

Granby Junior School



PE Policy

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Page number references throughout refer to the publication 'Safe Practice: in Physical Education, School Sport and Physical Activity' by the Association for Physical Education.

1. School Philosophy-intent, implementation and impact:

Intent:

At Granby, we aim to provide a PE curriculum that pupils enjoy and one that allows them to experience a broad range of activities to help them develop their health, fitness and wellbeing.

We want to give children as many opportunities as possible to participate in a range of sports and activities through weekly lessons, after school clubs, competitive events and festivals.

We aim to foster a love of physical activity and sport in our pupils and encourage the development of sporting values, such as fairness and respect.

Implementation:

Children are taught regularly by both teaching staff and sports instructors from Year 3 to Year 6. The curriculum is further enhanced by participation in numerous sporting competitions and events with other schools in the area, through our link with the ESSP, and after school clubs. Our play leader, Miss Chambers, supervises a variety of sports activities at lunchtime.

We plan our curriculum to encompass the aims and programmes of study in the [National Curriculum](#) for Key Stage 2 and to be progressive so that our pupils develop their skills, knowledge and understanding throughout their time at Granby. Please see our subpages below for overviews for each year group.

Impact:

We equip our children with the necessary skills and a love for sport. It is our hope that they will continue in their lives after Granby to live happy and healthy lives, utilising the skills and knowledge acquired through PE.

2. The Aims of PE at Granby Junior School

We aim to enable our pupils to:

- Receive regular exercise;
- Make informed decisions about the importance of exercise in their lives;
- Develop positive attitudes towards physical activity;
- Become skilful and intelligent performers;
- Acquire and develop skills, performing with increased competence and confidence in a range of situations;
- Understand the importance of perseverance, success and acknowledgement of achievement in others;
- To discover their own preferences and aptitudes;
- Develop the appreciation of fair play, team spirit, honest competition and good sportsmanship;
- Foster self-esteem and self-confidence through the acquisition of physical competence and poise.

3. Areas of Activity

General Aims of PE for Key Stage 2 (KS2)

Gymnastics: to establish skilful control over body movement (travelling, rotation and balance).

Dance: to develop an awareness of the body as a medium for communication and expression, and to appreciate the aesthetic qualities of movement.

Games Skills: to provide the opportunity for children to acquire a variety of games skills, such as passing, intercepting and teamwork, and provide opportunities to practise and develop these skills.

Athletics: to encourage children to participate in and to develop their individual skills in running, throwing and jumping.

Outdoor and Adventurous Activities: to develop children's problem-solving skills with an emphasis on building trust and working as a team.

Swimming: to enable children to learn to enjoy being in the water, to be able to swim confidently and to have a basic knowledge of safety and survival techniques.

Daily Mile: pupils at Granby have been introduced to The Daily Mile and every pupil, regardless of age or ability, uses the playground to run/jog/walk a mile each day. When The Daily Mile is completed is dependent on weather and when the timetable

allows each day. It is decided at the class teacher's discretion. This new initiative is designed to promote fitness and pupil's awareness of the importance of exercise, which is discussed within classes.

4. Planning-Implementation

Half-termly plans are accessed, discussed and amended where appropriate by year groups and are mapped out using the Primary PE Passport app which can be downloaded on to each staff iPad. Books and additional materials are also kept in the central cupboard in the hall for reference which can be used to support the existing lesson plans.

Lessons should be developed using a variety of teaching and differentiation methods (e.g. the STEP acronym), to ensure a balanced programme of work, allowing all pupils to develop their interest and to succeed. The following factors should be taken into consideration:

1. Previous knowledge and experience
2. Aims of the unit
3. Organisational strategies
4. Facilities (wet weather contingency plans) and equipment.
5. Safety precautions.

Each lesson should include:

1. relevant warm up, skills practices, concluding activity and cool down
2. differentiation
3. progression and continuity

Each year group will receive a minimum of 1½ hours of PE each week with additional sporting clubs run after school on most nights and during some lunch times throughout the academic year. Miss Chambers coordinates our Playground Leaders– pupils who provide additional sporting opportunities on the playgrounds each day, and the PE coordinator organises our Sports Leaders-pupils in upper school who organise half termly competitions and events on the playground.

Swimming takes place in Years 4-5 for 3 half terms a year, and one half term a year in Year 6, which is for pupils who are working towards their ability to swim 25m unaided.

Pupils will also have opportunities to participate in a wealth of competitions through intra-house competitions within the school, inter-school competition through the ESSP.



5. Assessment

The aim is that our PE curriculum will impact greatly on our children's ability to acquire the knowledge, skills and understanding needed to make appropriate choices about their physical and mental health. The curriculum will develop positive self-awareness in children as they become physically competent. They will also demonstrate a healthy attitude to competition, showing respect for individuals, teams, officials and coaches.

Evaluation and assessment undertaken in PE is primarily of a formative and verbal nature, through a continuous process of observation. Teacher's judgements are recorded as Bronze, Silver or Gold for each objective taught within a lesson and recorded on the Primary PE Passport app,

where staff can upload videos and pictures of assessment lessons. A final overall assessment is given in an end of year reports to parents.

6. Cross-Curricular Links

It is important that we are able to use the skills of PE in everyday life and realise how these skills relate to different areas within the school curriculum.

PE lends itself particularly well to lateral thought, transferral of skills and practical experience, providing links within a range of subjects, such as Geography, Maths and English.

Aspects of physical literacy can be introduced across the curriculum at Granby, where staff believe it to be appropriate. This can take the form of 'brain breaks' within sessions or be incorporated within a subject's planning to get pupils moving around and learning kinaesthetically within lessons.

Teachers are also encouraged to incorporate the use of computing tools within PE: for example, using an iPad to record sequences or actions for further observation, discussion and evaluation which can be projected onto the classroom Smartboard.

7. Staffing and Resources

Staffing:

Class teachers are responsible for the implementation and evaluation of one PE session per week. Granby Junior School Staff should attend relevant CPD both inside and outside of school, in order to maximise their learning and to develop their knowledge of PE. The PE Lead offers all staff opportunities each academic year to attend courses through the school's link with the Erewash School Sports Partnership (ESSP).

Pupils' second PE lesson per week is delivered through ESSP.

Resources:

The PE storage units (in the hall and outside by the kitchen) are well equipped for KS2. Equipment should be collected and returned by a member of staff (**not a child/children**) and be put back in the designated space. Labels on the indoor cupboards provide a clear idea of where equipment can be found and where it should be returned to.

The equipment is checked and maintained regularly, including an annual inspection of apparatus by an outside contractor. Any faulty equipment should be reported to the PE Lead.

8. Extra-Curricular Activities

Granby provides a wide range of after school activities and clubs. These are delivered by staff and outside specialists (ESSP) and change each half term. Clubs include: football, inclusive sports and dodgeball to name a few.

Pupils are also given a wide range of the opportunities to participate in inter-school competitions in football and athletic competitions, as well as intra-school competitive activities, including an annual sports day and class/year group games. Class teachers should aim to organise intra-school competitions throughout the school year, preferably at the end of a block of work (e.g. football/netball/hockey matches).

9. Paid and Voluntary Staff

The school has a number of sports coaches and leaders working within the school, primarily through the ESSP, providing curriculum support for PE and running out of school hours learning activities and clubs.

To ensure that activities are safe and of a high quality, all voluntary and paid staff must:

- Sign an agreed contract/job description with the school.
- Provide a CRB Disclosure certificate (Police Check).
- Be qualified or working towards a nationally recognised qualification in the appropriate sport or activity.
- Keep a register of all pupils attending each sessions.
- Be aware of any medical conditions among children and the first aid procedure in school.
- Report any accidents and incidents to the PE Lead.
- Ensure all sessions are inclusive to all children.
- Ensure the school rules regarding behaviour are adhered to.
- Discuss activities with PE Lead on a regular basis.

10. Safety and Accident Procedures

Safety:

All staff are ultimately responsible for safety; however, children should be encouraged to recognise potential dangers and to become progressively more responsible for their own safety and that of others.

Working area and surface:

Teachers should check working areas and surfaces for any potential dangers to ensure areas are safe. Teachers should also consider their position in the room/hall/playground/field, throughout the lesson to enable maximum observation.

Equipment:

Teachers should ensure that all equipment is safe for children to use and of acceptable quality (see P.191). All staff must be fully conversant with the setting up of the apparatus, particularly the large gymnastics equipment. If staff are unsure, they should check with the PE Lead. Pupils should be taught to lift, carry, place and use equipment safely from Year 3 (see P.192, 2.12.9).

Clothing:

Children (and all staff delivering PE sessions, see P.176, 2.10.16-17) should wear appropriate clothing. Granby's PE kit comprises of a white t-shirt, navy or black shorts or tracksuit trousers and trainers for outside PE. For gymnastics and dance 'barefoot work is the safest, whether on the floor or apparatus, because the toes can grip,' (P.176, 2.10.21). PE Teaching staff in school will be supplied with a PE top and hoody for teaching purposes as of Oct 2022.

Children in KS2 should have a complete change of clothes for PE and should not wear the same t-shirt or trousers worn during the day. This will enable pupils to participate safely and securely (see P.174, 2.10.1) Tights must also be changed.

Spare kit is stored in each classroom which is to be handed out in the event of a child not having their own kit in school. Pupils' kit should be kept in school throughout each term.

Other safety considerations:

Jewellery, watches, glasses and hair accessories (slides, headbands, etc.) should not be worn during PE sessions. However, if stud earrings are worn, they must be taped

over. Staff are responsible for checking that pupils have fulfilled this obligation prior to participating, (see P.179, 2.10.35-37). Tape or sweat bands should be used for jewellery that cannot be removed due to religious significance, 'or where removal is expressly forbidden (eg the Sikh bangle, the kara), and the article cannot be made acceptably safe by taping, padding or covering, the activity and involvement of the wearer must be suitably modified to mitigate undue risk', (P.181, 2.10.43).

Shoulder length and long hair should be tied back with a suitably soft item to prevent the risk of hair becoming entangled in apparatus and reduce the risk of obscured vision, (see P.181, 2.10.41)

11. Participation

Any child not participating in PE sessions due to injury/illness should bring a note explaining the reason for their teacher to see. Children who are missing sessions are still to be involved in the lesson in some way, through observation, coaching or officiating. When observing, and if appropriate for the child, pupils could use a non-participant observation sheet which is on the school server.

Children who may be fasting are exempt from physical activities during this time.

12. Equal Opportunities and Inclusion

A well-balanced and planned PE programme should meet the physical and social needs of all pupils in an ethnically diverse society, allowing all children across the ability spectrum to succeed.

By setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment, teachers will create a positive and achievement-orientated learning environment.

For those whom English is an additional language, care needs to be taken over the way in which tasks are presented. Children should be encouraged to broaden their vocabulary, enabling them to use appropriate terms and language to describe their own and others performances.

Children with specific physical needs are supported by a 1:1 Learning Support Assistant (LSA) where appropriate and are encouraged to join in as much as they are able to.

Equality and Inclusion in PE at Granby Juniors.

Children of all abilities enjoy and benefit from PE at Granby Junior school, and teachers are able to adapt teaching to respond to the strengths and needs of all pupils, enabling them to achieve.

Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn and know how best to overcome these through adaptive teaching. High-quality teaching approaches to engage and support the needs of all pupils are used during PE lessons. Assessment of pupils' progress is employed to identify barriers to learning and develop strategies to support all pupils – including but not limited to those with SEND, those of high ability, and those with English as an additional language.

Adaptive PE teaching focuses on the whole class while providing differing levels of support and challenge using the STEP acronym, as outlined in our PE planning.



Diversity

At Granby Junior school our curriculum offers a diverse view of the world, beginning in our local community and extending beyond. Through the lenses of British values, children are positively exposed to a range of role models, reflected within the wider society, redressing the balance seen within our local community.

In PE, children learn about diversity in sport. This is shown by the extensive range of activities our curriculum offers including paralympic sports and discussion of role

models where appropriate within sessions and during assemblies and sporting celebration weeks