



SOUTHBOURNE JUNIOR SCHOOL

PE Policy

Our vision for PE:

All pupils are given an opportunity to: experience competition; lead and officiate in a range of contexts and develop personal, social and creative skills. It aims to deepen their understanding of the importance of an active lifestyle and applying these life-long tools that are used in sport, in their future lives.

Aims by the end of KS2

Our aims for our children include:

- To develop physical competence to excel in a wide range of physical activities, including competitive sports.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas
- To improve observation skills and the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance.
- For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body.
- To develop the ability to work independently and respond positively towards others.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

Learning and teaching

- Develop ambitious learners - No ceiling to learners' ambition and challenge is demanded.
- Personalised outcomes - Learners proactively take responsibility for choosing and communicating their individual goals.
- Embracing failure - Learners proactively seek challenge and demonstrate a willingness to work on weaknesses.
- Unprompted peer praise/feedback - A culture of appropriate, unprompted positive peer feedback for key learning behaviours is established.
- Peer coach - A culture of reciprocal peer coaching is an integral part of all lessons.
- Independent choices - Learners take active responsibility, create their own learning plans and adjust them independently or with support.

Planning, Progression and Continuity

The basis for our PE Curriculum is the National Curriculum programme of study for Key Stage 2. From there, we have combined the use of 'Real PE' and 'PE Hub' schemes to ensure all aspects of PE that need to be taught have been covered and built upon for progression and continuity. The 'REAL PE' scheme ensures that we are able to provide progression in social and physical skills, whilst 'PE Hub' allows us to explore these skills in a specific sporting context.

Continuity is ensured through the following processes:

- Whole School Curriculum Map
- Whole School PE Overview
- Knowledge, Skills and Progression Maps

Adapted Learning

We have the highest expectations of the children and believe that children should have the opportunity to learn from each other, as every child has something unique and interesting to offer. Children can learn from observing excellence, learning from mistakes, sharing judgements and to keep making improvements to develop their skills. Teachers use and adapt the plans and resources from both schemes, ensuring that what they teach is both tailored to our children and in line with the programme of study. The teacher will use assessments from the lesson, effective questioning and peer assessment to ensure each child is making progress. Adaptations are appropriately installed for pupils who need additional support.

Role of Subject leader

The subject leader will monitor PE in a variety of ways:

- Lesson Observations
- Heads, Hearts and Hands Books.
- Pupil Conferencing

The leader will also support staff through CPD in staff meetings, disseminating information, ideas and resources.

PE Kit

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children:

- Dance, gymnastics, games and athletics: Shorts and T-shirts for indoors lessons in the halls (track-suit bottoms and sweatshirts should only be necessary in the playground on a cold day). Properly fitting trainers or plimsolls - pupils may use bare feet in gym and dance.
- Swimming: Swimming costume, children are NOT allowed to swim in underwear.
- Outdoor Activities: Generally as games, but otherwise clothing appropriate to the activity.
- Teachers should also wear appropriate clothing.
- Jewellery must be removed. Teachers will not take responsibility for looking after jewellery.

General Comments about Health and Safety

- Children should bring a note if they are unable to participate through illness or injury.
- Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children not going swimming through illness or injury should stay at school with another class.
- In all other PE lessons children not participating should remain with their class: helping in the lesson or doing PE related work.

- A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents would be appropriate.

Risk

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Swimming sessions have been risk assessed by staff and this is shared with supply teachers taking classes swimming by a trained and current member of staff accompanying them. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company.

Equipment and Resources Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE lead and taken out of use. Children should be made aware of the safe handling of the PE equipment and should be taught the established method of carrying gymnastics apparatus (to ensure consistency throughout the school).

Locating equipment - Gymnastics equipment for all classes is kept in the hall cupboards. Core games equipment is kept in the PE Container, where the key can be found in Owl Class. The 'PE and Sport Grant' has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

Feedback

Children receive regular and timely verbal feedback during the course of a lesson or sequence of lessons. Pupils may be expected to respond to feedback in a variety of ways, again, in line with the school policy. Feedback during lessons could include watching a video of themselves or their peers to analyse or critic for improved performance.

Recording and Assessment

Pupils are assessed against the skills set out in the year group progression map, thus ensuring that pupils are challenged and their skills developed each year. Each term, teachers update the tracking grid for their class, showing whether a child is working towards expectation, at expected standard, or at greater depth. At the end of each academic year, teachers report to parents the standard at which they have assessed pupils.

During swimming lessons at Westgate Leisure Centre, distances achieved are noted by the instructors and passed onto teachers. The percentage of pupils meeting national curriculum requirements for swimming and water safety are recorded on the Sports Premium Impact Report in July.

This records:

- What % of current year 6 cohort swim competently, confidently and proficiently over a distance of at least 25m?
- What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?
- What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

Reviewed and Updated

January 2023

Next review

January 2026