



Moat Farm Junior School Trust

Physical Education Policy

2021-2022

1. Aims and objectives:

1.1 A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

1.1 Aims:

The National Curriculum for physical education 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.

The objectives of PE are to enable children to:

- Develop positive attitudes and commitment to PE – both in and out of school.
- Understand the role of exercise in a fit and healthy lifestyle.
- Have the confidence to get involved in PE, physical activity and sport.
- Develop the skills, co-ordination and control that they need to take part in PE and sport.
- Willingly take part in a range of competitive, creative and challenging activities, both as individuals and as part of a team.
- Develop personal and social skills through taking part in a range of different team games.
- Have regard for instructions and rules and be able to put these into practice at all times.
- Evaluate their own performance within PE and show a desire to improve and achieve in relation to their own abilities.
- Take part in a range of sporting activities that they enjoy.

1.2 Teachers should:

- Have high expectations and encourage children to succeed in PE.
- Have secure subject knowledge of the sports being taught.
- Teach high quality PE lessons that enable every child to reach their full potential.
- Use a range of resources within lessons that are appropriate to the sport being taught.
- Encourage teamwork, co-operation and competition within lessons.
- Evaluate lessons taught to inform future planning.
- Assess within lessons and after each PE unit to ensure every child is reaching their full potential.

2. Health and safety:

2.1 Equipment Safety:

- The space being used for a PE lesson must be checked for risks and hazards by teachers before the lesson begins.
- Resources and apparatus must be checked by the teacher to ensure they are safe before they are used within the lesson.
- In lessons that require the use of mats, teachers must inform children how to carry the mats safely. Mat safety is included on lesson plans.
- Ensure that all floors are clean, dry and clear of litter, etc.
- Surrounding chairs, tables, objects, etc are to be safely stored and well clear of any fire exits.
- When teaching PE outdoors, ensure the area is clear of any hazards.
- Teachers are given guidance in accordance to the sport they are teaching to ensure maximum safety.

2.2 Pupil safety:

- All participants should wear appropriate PE kit and footwear.
- For outdoor PE a tracksuit or a hooded jumper and tracksuit bottoms may be worn during the winter months with trainers.
- All long hair should be tied back.
- During PE lessons no jewellery should be worn. If children have had newly pierced ears, class teachers will ask parents for a date when ears were pierced and agree a date for when they can be removed. If ears are newly pierced, then tape can be applied by the child, not a staff member.
- If children wear glasses or hearing aids, the teacher will decide if they need to be removed for certain activities.
- If a child cannot remove jewellery for religious or medical purposes, every effort should be made to cover the piece of jewellery up. A sweatband is advised.
- Headscarves (such as the hijab) must be tight, secured in a safe manner, particularly at the side of the face and unlikely to obscure vision or catch on anything.
- Teachers should be aware of any children with medical conditions, asthma etc, and suitable provisions should be put into place.
- Teachers should know the school's 'First Aiders' and where they can be found.
- All lessons must start with a warm up and finish with a cool down.

2.3 PE Kits:

All children are expected to wear appropriate PE kit.

Boys' PE Kit	Girls' PE kit
<ul style="list-style-type: none">• Moat Farm t-shirt or a plain polo shirt or t-shirt.• Black shorts.• Tracksuit bottoms for outdoor PE lessons.• Jumpers for outdoor PE lessons.• Trainers or pumps.	<ul style="list-style-type: none">• Moat Farm t-shirt or a plain polo shirt or t-shirt.• Black shorts or leggings.• Tracksuit bottoms for outdoor PE lessons.• Jumpers for outdoor PE lessons.• Trainers or pumps.
Can parents please ensure all PE kits are named.	Can parents please ensure all PE kits are named.

Swimming kit consists of:

Boys' Swimming Kit	Girls' Swimming kit
<ul style="list-style-type: none">• Swimming trunks or shorts• Towel• Goggles (optional)	<ul style="list-style-type: none">• Suitable swimming costume• Towel• Goggles (Optional)
Can parents please ensure all swimming kits are named.	Can parents please ensure all swimming kits are named.

2.4 Changing:

Children will get changed into their PE kits within school. All year groups will be split into boys and girls. Boys will get changed in a separate area to girls.

3. Physical Education, Physical Activity and Sport Activities

3.1 PE is a core subject within the National Curriculum. Children have an entitlement of 2 hours high quality PE every week. Lessons are planned ensuring that the aims of the National Curriculum are met within a range of different sporting activities.

3.2 A whole school PE curriculum map is planned to ensure children take part in a range of sporting activities. This curriculum map is progressive, and children learn key knowledge and skills. It is a progressive curriculum that enables children to build on prior knowledge and skills to make progress.

3.4 Children will receive 2 PE lessons a week delivered by their class teacher, HLTA or an external provider.

3.5 Children will take part in the Daily Mile. Children will complete this at the end of their breaktime. This will be led by the class teacher. It will take place on the playgrounds. Children will follow a specific and safe route, avoiding canopied areas.

4. Assessment

4.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Teachers assess the children's physical actions, their cognitive actions, their social actions and emotional actions. Teachers record their assessments on a school format and is analysed for next steps, interventions and case studies.

5. Inclusion

5.1 Inclusion in Physical Education means that all children have access to and are given confidence in the different areas of PE, regardless of disability, special needs, race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests.

5.2 Inclusion in PE will be promoted by:

- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.

- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping.
- Recognising the need to extend more able pupils and, if necessary, referring them to the subject leader to ensure they can reach their full potential.
- Work with the Albion Foundation to create a specific programme to develop SEND PE across school.

6. Equipment

6.1 There is a wide range of resources to support the teaching of PE across the school. There are suitable resources for all of the sports being taught to the children. These resources are kept in the PE cupboard located in the gym. Teachers' are asked to collect the required resources for their lesson and then put them back once the lesson has been completed. Children are not permitted to collect resources from the PE cupboard.

6.2 All equipment has relevant safety checks annually to ensure that it is fit for purpose. Any equipment that does not pass these tests is removed.

7. Extra Curricular Sport

7.1 Moat Farm is fully committed to providing extra-curricular sporting opportunities. This however will be under constant review due to Coronavirus and the government guidelines given to schools. We will be taking part in external competitions and activities if guidance suggests it is okay to do so. The extra-curricular activities we offer as a school are:

- Clubs (after-school) available to all age groups and in a range of activities.
- Level 2 and 3 competitions against other primary schools.
- Organising festivals with local primary schools as a cluster.
- Creating links with local secondary schools and colleges.
- Creating links with local sports clubs.

8. Staff Training

8.1 Teachers will receive different CPD opportunities in the teaching of PE.

- Teachers are given high-quality PE lesson planning.
- All staff will be encouraged to attend PE courses in areas where they feel they are unconfident.
- ECTs and RQTs will have CPD from the PE leader to develop their knowledge, confidence and skillset teaching PE.
- Staff INSET training will be delivered.

9. Safeguarding in PE

Moat Farm Junior School has the right safeguards in place to keep sport safe for children. All staff follow the safeguarding policy and all procedures if a safeguarding issue arises.

9.1 Students

- Students feel safe, knowledgeable, comfortable and confident in all aspects of PE.
- Students are appropriately matched in team sizes, ability, physical size and age.
- Children are given consideration in specific situations to avoid feelings of intimidation or threats by others.
- Students are involved in their own safety at a level compatible with their age, understanding and ability.
- If any of our students have any concerns, awareness of safeguarding in school enables them to talk to a member of staff within school.
- Any safeguarding concerns must be dealt with following our safeguarding policy.

9.2 Teachers

- Teachers competence to teach to the level of the student ability is checked and monitored.
- Organisational skills and discipline skills are adequate amongst all teachers teaching PE.
- Teachers provide a positive environment and create respectful relationships with students and other adults within the sessions.
- Professional learning needs are identified and supported with regular training.
- Teachers know and consistently apply safeguarding school procedures in line with our safeguarding policy.
- Teachers avoid one - one situations with students where possible.
- All teachers know which members of staff have designated safeguarding responsibilities.
- No adults participate fully in contact sports.

9.3 Coaches and Outside Agencies

- Coaching certificates and DBS are checked before coaches can teach at our school.
- Coaches are given the school's policies so they have all relevant information regarding school and where to go if any problems should arise.
- Coaches receive a safeguarding meeting to ensure they understand the safeguarding policy fully.
- Coaches are regular monitored to ensure that they are meeting the high standards required.

9.4 Different Types of Abuse in Sport

All teachers need to be made aware of the different forms of abuse that can occur in sport.

- Emotional abuse – Constant criticism, name calling, sarcasm, bullying, racism and pressure to perform to unrealistic high expectations.
- Sexual abuse – Coaching techniques which involve physical contact with children can create situations where sexual abuse can be disguised. Also, the power of the coach may lead to abusive situations developing.
- Physical abuse – The intensity of training or competition exceeds the capacity of the child and leads to injury. Also, making children participate when injured can lead to physical injury.
- Neglect – Failure to ensure that children are safe within a PE lesson or sporting context.

10. Concussion within Sport

The PE leader has attended a course based on concussion within sport. The information from this course has been implemented into school and guidelines have been installed into planning. All planning takes concussion risks into consideration and teachers are made aware of what procedures they need to follow if a suspected concussion occurs:

10.1 All children who hit their head during a PE lesson will be taken to first aid immediately. They will be inspected and will have a wristband that indicates that they have had a head injury. This is to inform any member of staff within school in case they develop symptoms throughout the day.

10.2 No PE activities involving heading a ball or children using their head to take part in a skill.

10.3 A concussion awareness staff meeting will be held annually to ensure concussion awareness and safety around school.

11. Coronavirus within PE

As restricts have been lifted within school, PE will follow a model that was in place before restrictions. As a school, we will follow government guidelines and seek advice from public health should any issues arise.

As a school, for issues relating to safe practice within PE we seek guidance from the 'Safe Practice: In Physical Education, School Sport and Physical Activity' 2016 Edition. A.James, and J. Elbourn.

Policy to be reviewed: July 2022