**PE Policy**

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**Intent:**

PE at Flixton Primary School aims to ensure **all** children are physically active for at least two hours per week and promotes an ‘everybody active’ approach. We provide engaging lessons delivered by both school staff and external bodies; deploying a wide range of teaching strategies with opportunities to take part in competitive sport across the school. We have an organised a programme of study from EYFS to Y6, which focuses on and promotes a progression of skills.

Our PE curriculum provides opportunities for children to develop a lifelong understanding of living healthily; allowing children to make responsible and independent decisions leading to a healthy and active lifestyle of their own. Children will develop an understanding of the power of exercise and the impact of exercise on mood, anxiety, health and concentration.

By taking part in PE, children develop key social skills. They learn to actively engage in group work, whilst also having the opportunity to take on leadership roles.

Other benefits of PE are: builds body strength, stamina, balance, co-ordination, agility, cardiovascular fitness and flexibility. PE is known to improve self-esteem, self-confidence and to improve concentration. Additionally, PE provides a chance for an outdoor education, which is a very powerful source of learning for lots of children.

Overall, PE will help children to shape a brighter and happier future.

Excellence statements:

Excellence in PE is our goal for all of our pupils.

Success in PE ensures that pupils have excellent educational experiences in lessons and in extra curricular activities and are well equipped for the next stage of their education. Flixton Primary School demonstrates excellence by pursuing a highly successful drive to improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.

Excellence in PE is identified by:

* Children who practise and apply skills in a wide range of different activities and situations, by themselves, in small groups and teams.
* Children who show high levels of physical fitness and understanding of their own long-term health and well-being.
* Children who take initiative, organise and officiate for others and can evaluate what needs to be improved.
* Children who show exceptional levels of originality, creativity and imagination in their techniques, tactics and choreography.
* Children who show interest in PE, eagerly participate in every PE lesson and display positive sportsman attitudes.
* Children of both sexes, taking part in the appropriate level of competition

When taught well, physical education enthuses and inspires pupils to participate fully and develop a life-long love of physical activity, sport and exercise.

Implementation:

Curriculum Planning and Organisation

Refer to ‘curriculum map’ to see outline of yearly activities for each year group.

* KS1 and KS2 classes have access to an online booking system, which allows them to organise timetable slots. When a coach booked in, the class with the external coach, has priority over the hall/outdoor slot.
* Each class is timetabled so that they can access the hall and outdoor facilities at least twice a week.
* Early Years – PE is incorporated within indoor and outdoor learning.
* The playground areas, field and AstroTurf are used to facilitate activities such as outdoor activities and games.
* Teaching staff will deliver high quality PE activities/lessons for 1.5-2 hours per week unless a coach is provided for additional opportunities. (Each year group will have at least one sports coach scheduled at some point throughout the school year- refer to curriculum map to see when)
* Qualified teachers provide swimming lessons to year 5 pupils from Urmston Leisure Centre.
* Breakfast, lunchtime and afterschool activities are provided for EYFS, KS1, and KS2 to provide extra physical activities and promote healthy lifestyles.

EYFS

Reception are to follow the Complete PE scheme of learning. Physical development within the EYFS framework can be identified and implemented through a variety Early Learning Goals:

- Physical development (gross motor skills and fine motor skills)

- Personal, social and emotional development (managing self and building relationships)

-Communication and Language (listening, attention and understanding, and speaking)

KS1 & KS2

For planning and delivery of lessons, teachers are to follow Complete PE- A comprehensive directory of detailed plans supported by videos and resources, that provides teachers with the tools to deliver active, fun and challenging lessons in line with the National Curriculum.

Lesson Overview (approx 45min- 1 hour)

A good lesson will have: clear learning objectives; key questioning; warm up/discussion of new vocabulary/ skills; a build-up of new skills/ concepts; opportunities to bring all learning together.

Cross Curricular links

Some examples of teaching PE within other curriculum areas:

* English- Speaking and listening, following/giving instructions, oral/peer assessments, and movement within drama.
* Maths- measurement, shape and space, sequences, number, angles, position and movement, rotation and time.
* Science- Health and fitness
* Music- use of rhythm and tempo
* Computing- Use of stop watches, use of recording devices such as digital camera and digital video, use of spread sheets for recording and interpreting data and use of the internet to show professional/skilled athletes helping to develop good technique
* SRE**-** following rules, living healthily, co-operating with others and understanding fairness and equality.

Inclusion

* Class teachers will ensure every child has a PE kit at the start of the year and at the beginning of every PE lesson. Spares will be provided for any occasional circumstances where a child does not have their own in school.
* Teachers will wear staff PE uniform on the day that they teach PE (Navy hoodie and t-shirt with FPS and school logo, then appropriate leg wear and suitable trainers).
* Lessons will provide good quality experiences that are suitably challenging for all pupils- concentrating on ‘personal best’.
* Activities will be adapted and differentiated, taking into consideration the needs of the individual.
* All children will be given the opportunity to participate and experience a competition (for example, sports day).
* For children with disabilities, Complete PE offers alternatives to ensure inclusion for all.

Assessment

In PE sessions, teachers are to check that the children are meeting the lesson objectives through observation and giving out individual and group feedback. Teachers will record if the children met/ didn’t meet learning objectives in the back of school diaries.

Resources

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.

Junior department:

* Large gymnastic equipment and mats are stored in the junior hall
* All other equipment is stored in the outdoor PE cabin.

Infant department:

* Majority of equipment is stored in infant hall.
* Outdoor sheds also used to store equipment

Health and Safety

* First aid equipment is available in every class, cloakrooms and in the school office, and all members of staff are trained in what action to take, including calling for assistance in the event of an accident. AED are also available in both departments.
* Inhalers for pupils suffering from asthma are made readily accessible.
* Children with diabetes are monitored closely throughout and after PE lessons by staff. (Care plans are available so all members of staff are aware of what actions to take)
* Regular checks are made on all equipment, any damage is reported to PE lead.
* 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.
* 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 or watches are worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
* Pupils wear suitable footwear when travelling to and from the hall.

Please refer to ‘Safe Practice in PE’ document for more information on how to keep safe during physical activity.

**Impact:**

Children will achieve excellence through an inclusive curriculum, having access to a wide range of resources, high quality experiences and opportunities that will develop their academic achievement as well as impact on their physical and emotional well being and cultural development.

The PE Lead monitors the impact of this policy through:

- Pupil Interviews/ Surveys

- Teacher Interviews/ Surveys

- Assessment of learning objectives in teaching diaries

- Leadership monitoring feedback.