



BROADWATER
CHURCH OF ENGLAND
PRIMARY SCHOOL

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PE Policy 2023-2026

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22

It is this fruit that, in partnership with parents, we will instil in the children of our school.

Policy for PE

Intent

Broadwater C. E. Primary School believes that P.E. is essential to the development of the whole child- academic, social, emotional, spiritual and physical. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem. There is little virtue in providing the future with highly academic citizens who are physically unhealthy.

“Within Physical Education, students learn to move, improving their physical competence and use movement to learn through a range of different physically active contexts.”

(Safe Practice: in Physical Education, School Sport and Physical Activity, 2016)

Aims of this subject

The National Curriculum outlines clear aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

In addition to this, Broadwater C.E. Primary School aims to:

- Promote physical activity, physical development and a healthy lifestyle.
- Provide opportunities for children to learn, select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop social co-operation and positive attitudes and to compete with a sense of fair play.
- Promote and develop safe practise in physical activities.
- Provide opportunities for all children to discover their own aptitudes and preferences for different activities and achieve their full potential.

We aim to deliver a balanced programme, which provides children with opportunities to promote physical development and competence and to develop artistic, aesthetic and linguistic understanding through movement.

We aim to give all children the opportunity to extend their range of physical skills and develop their proficiency as well as appreciating the benefits of participation. Through physical education we aim to develop interpersonal and problem solving skills, develop personal qualities, such as self-esteem, confidence, tolerance and empathy; and help forge links between the school and its community.

Implementation

In P.E. lessons, teachers or the Sports Coach:

- Share the learning intention and success criteria at the start of the lesson and revisit throughout the lesson.
- Ensure children are actively engaged, learning principally through moving.
- Give clear and concise feedback and provide opportunities for pupils to act upon the feedback given.

- Use demonstrations to challenge and motivate children to achieve improved quality performance.
- Ask appropriate questions to develop and extend children's thinking skills.
- Use a range of teaching styles that will develop the current programme of study for PE (acquiring and developing skills, selecting and applying skills, evaluating and improving and knowledge and understanding of fitness and health which are still relevant from the previous National Curriculum)
- Differentiate teaching activities in relation to the learning intention.
- Involve children in self, peer and group evaluation during the lesson.

Non-participants

P.E. is a very important part of children's development and everyone takes part in the lesson unless excused with a note or a known medical problem. If children are excused, they watch the lesson to keep up with the progress of the class and where appropriate can be set evaluation and improvement tasks e.g. coach or choreographer, or complete a P.E. theory sheet for the lesson.

Wet weather

When possible, games, athletics and Outdoor Adventurous Activities (OAA) will be taught outdoors. Modified activities will be taught in the hall or studio if the weather is persistent, hall or studio time is available and the activity can take place safely. Sometimes activities that are suitable (for example, Just Dance, HIIT workouts) can take place in the classroom, studio or the hall.

Time Allocation

Early Years and Infant School (R to yr2) are allocated 2 hours of PE a week, which includes dance, gymnastics and team games. Junior School (Yr3 to Yr6) are also allocated 2 hours of PE a week, which includes dance, gymnastics, all 3 aspects of games, athletics and OAA.

Included in Year 5's time allocation are 30 minutes of swimming each week (approx. 12 sessions) throughout the Autumn term year.

Planning, assessment, recording and reporting:

Planning the Physical Education Programme

The schemes of work for each area of activity in P.E. have been developed by the class teacher, subject leader and Sports Coach, in order to ensure continuity, development and progression.

Long term planning for P.E. is undertaken in the context of our school's overall curriculum plan. The Curriculum Summary for P.E. shows how all activity areas are distributed across the years of each Key Stage in a sequence that promotes both curriculum continuity and progress in children's learning.

Medium term planning in the form of a Termly Map, identifies the weekly learning objectives of each scheme of work. Schemes of work are taught alongside 'Val Sabin' Units for gymnastics, dance and games. 'Val Sabin' Units are key P.E. schemes of work that support the planning process.

Short term planning is the responsibility of individual teachers, who build on the medium-term plan by taking into account the needs of the children in a particular class and identifying ways in which ideas might be taught.

Differentiation (Catering for those who are achieving below or above expected for their year group)

The short-term planning of P.E. addresses the present need for differentiation. Within each area of activity differentiation can be approached via the STTEP model

An activity can be modified to challenge the more able child or encourage the less able child to achieve success by adapting or varying the:

Space made available

Task set

Time taken

Equipment used

People (number of) involved

Impact

Assessment in Physical Education

Continually watching children work, talking to them about what they are doing and listening to them describe their work generates essential, useful P.E. assessment information. Appropriate activities/ skills have been identified for assessment following agreed criteria, and judgements are made on the ability of the children to plan, perform and evaluate in P.E. At the planning stage, class teachers, the subject co-ordinator and the Sports Coach discuss the scheme of work, points for assessment and agree the content for assessment, which are then identified on the medium term plan. When these lessons have taken place, the teacher, in conjunction with the Sports Coach, will then assess each child and record these on to Target Tracker.

Pupils are given the opportunity to assess their own and others' performances with the use of reciprocal teaching and demonstration. They complete self and peer evaluations as well as having planned opportunities to give and receive feedback within lessons. This use of assessment for learning also provides teachers with key information about what has been achieved in the lesson and informs future planning.

The teacher or Sports Coach leading the lesson is responsible for collecting formative assessment evidence to support curriculum assessments.

Extra-Curricular Activities:

Broadwater provides a wide range of extra-curricular sports clubs to enrich the curriculum and further develop skills and enhance experiences for children of various ages. These activities and other special events take place with the support of parents and the local Schools PE and Sports Co-ordinator links. The school also employs a Sports Coach who ensures that maximum participation in extra-curricular activities takes place.

Lunchtime activities also provide opportunities for children to practise and extend their skills, usually with the Sports Coach.

Resources:

The areas available for P.E. are the hall, studio, playground and field. For Year 5 the Splash Point swimming pool is also available.

A range of gymnastic equipment is available including fixed apparatus, nesting tables, benches and mats.

Digital cameras, iPads, CD players, computers, projectors and percussion instruments are available for use where appropriate.

We have a variety of games equipment which includes: different sized bats/rackets, balls, quoits, hoops, skipping ropes and specific sports equipment.

We have a climbing wall and adventure trail. Two netball courts are marked out and a football pitch on the field. In the summer we also have an athletics track and a rounders pitch marked out.

To aid planning we have a selection of resources to support subject knowledge in all areas taught, these include Val Sabin Schemes of Work for Dance, Gymnastics Games; TOP Sport and TOP play cards and LCP units for all areas of PE. Each year group has planning on the server for games, athletics, dance and gymnastics, which contain medium term, plans and lesson plans.

Health and Safety:

- Teachers will be familiar with national guidance: 'Safe Practise in P.E.' BAALPE 2012 (located in the hall PE cupboard).
- Teachers will follow school policy for accident procedures.
- Teachers are aware of any medical conditions and necessary action to be taken, from school medical arrangements.
- Teachers to read and be aware of the appropriate risk assessment before any PE lessons.
- Children are supervised at all times during PE lessons.
- Trainee teachers will be supervised, at all times during PE lessons, by a qualified teacher.
- Children participate in bare feet in gymnastics and dance lessons in the hall. If a child has a verruca or any other medical condition of the feet they should still be in bare feet unless painful or bleeding.
- Long hair must be tied back.
- All jewellery must be removed. Ears, which have been recently pierced, may be covered with medical tape.
- Children wear appropriate PE kit. On cold days, hats and gloves may be worn if they don't restrict the child's physical performance. Scarves are not to be worn.

Organising and managing gymnastic apparatus

- Apparatus is stored safely at the sides of the hall.
- Pupils must be shown safe methods for carrying equipment.
- Apparatus is to be checked by the teacher before children start working.
- Risk assessments are available on the server.
- During KS1 children are made aware of and carry out safety checks when the apparatus has been set up.
- Children are taught to use a wide variety of apparatus as well as the floor to avoid crowding apparatus and queuing.
- Mats are to be placed next to apparatus where landings are planned and all jumps from a height must be landed on a mat.
- Jumping heights are made clear to the children at the beginning of the lesson.
- Children are made clear of the procedure of disembarking the apparatus quickly and safely.

Organising and managing equipment for teaching games activities

- Equipment is stored in the P.E. cupboard in the hall and the two outside sheds.
- Teachers should ensure the equipment has been put away correctly and safely at the next possible opportunity.

- Children should only enter the P.E. cupboard or shed on the teacher's instruction.

P.E. Clothing

Indoor- Blue shorts, blue T-shirt with school logo, socks & trainers, or bare foot where appropriate (No plimsoles!)

Outdoor- Dark coloured tracksuit, blue T-shirt with school logo, socks & trainers. Summer - Blue shorts, blue T-shirt with school logo, socks & trainers

Parents/guardians will be informed either personally or via a letter home (see attached below) if a child does not have appropriate kit. Any, non-uniform, appropriate kit from home is acceptable if there is no alternative.

Responsibility for subject:

Role of subject leader/ Sports Coach

The P.E. subject leader will:

- Develop, implement, monitor and update P.E. policy and schemes of work.
- Monitor and evaluate teaching and learning to ensure High Quality P.E.
- Attend appropriate INSET meetings to keep up to date with new developments in P.E. and arrange school-based training for colleagues.
- Support staff in planning and teaching P.E.
- Manage P.E. equipment and teaching resources.
- To select children for tournaments/ festivals and sporting competitions

In addition to this, other responsibilities include:

- Organising Sports Days
- Liaising with extra-curricular sports club leaders.

Expectations of class teacher

- Follow school policy
- Contribute to developing and agreeing units of work.
- Short-term plan, using units of work and resources available.
- Dress appropriately for P.E. lessons
- Follow national guidance on safe practice
- Aim to achieve high standards of teaching and learning to ensure high quality P.E.
- Monitor children's progress, share clear targets to extend their learning further and reflect on quality of teaching.
- Assess the child's P.E. level, in accordance with the National Curriculum, at least twice a year in order to monitor progress

Links with other subjects:

Children have opportunities to:

- Develop their mathematical skills through problem solving, scoring, measuring and timing. (**Maths**)
- Develop their knowledge of their own bodies and the effect exercise has them; (**Science**)
- Develop language skills through working with others to plan and evaluate work; use correct terminology/vocabulary to pass information onto others; read diagrams, maps and instructions that explain what they can do or where they must go. (**English**)

- Children will experience movement to music and develop their listening and appreciation skills and may integrate musical skills with dance in the form of accompaniment or rhythm. **(Music)**
- Use recording devices to observe and evaluate their own performance. **(Computing)**
- Work with others, listening to their ideas and treating them with respect; co-operate and collaborate with others, in teams and groups to achieve a goal together; develop an understanding of fair play and fairness through knowing and applying rules and conventions; develop a respect for, and positive attitudes towards the environment and their own health and safety and well being; learn to recognise and value physical differences, abilities and aptitudes and to find ways of accepting and including all. **(SMSC, PSHE, RHE)**
- Experiencing dances from other cultures and religions. **(RE)**

Other policies linking:

Teaching and Learning Policy, Planning, Assessment, Recording and Reporting Policy, Behaviour Policy, Equal Opportunities Policy, Early Years Policy, Computing Policy, SMSC Policy, Display Policy, Health and Safety Policy, RHE Policy.

Letter sent to parents:

Date _____

Child's Name _____ Class _____

Dear Parents/Carers,

Today your child had a PE lesson and did not have the correct kit in school (see missing item listed below). It is important that children have a change of clothes in order to undertake PE.

Please would you ensure that your child has the correct kit in school and that the item(s) are in school for our next session.

Many thanks

Class/PE Teacher

Trainers	
P.E. shirt	
Socks	
Shorts	
Tracksuit trousers (for winter)	