



# TMPF Physical Education Policy 2022

*"In order...to succeed in life, God provided us with two means: education and physical activity.  
Not separately, one for the soul and the other for the body, but for the two together.  
With these means we can achieve perfection."  
Plato*

*'Mens sana in corpore sano'.  
Juvenal*

Ratified by Trustees: December 2021  
Review date: December 2023

*This policy applies to all schools within The Moorlands Primary Federation (TMPF).  
TMPF comprises of: Bishop Rawle C.E. Primary, Dilhorne Endowed C.E. Primary,  
Great Wood Primary, St. Werburgh's C.E. Primary and The Valley Primary.  
Any school-specific adaptations will be identified throughout the policy.  
Elements of this policy are subject to Covid-19 safety guidelines or procedures.*

### **Introduction**

This document reflects the teaching of - and learning through - Physical Education (P.E.) at The Moorlands Primary Federation (TMPF). It provides a framework within which all involved can operate and provides guidance on planning, teaching and assessment.

This is a reference point for the whole school community, including teachers, Learning Support Assistants, support staff, Associate Teachers, the Senior Leadership Team, Trustees, parents/carers, volunteers, external specialist staff and other interested parties.

The implementation of the policy is the responsibility of all members of staff and those delivering. The policy will be considered by the Trustees as part of the school review cycle.

### **Curriculum Aims**

Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities as per our TMPF Curriculum Maps. Our aims are to encourage all pupils to develop the skills and confidence as participants, performers and leaders, so that they will develop a life-long interest in physical activity and sport. TMPF strongly believes in supporting our pupils to improve their health and fitness and to find physical activities in which they enjoy participating, both in and out of school. This will also support pupil wellbeing and develop their sense of fair play and sporting behaviour. We also aim to provide opportunities for pupils to compete in sport and other activities to build character and resilience, and we actively promote our TMPF values to positively encourage children to share, respect, support, trust and work together.

TMPF aims to ensure that all pupils:

1. Develop competence to excel in a broad range of physical activities.
2. Are physically active for sustained periods of time.
3. Engage in competitive sports and activities.
4. Lead healthy, active lives.

(Taken from the National Curriculum Aims – September 2014)

### **Entitlement**

All pupils will have access to the requirements for National Curriculum Physical Education. At TMPF, learning is mapped in a way that ensures lesson time is used effectively to ensure progression and enjoyment for pupils and that they access a broad and balanced curriculum.

### **Participation**

All pupils are expected to participate in Physical Education lessons. Where pupils have an injury or illness which prevents full participation, they will be allocated tasks which are inclusive and involve them in the lesson as much as possible, but are safe for them to undertake (i.e. coaching, observation and analysis, timekeeping, scoring).

### **Planning and Assessment**

The curriculum planning in P.E. is carried out in three phases (long-term, medium-term and short-term). The curriculum map identifies the P.E. units covered in each term during the Key Stage. This, however, can be adapted based upon the assessment information we gather and may, therefore, be adapted to meet the specific needs of the class at the time. The P.E.

Subject Leader/ Co-ordinator supports and oversees this in conjunction with relevant teaching staff.

For Key Stages 1 and 2, our medium term plans are taken from the Devon PEDPASS Schemes of Work (Devon Physical Education: Daily Physical Activity and School Sport). Teachers use these to inform their short-term planning and they also relate to the long term overview, highlighting National Curriculum requirements and assessment information. An initial core task is carried out at the beginning of a unit to ensure that the strengths and development needs of pupils are taken into account before planning for their specific needs.

Opportunities for checking progress should arise naturally in the course of the teaching unit and this information should be reflected upon and used to adapt ongoing planning. Teaching and Learning staff and external teachers/coaches are expected to keep records of each child's progress in relation to the learning outcomes. Watching children work, talking to them about their work, and listening to them describe their work, will generate useful assessment information. Monitoring the learning outcomes and expectations in each unit will help teachers assess progress and target activities appropriately.

### **The Foundation Stage**

We value the importance of physical development for our children in the Early Years and Foundation Stage (EYFS) and encourage regular participation and the practice of skills as an integral part of their learning programme. All children in the EYFS will be given opportunities to access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson to prepare the children well for the acquisition and further development of skills through the National Curriculum programmes for Key Stages 1 and 2.

### **Resources**

There are a range of resources to support the teaching of P.E. across the school to enable pupils to achieve the learning outcomes. The school hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their lesson. By doing so, the children learn to handle equipment safely. Fixed and larger apparatus will be checked by an appropriate organisation each academic year. The children may also use the playground and the school field (Dilhorne Endowed C.E. Primary, Great Wood Primary, St. Werburgh's C.E. Primary and The Valley Primary) for games and athletics activities and travel to Cheadle Leisure Centre, or Blythe Bridge High School, for their allocated swimming lessons.

### **Staffing**

All teaching staff are expected to teach and oversee Physical Education for their class, following the National Curriculum through their medium term planning units. P.E. is taught by a member of the teaching staff or a Learning Support Assistant. In addition to this, P.E. sessions are also undertaken by the ASM sports coaches who work in partnership with teachers and subject Co-ordinators/ Leaders to provide an extensive range of sports and physical activities.

### **Equal Opportunities and Special Educational Needs**

All children will have access to the full range of physical activities within the curriculum, irrespective of gender/ gender identity, disability, ability, social background, language or ethnicity. Staff will follow the regulations set out in the Special Educational Needs and Disabilities Act 2001 and the Disability Discrimination Act 2005, and will take all reasonable steps to ensure inclusive education through differentiation and appropriate intervention strategies. Throughout TMPF, all children will benefit from Physical Education and every effort is made to ensure that activities are equally interesting and challenging for all and offer a range of experiences. For the purposes of competitions, it is our aim that all children will be given the opportunity to participate and gain this experience should they wish to do so.

### **Out of School Hours Learning (OSHL)**

TMPF supports children to meet the health recommendations of being physically active for at least an hour a day (not limited to P.E. lessons). A range of out-of-hours activities may be offered outside the curriculum (throughout the school year). They may be delivered by members of staff, Associate Teachers, or coaches who have the necessary qualifications or experience. Registers must be taken for all out-of-hours activity sessions, except those which run and are managed by Lunchtime Supervisors. Lunchtime Supervisors and children are trained (as Playground Leaders) and encouraged to lead and supervise physical activity sessions at lunchtime and children are actively encouraged to take part. Children receive consultation about what things they would like to see offered to them. We believe that all children should have opportunities to engage in competitive sports and activities if they wish to do so. We aim for children having the opportunity to access a range of competitive events with other schools in the local area (and beyond in some cases) through one or more of the events organised by the Cheadle and District Schools Sports Association (CADSSA), TMPF Multi Academy Trust, Cluster/Primary Link Teacher (PLT) events, and through the School Games organisation throughout their time within the school.

### **Safe Practice**

The general teaching requirement for health and safety applies to this subject. TMPF encourage children to consider their own safety and the safety of others at all times. All staff have access to a copy of the AfPE publication, which states safety guidelines within 'Safe Practice in Physical Education' (2016) and we follow the safe teaching principles outlined in this book as per Staffordshire County Council guidance when preparing and delivering lessons. Our main aims in providing safe sessions are to anticipate incidents arising through prevention, informing students about the hazards and risks that may be present in the activity and helping them recognise what might cause harm. Educating about safety, enables children to learn about what is safe and what is unsafe (PIE model – AfPE, 2016). All accidents, or injuries, during lessons should be reported in the school's accident book. All adults working at the school (staff, Associate Teachers, volunteers and visiting specialists) have a responsibility to report any defects in equipment which require attention and make these safe/ prevent usage until these faults are addressed. The safe use of equipment will be encouraged at all times and children will be trained to move and store equipment in a safe manner.

### **Risk Assessment**

It is the responsibility of all adults leading activities to ensure that they are satisfied that risk assessment procedures have been undertaken and that appropriate measures have been put in place where necessary. Ongoing assessment and management of risk should also take place as a matter of course and as good practice.

### **Qualifications and DBS**

All volunteers and paid coaches employed/deployed by the school must have appropriate qualifications, experience and proof of an enhanced disclosure by the Disclosure and Barring Service.

### **Safeguarding**

At all times and in all circumstances, teachers and other staff are responsible for safeguarding the welfare of all pupils. When planning Physical Education activities, teachers and other adults must ensure that safeguarding procedures are followed. See *TMPF Safeguarding Policy*.

### **Medication**

Pupils at school with medical conditions should be supported so that they have access to education, including school trips and physical education. See *TMPF Medication in Schools Policy*.

### **Children's Clothing**

We expect pupils to wear appropriate, agreed clothing for each Physical Education lesson. The school advises parents on what we believe to be appropriate clothing for Physical Education.

For P.E. lessons that take place indoors or outdoors during warmer weather, all children must wear:

- School Shorts and T-shirts

Additionally, for outdoor activities in cold weather all children must provide and wear:

- Jogging bottoms
- Warm sports top/jacket.

Staff will notify children of any changes to P.E. wear throughout the year.

### **Children's Footwear**

For Dance and Gymnastics, which take place indoors, children are expected to learn/work in bare feet as this allows them to obtain more grip and feeling for their actions. Any health/medical issues which require the wearing of footwear will, of course, be considered by the adult leading the session, with the child's participation and the safety of others taken into account during the planning and delivery.

When undertaking alternative P.E. units either indoors or outdoors, all children must wear appropriate footwear (suitable to the activity undertaken) to provide support and grip.

### **Jewellery**

No jewellery is to be worn for physical activity which includes watches, necklaces, earrings and earring retainers. Any new piercing should be carried out at the beginning of the summer holidays so that jewellery may be removed. This information is communicated to parents through our newsletter. If a pupil cannot remove their ear-rings for any reason, they may not be able to take part in the physical elements of the lesson due to the associated risks. However alternative involvement in the lesson will be provided. No jewellery is permitted to be worn whilst representing the school at competitions.

### **Hair**

Where children have long hair, this should be tied back so that it does not get caught, restrict vision or cause injury to any child/adult.

### **Swimming**

When swimming, it is compulsory for boys to wear trunks (no beachwear or long shorts) and long hair which may cover the eyes requires the use of a swimming cap. For girls, a one-piece swimming costume (no bikinis) is to be worn as well as a swimming cap for long hair which covers their eyes. No jewellery is to be worn.

### **Staff Dress Code**

All staff must be wearing suitable clothing and footwear for P.E., acting as role models for the children. Staff must be able to move freely without being hampered by unsuitable clothing or footwear and long hair must be tied back. Acceptable P.E. wear for staff includes (but is not limited to):

- Track suit or jogging bottoms;
- Sport jacket, fleece or sweatshirt;
- Coat/jacket;
- T-shirt or polo shirt (no slogans/ names of inappropriate organisations for the age group taught);
- Shorts of a suitable length and style;
- Trainers/football/rugby boots (if appropriate on grass)/ flip-flops (swimming).

### **The role of the Subject Leader/ Co-ordinator**

It is the responsibility of the subject leader to:

- evaluate standards in P.E.;
- monitor the quality of teaching and learning in P.E.;
- lead sustainable improvements in the subject;
- ensure that all staff have up-to-date relevant planning documents and information;
- develop risk assessments of activities;
- ensure staff are aware of the AfPE document;
- liaise with external providers on a regular basis to ensure curriculum coverage, assessment, and a range of differentiated opportunities for the children;
- liaise with TMPF PE Leader and Continuing Professional Development (CPD) Leader to identify training opportunities to enable staff to increase confidence, expertise and quality of delivery.
- work with other Trust colleagues to improve provision for children, for example, share resources, plan Trust events and activities.
- to ensure that a 'Sports Day' (Sport Celebration Day) is organised and that a variety of OSHL (Out of School Hours Learning) are provided at points throughout the year where possible.

### **Staff responsibilities:**

- To safeguard children at all times;
- To deliver high quality PE activities/lessons;
- To ensure resources are safe, maintained, repaired or replaced;
- To ensure all equipment is stored and used appropriately;
- To assess, follow (and contribute towards) risk assessments of activities;

### **School Sports Premium**

TMPF has a detailed plan to improve the quality of PE provision. A copy of the annual impact report can be found on the website.

### **Monitor and Review**

This Physical Education Policy will be reviewed in accordance with the school's review cycle. The subject leader will oversee the continuity and progression within annual and medium term plans. They will also monitor the quality of teaching and learning through observations, discussions with pupils and staff, and review of assessment documents.