
THOMAS READE PRIMARY SCHOOL

Physical Education Policy

DATE: JULY 2021

REVIEW DATE: JULY 2024

INTRODUCTION

The main purposes of this Policy are:-

- To provide all staff in the School with information regarding the curriculum, organisation and management of P.E. in our school and a set of agreed policies.
- To identify a common set of goals for P.E. in our school.
- To enable any new members of staff, associate teachers, governors, interviewees, and other visitors to gain an insight into P.E. in our school.

Since January 2005 a specialist Physical Education Teacher has been appointed to coordinate and teach the PE curriculum across the school and coordinate the extra-curricular provision.

Thomas Reade is one of 22 schools which make up the Abingdon Partnership of Schools, we are part of the Vale of White Horse Primary School Sports Association. Thomas Reade Primary School has enjoyed success competing in a wide range of sporting activities at local, district, and county level.

Physical Education at Thomas Reade Primary School is delivered as a foundation subject in the National Curriculum. We adhere to the Central Council for Physical Recreation recommendation of a minimum of two hours of physical activity per pupil per week. Lessons are taught in mixed ability and mixed gender groups.

TEACHING STAFF.

Physical Education is taught by Mrs. S. Moulster, Curriculum Co-ordinator, and from September 2021, Mr C. Wharton will be joining Mrs Moulster in teaching some PE lessons. We are also able to offer a full and flourishing range of extra-curricular activities which involves other members of staff from outside the P.E. department and additional sports coaches. All outside coaches have qualifications in their respective sports and enhanced DBS certification.

FACILITIES:

The facilities we have to offer at Thomas Reade Primary School include a school hall for Dance and Gymnastics, with a sound system, two screens with projectors and extensive stage lighting. A large selection of portable staging blocks allows for the creation of a number of different size performance spaces. Outside we benefit from a large playing field, and playground. The field accommodates two football pitches (7 and 5-a-side) and training grids in the autumn and spring terms. During the summer there is a 200m athletics track, throwing and jumping areas; and rounders pitches. We also benefit from a hard-court area which accommodates 2 netball courts and 8 short tennis courts.

AIMS AND OBJECTIVES FOR P.E.

DEFINITION

Physical education focuses on the body and physical activity. The physical education curriculum is the learning and experience the subject provides for our children both in curricular and non-curricular time. Its unique contribution to the totality of education emerges from a sequential programme of physical activity, focusing on learning *how*, understanding *why* and knowing *when* to move. Physical education contributes to the development of a wide range of physical, social, and personal skills and helps prepare all pupils for a healthy active lifestyle.

It builds on children's natural need for, and enjoyment of, activity and movement. Through the medium of physical education pupils can acquire and develop the knowledge, concept, skills, qualities, values, and attitudes listed below:

Skills: Motor skills both generic and sport specific, social skills, problem solving, decision making, choreographic skills, officiating, observational, recording, organisational, co-operation, movement memory.

Knowledge: Rules and regulations, sport history, cultural influences, health and fitness, (including basic anatomy, physiology) safety principles, regulations.

Concepts: Spatial, awareness tactical, (including defence and attack), team work, healthy lifestyle, artistic expression, motif development.

Attitudes and Values: Fair play, honesty, respect, responsibility, co-operation, tolerance, passion, courage, determination, confidence.

INTENT

Following the guidelines in the National Curriculum for Physical Education 2014 we aim to inspire all children to take part in and be encouraged to excel in competitive sport and other physically demanding activities. Using a broad and balanced curriculum and the opportunity to access a wide range of extra-curricular activities we aim for children to become physically confident in order to support their health and fitness. Through variety in teaching styles opportunities are provided for children to work co-operatively and confidently as individuals and in group situations. They are provided with the opportunities for competition and to take part in challenges that develop and embed values, including but not limited to, fairness, respect, self-belief, team spirit and determination.

Physical education should provide an enjoyable, satisfying, challenging and balanced programme which offers a range of experiences to meet the needs of individual children. The development of positive attitudes and the appreciation of everyone's strengths and weaknesses should be considered essential elements of the learning process.

The understanding of and the skills necessary to do this will be learnt through a developmental and progressive Physical Education Curriculum, encompassing key stages 1 and 2 of the National Curriculum, and the early learning goals of the curriculum at the Foundation Stage. Activities include Athletics, Dance, Games, Gymnastics, Swimming, Outdoor and Adventurous activities.

Continuity and progression are achieved by revisiting and broadening areas of activity and units of work across the Foundation Stage and Key Stages 1 and 2. The first visit is an introduction to the unit encompassing low key skills and activities. The second visit is a basic course building on the previous skills. Subsequent visits are intermediate ones concentrating on more advanced movements, tactics, and skills.

Our extra-curricular programme promotes and expands on the curriculum and our daily active sessions and active playgrounds enhance the amount of time children are engaged in physical activity.

Physical Education is linked to other areas of the curriculum where possible including, using dance in class performances. Common Cross Curricular Skills involved in Physical Education are, Communication, Problem Solving, Personal, Social and Health education and Information and Communication Technology.

IMPLEMENTATION

Children receive a broad and balanced programme of P.E. which is differentiated to meet the needs of all children irrespective of their abilities, race, gender, or culture. Appropriate planning is undertaken including modifications and adaptations were necessary for children with special educational needs making it possible for all children to participate, achieve success and develop skills, knowledge and understanding.

Breadth does not necessarily mean increasing the number of activities but ensuring that curricular experiences are sufficiently wide and flexible to meet the needs of all children and support the full range of curricular aims. There is a structured curriculum planned over seven years across the foundation stage, Key Stages 1 and 2. Continuity and progression are achieved by revisiting and broadening areas of activity as children move through the school. The first visit is an introduction to the unit encompassing low key skills and activities. The second visit is a basic course building on the previous skills. Subsequent visits are intermediate courses consolidating skills already covered with the addition of more advanced movements, tactics and skills when appropriate.

FOUNDATION STAGE:

The curriculum for foundation stage children includes the development of basic movement skills linked to the foundation goals and activities leading to gymnastics, dance, games and athletics.

KEY STAGE 1

Children in years 1 and 2 take part in Athletics, Dance, Gymnastics, Games and Swimming. Schemes of work build on basic movement patterns learnt in the foundation stage and start to focus on skills towards specific activity areas.

KEY STAGE 2

Key Stage 2 build on the generic skills learnt in key stage 1 and develop skills which become more sport specific, taking part in Athletics, Dance and Performing Arts, Gymnastics, Swimming and Outdoor and adventurous activities. Games includes invasion games, net and wall games and striking and fielding games.

A BROAD AND BALANCED CURRICULUM

Schemes of work are arranged into the above areas and cover the following:

- To develop and apply a broad range of movement skills, becoming increasingly confident and competent when performing. (All areas)
- To access a broad range of opportunities to develop flexibility, strength, technique, control balance agility and coordination (All areas)
- To begin to apply basic movements in a range of activities, learn how to use skills in different ways and to link them to make actions and sequences of movement and perform dances using a range movement patterns. (Dance and Gymnastics)
- To master basic jumping, running, throwing and catching and use these actions in isolation and combination (Games and Athletics)
- To participate in team games, competitive games (modified where appropriate) and learn to apply basic tactics including the principles suitable for attacking and defending in different situations. (Games)
- To engage in cooperative and competitive physical activities and enjoy communicating and collaborating with each other and within a team. (All areas)

ADDITIONAL PHYSICAL ACTIVITIES

Extra-curricular, daily active sessions and active playgrounds aim to achieve the following:

- Build and develop on the skills learnt in curriculum sessions to further excel in sports and games and to prepare for competition.
- Further their chance to engage in cooperative activities and learn new skills.
- Be more physically active in order to achieve the government target of 30 minutes of physical activity per day in school and help towards the 60 minute a day target.
- Develop leadership opportunities.

It is intended that children and parents are made aware of leisure opportunities within the community, via taster sessions, emails to parents or via 'Friday news' and information flyers.

IMPACT

Assessment takes place within every lesson and includes clear learning objectives (L.O). All lessons contain a range of activities including: a pulse raiser and active stretching warm up, revision of prior learning, new skill development or developing improved technique, and use and transference of skills. This enables pupils to meet the learning objectives. This is assessed by clear success criteria that challenges pupils to achieve Bronze, Silver or Gold within the school assessment for learning structure.

EVIDENCE IS GATHERED FROM:

- Teacher observation
- Pupil led, peer assessment and self-assessment using bronze silver and gold success criteria
- Notes on lesson plans and evaluations.
- Videos and photos.
- Display boards.
- Records of achievement in athletics, (recording of times and distances for self-improvement).

STATISTICS FROM PREVIOUS YEARS.

Number of children taking part in extra-curricular clubs.

- KS1 66% 2018/19
- KS2 82% 2018/19
- 2019 – 20 and 2020-21 Clubs were restricted due to Covid-19 school closures and reopening guidelines.

Number of children taking part in level 1, 2 and 3 school games competitions. (2018-19)

- Level 1 -100% of children took part in level 1 competitions
- Level 2- 129 children
- Level 3 -32 children, 7 teams, 4 teams were county champions.

Restarting of competition during the summer of 2021:

- Level 1 – 100% of children took part in level 1 competitions
- Level 2 - Competitions – 100% of those children in year 6 took part in competition, 12 children from year 4 and 5 were able to compete as well. Competitions were aimed primarily at children in year 6. 4 teams were Abingdon Champions
- Level 3 -virtual competitions in cross county and Quad kids took place, children from all children from years 3-6 were entered.

School games awards:

- Gold from 2013 – 2018
- Platinum from 2018 – 2020 – retained through 2021 due to Covid-19 adjustments.

AIMS.

WITHIN PHYSICAL EDUCATION WE AIM FOR CHILDREN TO BE ABLE TO:

- Learn how to evaluate and recognise their own success.
- Compare their performances with previous ones and develop an understanding of how to improve.
- Use their knowledge and understanding to demonstrate improvement in a range of physical activities.
- Understand their own and appreciate others' strengths and weaknesses.

PE KIT

School PE kit can be purchased from our local supplier [Southeast Workwear](#)

- Sky blue polo shirt with school logo
- Royal blue shorts
- Training shoes
- Football boots (optional)
- Swimming costume and Towel – From year 2
- A hat for protection from sun (summer)



A sweatshirt/tracksuit/extra pullover, leggings or jogging bottoms will be helpful for the cold weather. We are hoping to have a sports hoodie available from September 2021

In addition to wearing PE kit children should remove or tape over all jewellery and tie back hair.

For 2020-21 children are arriving in school in their PE kit on PE days – this is likely to continue into the next academic year.

LESSON STRUCTURE

1. Children arrive in school in their PE kit or change into their kit in the classroom.
2. Equipment will be set out already or made easily accessible.
3. Children line up in at their classroom doorway, sanitise hands and walk to the hall or playground area in a line.
4. Learning objective shared.

5. Warm up -Pulse raiser and active stretch.
 - Pupil led in key stage 2.
 - 5-a-day programme can be used in the hall.
6. Revise prior skills and knowledge.
7. Skill development, including success criteria.
8. Use or transference of skills, game play or sequence work. Success criteria if different to above.
9. Collect in or tidy up equipment.
10. Cool down, self or peer evaluation, bronze, silver and gold.
11. Line up and return to the classroom.
12. Sanitise hands and if necessary get changed into school uniform.

COMMUNICATION

EFFECTIVE COMMUNICATION IN THE SCHOOL

- The curriculum co-ordinator, or the member of staff involved in the activity will communicate with other staff members via discussion or email and copy relevant staff into any communication sent to parents.
- Information regarding clubs will be on the notice board in the hall and sent via email or Parentmail to staff.
- Dates for fixtures, inset, clubs, or special events will be noted in the school diary held in the school office.
- Lists of children attending clubs are kept in the school office.
- Lists of children going to an event are in the school office, with any additional travel or medical information recorded on the form.
- Staff are not expected to leave lessons to take or make phone calls, in accordance with the school policy. The office staff can give out the coordinators email address, take messages or ask callers to ring back.

COMMUNICATION WITH PARENTS AND CARERS

- Communication with parents is via Parentmail. (Teaching staff all have access to the school parentmail account). Paper copies can be sent on request. Communication is sent to parents regarding dates for competitions, clubs and special events with reply slips where necessary.
- Communication regarding external events, will include date, timings, venue, travel arrangements, (including pick up/return to school), lunch or packed lunch arrangements, and additional details regarding kit, or specialist equipment.
- The curriculum coordinator will ensure letters are sent out to parents regarding kit and changes to the Physical Education curriculum.

HEALTH AND SAFETY

ADOPTION OF SAFE PROCEDURES:

- Staff should develop and use safe procedures when teaching PE or school sports activities.
- Staff should encourage children's awareness and understanding of safety procedures.
- Staff must comply with the school safety policy and consider national recommendations and guidelines.
- Any outside coaching staff, hold current DBS and safeguarding certification

RISK ASSESSMENTS

- Should be conducted for all activities and detailed on the appropriate scheme of work.
- Staff should ensure that risks to health and safety are minimised by vigilance particularly in respect to apparatus and equipment used.
- Staff should teach safe practice and awareness of obvious, presumed and anticipated hazards.

EQUIPMENT PURCHASE AND USE

- Equipment purchased confirms to current British Standards, e.g. carrying the KITE mark of the BSI and BEAB
- Annual maintenance checks on all large portable and fixed equipment are conducted by appropriately qualified outside contractors, certification is held in the school office.
- All equipment should be stored safely and appropriately.
- Any equipment or apparatus which is unsafe must be removed from use. Condemned items will be disposed of appropriately.
- A first aid box with appropriate contents is available in the school office.
- Gymnastic Equipment used by qualified P.E. Specialists only.
- Guidance is given to children when they are required to handle and carry equipment.
- Throwing implements are appropriate to the age and development of the children. Strict guidelines are given to the children regarding the carrying of equipment when, where and how to throw the implements.
- No children should use apparatus on equipment unless under direct supervision.

OFFSITE ACTIVITIES

- Activities taking place off site are risk assessed as part of the forward planning for the activity/event using OCC good practice guidance as recommended by Outdoor Education Adviser Panel (OEAP) national guidelines.
- Swimming lessons carry additional risk, [Oxfordshire safe practice in school swimming policy](#) is adhered to for all swimming activities.

FIRST AID AND ACCIDENT PROCEDURES.

- Staff teaching P.E. hold current emergency first aid certificates for working with children.
- Staff have access to the medical and SEN register details any additional needs.
- Each class has a bag containing asthma inhalers and any additional medication as recorded on a child's individual health care plan. This bag accompanies the class to the PE lesson.

- An accident or incident occurring in a P.E. lesson will be dealt with and treated as necessary by a member of staff.
- Incident and treatment to be recorded in First Aid incident book – kept in the school office. Information given to class teacher.
- Where treatment is given, a letter is sent home with child explaining treatment given.

GDPR REQUIREMENTS

Any images recorded or stored are done so following the GDPR guidelines this includes but is not limited to:

- Knowledge or access to the school register of image permissions, so children do not appear in photos or videos where consent has not been given.
- Images and files containing personal information that could identify an individual are stored on a password protected Thomas Reade one-drive, or in a locked filing cabinet.
- Images to be deleted in accordance with school policy.

EXTRA CURRICULAR ACTIVITIES

Extra-curricular activities are organised to supplement and enhance the Physical Education curriculum. Activities are run by members of the teaching staff and additional sports coaches where necessary. The school aims to provide a wide range of activities in order to appeal to all year groups and both genders.

Thomas Reade Primary school partakes in a wide range of tournaments, fixtures and festivals within the town, district, county and further afield. We benefit from links with the Abingdon Partnership of Schools and the Vale School Games Organiser (SGO) who run local competitions and events, and from links with various sports clubs.

GUIDANCE FOR AFTERSCHOOL CLUBS

- The offer of extra-curricular activities will be sent out at the beginning of the academic year for terms 1-4. Parents sign children up for a place in a club. Places are offered to children taking into account child to staff ratio and age of children.
- All after school activities run from 3:05 until 4:00 or 4:15 unless notified otherwise by the member of staff involved.
- Parents will be informed of additional clubs taking place during the academic year via Parentmail.
- Staff will send a Parentmail in advance if activities are cancelled or postponed for any reason. Late cancellations of activities can be done via phone call or text.
- Children will be expected to inform the member of staff involved if they are unable to attend a training session or club.

THE EXTRA CURRICULAR ACTIVITY PROGRAMME

Year 4, 5 and 6, Football club.

Year 4, 5 and 6 Netball Club.

Year 4-6 Dance Club

Year 2-3 and 4-6 Gymnastics Club

Year 5 and 6 Kwik Cricket Club

Year 6 Table-tennis club.

INTER-SCHOOL COMPETITIONS ENTERED:

Cross-Country

Swimming

Gymnastics

Dance Festival

Badminton

Netball

Football

Girls Football

Tennis

Athletics

Cricket

INTRA-SCHOOL EVENTS

- House Cross Country Cup
- Swimming time trials
- Inter house competition in games lessons.
- Competitive situations in extra-curricular clubs.
- Sports Day – Interhouse athletics competition based on quad kids format.
- School Games Day – Taster sessions in a range of alternative sports and games activities.

CURRICULUM ORGANISATION

FOUNDATION STAGE

Children have the opportunity to move and play, alone and with others, in both indoor and outdoor environments. They will experience the curriculum through a range of planned, structured play situations. They will have an opportunity to find out and learn about their world and to develop a range of skills that promote their own physical development. They will follow the early learning goals for physical development.

KEY STAGE 1 (YEARS 1 AND 2)

The Key stage 1 classes will have experienced Foundation Stage Early learning goals in Physical Development. The emphasis will be to build upon their natural enthusiasm for movement using it

to explore and learn about their world. By watching listening and experimenting with movement ideas, they develop their skills in movement and their coordination, and enjoy expressing and testing themselves in a variety of situations.

Children will pursue programmes of study in five areas of activity. Games units 1 and 2, Gymnastic Activities units 1 and 2, Dance units 1 and 2, Athletic Activities unit 1 and 2, and Outdoor and Adventurous Activities unit 1. Children in year 2 will also attend swimming sessions.

KEY STAGE 2 (YEARS 3, 4, 5 & 6)

The emphasis will be to build upon the confidence and competence of basic movement skills, knowledge and understanding already established and also to enhance positive attitudes towards physical activity. The aim is to build on the foundation of movement literacy and continue to promote participation in physical activity.

Work during this key stage will enable children to reach the requirements of the end of key stage

- Extending and refining children’s motor skills and co-ordination.
- Providing opportunities for children’ spontaneous and inventive qualities to develop.
- Providing opportunities for practice, repetition and initiation to consolidate and enhance personal skills.
- Extending children’s ability to tackle new and more complex tasks.
- Increasing the opportunities for co-operation and competition.
- Expanding pupils' problem solving and evaluation skills.
- Sustaining energetic activity over a longer period of time and understand the effects on the body.

Children will pursue programmes of study in six areas of activity. Games (Invasion games units 3- 6, Striking and fielding games units 3 and 6, Net/Wall games units 3 and 6) Gymnastic Activities units 3-6, Dance units 3-6, Swimming units 1 and 2, Athletic Activities units 3 and 6 and Outdoor and Adventurous Activities units 3 and 6.

TIME ALLOCATION

Approximate time allocations assuming a 39 week year. 2 hours per week

	Term 1 and 2 (14 weeks)	Term 3 and 4 (12 weeks)	Term 5 and 6 (13 weeks)
Year 1	Games 7 Gymnastics 7 Dance 14	Gymnastics 12 Games 6 OAA 6	Athletics 7 Games 13 Dance 6
Year 2	Games 7 Gymnastics 7 Dance 14	Gymnastics 12 Games 6 OAA 6	Athletics 7 Games 8 Swimming 10

Year 3	Gymnastics 14 Games 14	Dance 12 OAA 6 Games 6	Games 7 Athletics 7 Swimming 10
Year 4	Gymnastics 9 Games 9 Swimming 10	Gymnastics 6 Games 6 Dance 12	Games 13 Athletics 13
Year 5	Gymnastics 9 Games 9 Swimming 10	Gymnastics 6 Games 6 Dance 12	Games 13 Athletics 13
Year 6	Gymnastics 14 Games 14	OAA 12 Games 12	Athletics 13 Dance 13

INVENTORY

ATHLETICS

- Vortex Howlers 15
- Foam Javelins 5
- Quoits 15
- Small hurdles (green, yellow, red) each 6
- Hurdles
- Standing long Jump mat 2
- Speed bounce mat 1
- Measuring tapes 5
- Junior Stop watches 6
- Starting Clapper 2
- Relay Batons 12

DANCE

Music and sound system
Lighting rig

Hockey

- Sticks 25
- Sticks (Team set) 12
- Sticks (Unihock) 14
- Balls 6
- Unihock balls 12
- Goal keeping protection 1

Rounders

- Soft touch bats 6
- Balls 6
- Posts and bases 2 x 4 sets

Tag Rugby

- Balls 20
- Ball bags 2
- Tags 4 sets

Tennis

- Rackets 19" 25
- Rackets 21" 30
- Rackets 23" 8
- Rackets 25" 8

GYMNASTICS

- Mats 20
- Trolley 2
- Safety mats 2
- Ladder box 1
- Layered 5 piece box 1
- Movement tables 4
- Movement boxes 6
- Planks 2
- Benches 5
- Trampette 1
- Spring board 2
- Horizontal Bars 2
- Cage (wall bars) 1

OUTDOOR AND ADVENTUROUS ACTIVITIES

Orienteering

- Plastic control markers 10
- Maps (with numbers) 30

Waveboarding

- Rip-Stick wave boards 15

Various shows (music and scripts)

GAMES

Basketball.

- Size 3
15
- Size 4
15
- Basketball posts
4

Badminton

- Small rackets
18
- Large rackets
25
- Shuttle cocks
20
- Soft fluffy balls
36

Cricket

- Wind balls
- Bats- various sizes
- Sets of spring stumps
2
- Sets of plastic stumps
6
- Cricket nets
2
- Bowling machine
- Boundary markers

Football

- Balls size 3 30
- Ball size 4 30
- Ball bags 4
- Bibs 2 sets
- Corner flags 4
- Goal nets 2
- Goals 6

- Low compression balls + red, 10 Orange. 30
- Sets of Posts 6
- Nets 6
- Quick up nets 4

Softball

- Set of bases
- Home plate
- Pitching plate
- RH Mitts
- LH Mitts
- Bats
- Balls

Volley Ball

- Soft touch Volleyballs 15

- Helmets
15
- Elbow and knee pads sets
25

MISCELLANEOUS

Archery

- Soft touch targets
7
- Soft touch bows
7
- Arrows
21

- Electric Compressor
1
- Assorted hoops
- Various skipping ropes
- Marker cones
3
- Numbered Bibs Sets
4 Coloured bibs Sets
6
- Indoor Striped balls
15
- Beanbags
10
- Loop balls
4
- Fun Slingers
30
- Small howlers
15