available where finance may be an issue.

All sports clubs are open to both girls and boys and are delivered by qualified coaches or teachers who deliver high quality lessons. The provision of Out of School Hours sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.

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 Head Teacher: Mr W Pedro



Name:.....

Class:.....

Date:.....

Dear Parent / Guardian,

This is the ..... week your child has not brought their PE kit to school for their PE lesson.

They were missing the following items:

Full Kit / White T shirt / Black or navy blue shorts / Plimsolls / Trainers

PE is part of the National Curriculum and an important part of your child's education.

Please make sure your child brings in the correct kit each week.

PE Kit is listed below.

Indoor PE Kit	White T Shirt
	Black Shorts
	Plimsolls
Outdoor PE Kit	Blue John Perry Jumper
	White T Shirt
	Black Shorts
	Black Trainers
	Black / Navy Blue Tracksuit (top / bottoms)

If you have any queries or concerns please contact me.

Thank you for your understanding.

Yours sincerely,

Mr Gray

PE Lead

