



Hartington C of E Primary School



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"Caring & sharing as part of God's family"

"Loving our neighbour as we love ourselves" - Luke 10:27

PE, School Sport & Physical Activity Policy

Hartington C of E Primary School

Updated: January 2025

Review: January 2026

PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY POLICY

Physical Education - National Curriculum (NC 2014):

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. The subject of PE is a natural conduit for pupils to apply their knowledge and understanding of the school's vision and Christian Values, allowing them to make links and connections wherever possible.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Intent

PE at Hartington C of E Primary School aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience, and have the determination to believe that anything can be achieved.

We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Hartington, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

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Implementation

Children at Hartington C of E Primary School participate in weekly high-quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance, and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities during school day, in

addition to some sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Hartington C of E Primary School, not only through the sporting skills taught, but also through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful they need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way to live happy and healthy lives.

Equal Opportunities:

All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability. PE lessons should aim to provide quality experiences, which challenge and extend children.

Physical Education and SEND:

Teaching PE to pupils with SEND is an extension of good practice, via differentiation. It is important that the children's abilities and needs, not disabilities, are emphasised. This will not only improve their movement skills but may also help to change feelings of under achievement and low self-esteem.

The four principles for a physical education programme for children with special needs are:-

- Entitlement
- Accessibility
- Integration
- Appropriateness

At Hartington C of E Primary School, children with SEND are successfully integrated into lessons through extra time given to acquire skills, visual aids, suitable resources and extra support given from either the teacher or teaching assistant when and where needed (this may be extra explanation, re-show how to complete a skill, emotional or physical support/encouragement).

Safety:

Environmental Safety:

"PE includes many activities which offer a challenge to the children's initiative, determination and courage. Safety precautions cannot remove all risks but should eliminate unnecessary dangers!" (Deni 1985, Safety in PE in the Primary School).

Pupil Safety:

1. All participants should wear appropriate 'kit' – shorts/joggers, T-shirt and trainers (or bare foot depending on activity). Teachers should also wear appropriate clothing and footwear. If a child does not have their kit in school a kit should be provided for them.

2. All long hair should be tied back.
3. During PE lessons no jewellery should be worn. In the event of a child having an ear pierced and studs worn which cannot be removed by the child, the teacher should apply tape.
4. Teachers should be aware of any children with medical conditions, asthma etc and take inhalers to the hall/outside.
5. All staff to know the school's 'First Aiders' and where they and a first aid kit can be found.
6. Safety should be paramount when planning PE activities.
7. Children should only miss PE lessons on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher. Non-participants should be included in the lessons. They can take the role of an evaluator.

Equipment Safety:

1. The apparatus must be checked before use to ensure that it is in good working order.
2. Apparatus in need of repair should be marked accordingly and put away where it cannot be used, until repaired.
3. All apparatus should be carried from place to place rather than being dragged, thus preserving the apparatus, and minimising the risk of damage to the floor (causing splinters etc.).
4. Between 2 and 4 children should carry any benches depending on the age and size of the children.
5. Apparatus should not be placed too near to walls, radiators, etc. – sufficient space must be allowed for landing, etc.
6. Pupils must be taught to handle apparatus correctly, although such handling must only take place with the teacher's permission, under the teacher's supervision, and be checked by the teacher prior to the apparatus being used.
7. Ensure that all floors are clean, dry and clear of litter, etc. Do not start the lesson if you think the floor is too dirty.
8. Check that the hall is adequately heated and well lit, and that the surrounding chairs, tables, objects, etc. are safely stored and well clear of any fire exits.

Teaching Strategies:

Children should have the opportunity to work: -

- as a whole class
- in groups - size dependent on age
- in pairs
- individually
- co-operatively
- competitively
- in teams of various sizes
- in mixed ability groups
- as leaders
- as decision makers

Planning:

The PE curriculum should be planned to provide a balance of activities within the Programmes of Study.

All PE lessons should include warming-up exercises and stretches before the main task and cooling down activities at the end.

For gymnastics lessons, teachers plan an appropriate apparatus layout to match the respective learning theme.

Opportunities should be taken where appropriate to make links between aspects of PE and other subjects across the curriculum.

Assessment:

Children should be regularly assessed in areas of participation, with reference to the programmes of study and assessed at the end of each key stage with reference to the end of key stage level descriptors. This is monitored by the PE co-ordinator and each class teacher at the end of each unit.

Most evidence of PE assessment will be photographic and kept in class teacher's folders on the group teachers' drive. Evidence of each area can also be found in the PE file.

Time Allocation:

Although there is no required amount of time for PE, every child should take part in at least 1 hour of PE a week.

The playground is timetabled for two outdoor PE sessions per class per week. The hall can also be used for PE in case of wet/cold weather meaning PE is rarely cancelled. Gardening/outdoor learning activities and Forest School can also be included as PE. The school values regular and frequent lessons to develop children's skills and abilities. On no account is PE used as a sanction.

School Sport:

At Hartington C of E Primary School, we aim to introduce intra-school and inter-school sport, where the children can compete virtually or in direct competition with other children. Here there should be a balance between personal activity and self-improvement, and competition. We aim to support the development of children's understanding of what competition means. It is not solely about winning and being the best, but also about beating a personal best, being a gracious loser who is pleased for the winner and enjoying the participation of competition – winning is not the most important thing! This should include individuals, teams, groups, and pairs. The school works within a local cluster group and some activities are planned and led by an approved external provider'.

PE at Hartington C of E Primary will enable children to experience success and failure in competitive situations without damage to self-confidence or self-esteem, whilst also providing problem solving situations in a vastly different context to that of the classroom.

Physical Activity:

The children at Hartington C of E Primary School are active at every possible moment during the school day. We have structured play times which include morning, lunch, afternoon and afterschool times. The children can use the school equipment during this time to ensure they are active and increasing their heartrates.

PE & Sports Premium:

DfE vision for this funding:

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Through the use of this funding, it is expected that schools will see an improvement against 5 key indicators as follows:

- The engagement of all pupils in regular physical activity – kick starting healthy lifestyles
- The profile of PE and sport being raised across the school as a tool for 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 5

In August 2016, HM Government published their Childhood Obesity - Plan for Action. In this plan, it says the sports premium funding for primary schools will double in the near future. We are looking closely at and discussing how this will influence our plans for PE, children's health and wellbeing and increased opportunities for PE and sport in the Early Years.

Our impact statement for the funding is updated yearly and can be found on our website within the Evidencing the impact of the Primary PE and sport premium document following the Parents tab on the main menu.

Role of the Subject Leader

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing and evaluating of the P.E. curriculum
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes
- Seek further training and support from specialist teachers and coaches, e.g. Forest School Training
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers, to make their contribution sustainable

Curriculum

- Complete the Curriculum Map annually
- Timetable specialist teachers and coaches (liaising with Head Teacher)
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success

Organisation

- Register the school for various county sporting events (if applicable)
- Complete Risk Assessments for sporting activities
- Organise Sports Day(s) annually
- Report to the Curriculum leader, Head Teacher and Governors on PE

Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

Staff Development

Opportunities should be taken by the PE co-ordinator, and colleagues where possible, to attend courses in order to keep up to date. They should then give summaries of information to the rest of the staff and draw attention to any new resources and safety guidelines published by the LEA or national agencies.

Peer observations should also be used regularly to ensure ideas and techniques are passed between colleagues.

Every year staff will be provided with a personal strengths and weaknesses questionnaire to support the PE coordinator in support of the teaching team in providing high quality PE lessons.

Review – This policy will be reviewed, monitored and evaluated as part of the School Development process every year.

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