




Clifton Primary School  
PE Policy



	<b>CLIFTON COMMUNITY PRIMARY SCHOOL</b>  <b>PE POLICY</b>
<b>'Enjoy and Achieve Together'</b>	

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2			
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# Clifton Primary School

## PE Policy



### **CLIFTON PRIMARY SCHOOL**

### **CURRICULUM POLICY FOR PE**

Mission Statement: 'Enjoy and Achieve Together'

At Clifton Primary School we believe it is important that:

- Children are given the opportunity to explore and practice and master fundamental movements, knowledge of a wide variety of sports and know how to live a healthy and active lifestyle.
- PE is about giving children the tools to develop their ideas and ways of working that enable them to understand; the importance of a healthy and active lifestyle, to problem solve both collectively and with independence and resilience, and to develop a passion for sport through enjoyment.
- a broad and balanced physical education is the entitlement of all children, regardless of ethnic, origin, gender, class, aptitude or disability.

### **Staffing, Health and Safety guidelines, and organisation**

#### **Curriculum and School Organisation**

In order to achieve the aims outlined, the teaching of PE at Clifton organises PE into a combination of units as laid out in the Rising Stars Champions scheme of work and the National Curriculum.

The PE coordinator receives any information/resources that arrive in school, but decisions regarding PE work and the development of the PE Curriculum involve all members of Staff.

#### **Clothing for PE Activities**

All children are to change for every PE lesson. Children will wear an appropriate PE kit for the activity - For example:

Gymnastics – Shorts, T-shirt or vest, bare feet.

Outdoor session (cold weather) – Tracksuit, T-shirt, trainers.

Outdoor session (warm weather) – Shorts, T-shirt, trainers.

Indoor session – Shorts, T-shirt, trainers.



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Swimming – Costume (one piece)/Shorts, swim cap, towel.

For all activities children should be asked to remove earrings. If this is not possible they should be taped up.

#### **Extra-curricular Activities**

These are an important part of a child's primary education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. They help to introduce a competitive element to team games and promote co-operation and a sense of being a good sport.

The type of extra-curricular clubs offered will be reviewed each half term to ensure that the clubs on offer meet the needs of all the children. Sports Leaders from Year 5 and 6 will be consulted about the extra-curricular clubs on offer.

#### **Scheme of Work**

PE Passport to support the planning and assessment of PE. The curriculum map from PE Passport should be followed to ensure good progression of skills, however teachers may choose not to follow the lesson plans if they feel confident delivering their own sessions but they still need to ensure they meet the lesson outcomes.

#### **Class Organisation and Teaching Styles**

Two styles of teaching PE are normally found in schools. They are generally known as the Direct and Indirect Approaches.

The Direct Approach covers the formal teaching and coaching of specific skills. Teachers should understand the progressions involved and take into account children's ability and previous experience. Pupils learning a new skill should have the necessary strength, flexibility and body awareness, and they should pass through the progressive stages leading up to that new skill.

The Indirect Approach caters for the needs and abilities for all pupils and allows them to approach, in their own way, the exercises that have been set. When appropriate, the teacher should give active encouragement and help to individual pupils. The Indirect Approach increases pupils' self-awareness but this should not be allowed to develop into selfishness. Pupils should be taught to be co-operative and courteous.

#### **Sports Coaches and school support staff**

Sports coaches will be used for the teaching of some PE. When a sports coach is leading a session the safety, learning and behaviour of the children are still the responsibility of the teacher.

[http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE\\_branded\\_Effective\\_Use\\_of\\_Coaches\\_-\\_Nov\\_2014.pdf](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE_branded_Effective_Use_of_Coaches_-_Nov_2014.pdf)



Teaching Assistants should be used to support lessons, not lead sessions, unless they have a sports qualification.

### **Health and Safety**

**The teacher should have the safety of the children at the forefront of his/her mind. There is a risk element to PE which has been assessed by the school. Clifton follows the guidelines provided by the LEA. The teacher should use AfPE 'Safe Practice in Physical Education and Sport' as a guide for all matters of Health and Safety.**

### **Safeguarding, Inclusion and Equal Opportunities:**

At Clifton we have high aspirations and expectations for all children. Children learn and thrive when they are healthy, safe and engaged. In all subjects we are committed to safeguarding children and as such we maintain an ethos where children feel safe, encouraged to talk and are listened to. We ensure that children know they can approach and talk to adults if they are worried or in difficulty. We support children with their emotional wellbeing and health, recognising that subjects may sometimes be sensitive for children. Clifton Primary believes in inclusion and equal opportunities meaning that all children should have access to a broad and balanced curriculum, including PE which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

### **Protected Characteristics**

In adherence to the Equality Act 2010 the staff at Clifton Primary are not only aware of the protected characteristics but accept fully that it is unlawful to discriminate against anyone on the grounds of disability, age, race, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage or civil partnership or sex. Furthermore, at Clifton it is the responsibility of all teachers to ensure that all children's protected characteristics are fully recognised and that irrespective of SEN, gender, ethnicity, sexual orientation, LGBTQ+, social circumstance and ability (including gifted and able children), ALL have access to the curriculum and make the greatest progress possible. We also ensure that where possible, materials utilised in lessons are broad and reflective of the diverse society we are a part of.



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**The following general points should be considered when teaching PE.**

- ◆ The teacher should be dressed appropriately, with jewellery removed. The correct footwear is essential to ensure quick and safe movement when necessary.
- ◆ The children should change into T-shirt, shorts/skirt and pumps for any physical activity for safety and hygiene reasons. Baggy clothing should be discouraged.
- ◆ The teacher should be aware of what the children are doing throughout the session and should not leave them on their own.
- ◆ Children who don't have kit should be given a role in the lesson as an official or coach.
- ◆ If a child constantly forgets their PE kit, a letter should be sent to the parents, reminding them that PE is part of the National Curriculum and it is therefore necessary that their child's kit is in school ready for the lesson.
- ◆ The gymnastic apparatus must be moved only when there is a member of staff present to supervise.
- ◆ All equipment should be returned to its proper place and checked by a member of staff.

#### **Gymnastic Safety**

- ◆ To avoid injuries, the children should warm up sufficiently before the lesson begins.
- ◆ The teacher should consider whether the environment is safe and be aware that dangerous situations can arise.
- ◆ The teacher should be able to see all pupils in the class (important during apparatus work).
- ◆ Check if the floor is wet or slippery and arrange the mats in the correct places.
- ◆ Check if the area is clear of superfluous equipment (tables, chairs, etc.).
- ◆ Ensure the apparatus being used is appropriate for the age of the children and make sure all the fixing points and bolts are secured in the right places.
- ◆ Organise the children into groups of appropriate size for the apparatus being used and make sure that they are aware of how many children can go on each piece of apparatus at once.
- ◆ If only one person at a time can use the apparatus, make sure the next child does not start until the previous child has cleared the apparatus and mats, and is standing away from the launching area.
- ◆ Discourage the children from touching each other (especially giving support) unless the specific task you have given them requires it, for example partner work.
- ◆ Beware of demonstrating with the ablest child, as this could influence other children to attempt a task beyond their capability.

#### **Games Safety**

- ◆ Ensure all equipment is safe and nothing is cracked or broken.
- ◆ All equipment should be checked again and put away at the end of the lesson.
- ◆ When taking games in the playground or on the field, the teacher should ensure that he or she is able to see all the children.
- ◆ If playing in the school team against another school, the children should follow the school code of conduct and visit procedures.



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#### **Dance Safety**

Although dance is less dangerous than the other physical activities, teachers should be aware of certain hazards.

- ◆ Children should not dance in their stockings feet.
- ◆ Children should be discouraged from running round in a boisterous manner, as accidents can be caused by children bumping into each other.
- ◆ All objects in the hall that are surplus to requirements should be moved out of the way.

#### **Swimming Rules**

##### **Points to Consider**

When travelling to and from the swimming baths, the staffing ratio will reflect the Salford LEA guidelines and the needs of that cohort of children.

The children should be counted on leaving school, on entering and leaving the pool and when leaving the swimming baths.

The children should know the layout of the Leisure Centre, including where the swimming pools and changing rooms are. The swimming teacher at the baths should make sure the school staff know where to find the nearest life-saving equipment, first-aid box and telephone in case of an emergency.

Staff to pupil ratio should be at least 1:20 on the poolside. Staff should be in/around the changing rooms when the children are changing; however, teachers should not embarrass the children. All children should wear swimming caps.

NOTE: See the LEA guidelines for more details.

##### **Resources and Accommodation**

The majority of PE equipment is kept in the PE store. The store is accessible to members of staff and to children under adult guidance. Some large apparatus is kept in the Hall and small apparatus in the store.

The PE coordinator is responsible for maintaining PE resources, monitoring their use and organising the large equipment and PE store. Resources are replaced in accordance with the general school ordering procedures. Staff should inform the coordinator if any resources are damaged or need replacing through wear and tear. Equipment will be checked annually by a reputable firm as recommended by the LEA.

##### **INSET Provision**

See Policy for Professional Development.