



## PE Policy

### School vision and values

At Queensbridge we aim to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We do this by providing a welcoming, inclusive, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

#### RESPECT

- We are responsible for our actions
- We are empathetic
- We are inclusive

#### COLLABORATION

- We are able to ask for and give support
- We are articulate
- We are a team

#### PERSEVERANCE

- We don't give up
- We celebrate our mistakes
- We are ambitious

#### POSSIBILITIES

- We are globally aware
- We are forward thinking
- We are curious

### PE at Queensbridge

#### Defining Physical Education

*'Physical Education is planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both "learning to move" (i.e becoming more physically competent) and "moving to learn" (learning through movement, a range of skills and understandings beyond the physical activity, such as co-operating with others). The context for learning is physical activity, with children experiencing a broad range of activities, including sport and dance.*

Association for Physical Education's view of Physical Education is as follows:

*'The aim of physical education is to develop physical competence so that all children are able to move efficiently and safely and understand what they are doing. The outcome- physical literacy-is as important to children's overall development as literacy and numeracy.'*

Association of Physical Education Health Position Paper:

[http://www.afpe.org.uk/physicaleducation/wpcontent/uploads/afPE\\_Health\\_Position\\_Paper\\_Web\\_Version2015.pdf](http://www.afpe.org.uk/physicaleducation/wpcontent/uploads/afPE_Health_Position_Paper_Web_Version2015.pdf)

#### Funding

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer. We use the premium to:

- Develop or add to the PE and sport activities that we already offer;
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that we should expect to see improvement across: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines



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recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;

- The profile of PE and sport is raised across the school as a tool for whole-school improvement;
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to all pupils;
- Increased participation in competitive sport

Link: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

As part of the funding criteria, we are required to publish details (on our website) of how we plan to spend the monies and a review of the impact on pupil outcomes.

### **Aims/Objectives**

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

### **Strategies at Queensbridge**

PE will be taught through;

- Exposition (demonstration, explanation and instruction) by the school's PE coach to the class, groups or individuals
- Practical activity and related discussion
- Co-operative group work
- Consolidation and practice of fundamental skills
- Opportunity to discuss and reflect on their work through a plenary
- Use of professional/qualified coaching to enhance current provision within school
- Links made to Mental Health, Healthy Schools and *Active Movement*
- Extended high-quality provision through after school activities making use of professional / qualified coaches
  - Use of community facilities – local swimming pool

### **Curriculum**

Children are entitled to high-quality PE lessons and every class is allotted 45 minutes a week of PE lessons with the PE coach. All children from Year 1 and up partake in daily mile for 10 minutes every day.

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 Queensbridge is based on these requirements and is detailed on the year



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planner. Queensbridge have adopted PE Resources Bank scheme of work for the teaching of skills in PE. 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.

Queensbridge PE curriculum: <http://www.queensbridge.hackney.sch.uk/wp-content/uploads/2019/10/P.E-year-group-teaching.pdf>

### **Areas of activity**

#### **Foundation Stage**

The School encourages the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills including:

#### **Games**

- Spatial awareness
- Basic motor skills
- Co-ordination and control
- Aiming, predicting and estimating

#### **Dance**

- Using their imagination in art, design, music, dance, imaginative role-play and stories

#### **Gymnastics**

- Travel around, under, over and through balancing and climbing apparatus

#### **KS1 and KS2**

Year groups are taught the same subject at the same time throughout the year. For example, The whole School are taught about fitness in autumn term to ensure. This ensure a progression of key skills.

#### **Games**

Pupils should be taught:

- Simple competitive games
- A variety of ways to send, receive, strike and travel with/without a ball
- Games, which include running, chasing, dodging, avoiding and awareness of space and other players
- To develop core skills in attacking, defending, invasion, striking and fielding
- To play small-sided and simplified versions of net/wall and target games

#### **Gymnastics**

Pupils should be taught:

- To use technical vocabulary
- To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing)
- To link movements on the floor and apparatus



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- To repeat movements / develop sequences
- To develop complex movements

### **Dance**

Pupils should be taught:

- To compose and control movements by varying shape, size, direction, level, speed, tension and continuity
- Investigate different genres of dance
- To express feelings moods and ideas
- To respond to various stimuli including music

### **Athletics**

Pupils should be taught:

- To develop and refine basic running, jumping and throwing techniques using a variety of equipment
- To measure, compare and improve their own performance

### **Swimming (KS2)**

Pupils should be taught:

- To swim unaided, competently and safely for at least 25m
- To develop confidence in water
- To develop floating skills and support positions
- To develop an effective and efficient swimming strokes on the front and back
- To understand and follow basic water safety and survival skills

### **Outdoor Activities (KS2)**

Pupils should be taught:

- To perform outdoor and adventurous activities in a variety of environments
- To face physical and problem solving challenges individually and collaboratively

Children in Year 6 are given the chance to experience these skills during our residential trip to PGL and a 6-week training course in kayaking in summer term.

### **Role of Curriculum Subject Leader**

- With the Head teacher, 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 Head teacher and Governors in the development of the School Improvement Plan.
- 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.



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- To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.

### **Outcomes**

Planning for PE is initially shown in long-term plans, which incorporates PE Resources Bank themes. Lesson plans (annotated from the schemes of work) show more detailed learning objectives and differentiated activities.

High-quality lessons should include:

- A statement of the learning objective
- 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 each other's work
- Work which reflects the learning objectives
- Teaching the children to cool down safely
- Teaching the children the impact PE has on their bodies

### **Monitoring and Evaluation**

Summative and formative assessment in PE is carried out by the coach and subject coordinator:

- Informally during the course of teaching through observation
- Children to complete a verbal self-assessment at the start and end of each unit of work. This self-assessment tool to be used to support children in being reflective in their lessons and with their achievements
- At the end of each unit of work the coach and subject coordinator complete pupil assessments in order to update the children's attainment and progress in that area of PE. Queensbridge follows the *Head, Heart and Hands* \* approach, which allows the school to do the following:
  - Give teachers an insight into their pupil's ability and physical literacy which can be used in reports/parents evenings
  - The coach uses the information to create interventions for specific children based on what skills they need to improve e.g Queensbridge runs a bi-weekly fit club to target specific children who need confidence boost or require more support in maintaining a healthy body and mind. The intervention is based on team games or fitness exercises depending on the child's needs. After a term in the club, we hope to see children achieving the expected standard.

\* <https://www.visioned.org.uk/product/afpe-hands-head-heart-poster/>

### **Inclusion**

In accordance with the school's Inclusion 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



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through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

### Progression

Skills will be developed through all areas of activity. Continuity and progression is ensured through the use of progressive stages for each area of activity. Units of work are planned based on children's previous experience and future targets.

**Differentiation** The school employs the principle of STEP for adjusting lesson activities for differentiation. Some children with particular needs may require different activities, for example, with a particular focus on fine motor skills if hand to eye coordination proves to be a challenge.

**S** = change the space available

**T** = change the time allowed

**E** = change the equipment, e.g. softer or larger balls, different sized bats

**P** = change the people, e.g. size of the groups

### **Staff Continued Professional Development (CPD):**

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be confident and able in the area of activity being taught. Staff should indicate where they feel they need any assistance so that appropriate support can be provided by either the PE subject leader or the regional PE advisor through INSET. All colleagues who attend any CPD courses e.g. London & SE Primary PE, Health and Wellbeing Development Association, must provide feedback/ disseminate the information to their colleagues via the weekly staff meetings.

### 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. All teachers have access to centrally stored PE resources. Resources are kept in two locations; indoor stores across both Key Stages. All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually.

### 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 school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety. Reference should be made to the school's Risk Assessments. All staff have a copy of the Health and Safety Policy in school documentation file.

- 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 through the lesson
- All jewellery should be removed and stored safely before each lesson



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- If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently
- All long hair should be tied back
- Suitable clothing should be worn for each lesson (see school prospectus for correct clothing) Children should not engage in physical activity without correct kit
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE (pumps not trainers)
- For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)
- All children with verrucas should wear pumps
- Children who do not have a PE kit can wear spare kit provided by school. Parents will be informed after two consecutive occasions of no PE kit.
- 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. Children will not be allowed to share or borrow PE kits from siblings or other children in school.

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 • Parent permission for taking children out of school obtained
- Parent permission for children to be transported by other parents
- 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. Safe-practice standards are consistently applied by staff, students and other visitors, across all aspects of the school.

### Extra-Curriculum Activities

The school provides a range of PE-related activities for children before, during and at the end of the school day. These encourage children to further develop their skills in a range of activities. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and competes in Borough tournaments. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed within their lessons. The School encourages the use of outside agencies, staff and parents to help develop different aspects of the P.E. curriculum.

There are extra- curricular opportunities and professional coaching available to interested pupils, these include:

- Football club (boys, girls and mixed from years 1-6)
- Cricket KS2



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- Multi-games club KS1
- Tennis
- Boccia
- Running club (usually before Hackney half)
- Competitions in line with Hackney Youth Sports Trust include termly events such as football, netball, athletics, multi-sport, boccia
- Sport Inspired legacy clubs – local charity that provides free 6 week introductory clubs with qualified coaches including basketball, rugby and street dance
- Ballroom dancing
- Yoga bugs (EYFS)

**Agreed by governors Autumn 2021.  
To be reviewed every two years.**