





# Lumen Learning Trust

Learning together for a brighter future

## Physical Education Policy

<b>DATE APPROVED BY LUMEN LEARNING TRUST</b>	12/10/2023		
<b>REVIEW DATE Biennial</b>	12/10/2025		
<b>SIGNED DEPUTY EXECUTIVE PRINCIPAL</b>	Mary Ellen McCarthy 	<b>DATE</b>	12/10/2023
<b>SIGNED CHAIR OF DIRECTORS</b>	Ray Vango 	<b>DATE</b>	12/10/2023

The Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

### **Introduction**

Lumen Learning Trust recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a solid foundation of physical literacy, movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join after school and external sports clubs to extend their interest and involvement in sport.

We inspire children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

Through the Government Funding for sport, where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers.

Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.

### **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE (2013) 'Physical education programmes of study – key stages 1 and 2'
- DfE (2013) 'National curriculum in England: PE programmes of study'
- DfE (2021) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Health and Safety Policy
- First Aid Policy
- School Uniform Policy
- Pupil Code of Conduct
- Intimate Care Policy
- Staff Code of Conduct
- Behaviour Policy

### **Aims**

#### *Physical development*

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.

- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- To appreciate the value of safe exercising.

#### *Social and emotional development*

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

#### *Cognitive development*

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

#### *Spiritual, moral and cultural development*

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

### **Roles and responsibilities**

#### *The headteacher is responsible for:*

- Appointing an appropriate PE subject leader.
- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken.
- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the PE subject leader regarding the spending and impact of the PE and sport premium funding.
- Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.

#### *The PE subject leader is responsible for:*

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.

- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of PE at the school and ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments.
- Ensuring that the details of any PE-related accidents are recorded in writing, including the action taken and the health and safety procedures followed.
- Maintaining records relating to the teaching of PE, including lesson plans, accident logs and risk assessments.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- Liaising with the SLT and other relevant staff members regarding the use of the PE and sport premium.
- Providing the headteacher with an annual summary report regarding the teaching of PE at the school.

*PE teachers & Sports Coaches are responsible for:*

- Acting in accordance with the school's Health and Safety Policy.
- Reporting accidents and other incidents in writing.
- Participating in any necessary training or CPD.
- Keeping up-to-date with changes within the subject area.
- Acting in accordance with the Staff Code of Conduct.
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Ensuring that privacy is given to pupils whilst they change for PE lessons.
- Providing an appropriate level of assistance, where necessary, to pupils changing for PE lessons.

*Parents are responsible for:*

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for PE classes.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.

*Pupils are responsible for:*

- Acting in accordance with the whole school behaviour agreement at all times.
- Bringing their PE kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.
- Adhering to the Behaviour Policy at all times.

## **The National Curriculum**

Staff at Lumen schools follow the requirements established by the National Curriculum supported by the Lumen curriculum framework and online resources, and informed by examples of good practice e.g. Ofsted Subject Reviews.

The Lumen Learning Trust employs Sports Premium Teaching Assistants who support the staff in planning and developing PE lessons.

### **Planning**

Long- and Medium-Term Planning is determined by the school PE Subject Leader. The long-term plan shows how the units are distributed across the years in both key stages to show progression in all areas of learning in PE. The medium-term plan identifies learning objectives and outcomes for each unit and suggests activities which will enable these to be achieved. Our medium term planning shows a sequence of activities which promotes progression.

Short Term Planning is the responsibility of class teachers. The short-term plan builds upon the longer-term plans taking into account the needs of the individual children in the class.

### **The PE Curriculum**

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week.

In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastics and dance activities.

At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities. Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week.

Each child will receive the following **ACTIVE** PE time per week:

<u>Foundation Stage:</u>	45 minutes x 2 lessons, 20 minutes per day of active play activities
<u>Year 1 and 2:</u>	60 minutes x 2 lessons, 120 minutes active play
<u>Years 3 - 6</u>	60 minutes x 2 lessons, 120 minutes active play

### **Swimming**

Swimming is a compulsory element of the National Curriculum and children at Lumen schools will take part in swimming sessions with qualified swimming coaches. Every school must report on the ability levels for their most recently completed Year 6 cohort in their annual Sports Premium report. The ability levels are measured at the point of the cohort's last timetabled swimming sessions.

The ability levels that must be recorded are:

- The percentage of the cohort that can swim competently, confidently and proficiently over a distance of at least 25 metres.
- The percentage of the cohort that can use a range of strokes effectively.
- The percentage of the cohort that can perform safe self-rescue in different water-based situations.

Individual schools can also choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. If this is the case this must be made clear in the annual Sports Premium report.

### **Curriculum Differentiation**

PE lessons are adapted to the different needs of the children. Some children may require different activities, for example with a particular focus on fine motor skills if hand to eye coordination is a challenge.

Teachers plan to the needs of the individual in their class and to ensure all children have access to the PE curriculum. Children who are identified as more able in PE are extended to provide them with wider opportunities. Where necessary, children with SEN are supported through differentiated tasks and the allocation of staff.

Teaching staff will liaise with the Inclusion Manager, where necessary, in order to meet the needs of all pupils.

### **Assessment and record-keeping**

Children in years 2-6 are subject to regular assessments. The data is analysed to measure each child's level as well as to identify areas where further support or resources may be needed. Teachers are responsible for the assessment of PE in their class and the PE subject leader oversees this.

All teachers will feedback to parents in writing in the annual report.

### **Resource Provision**

The resources for PE are clearly organised in designated areas in each school building and grounds as appropriate. The PE Subject Leader conducts an annual audit of all PE equipment in order to prioritise any necessary expenditure for the year.

All schools have PE monitors who are responsible for taking out and putting away resources for their lessons.

### **Staffing/Staff development**

Class teachers take responsibility for planning, teaching and assessing the PE provision for their class. All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/disseminate the information.

Due care and attention is taken when organising the timetable so that the most efficient use of facility and pupil time is taken into consideration, e.g. consecutive gymnastic lessons when using equipment.

### **Safety**

All staff are encouraged to familiarise themselves with the Surrey County Health and Safety regulations for physical education and the relevant key guidance.

Individual class teachers are required to carry out a risk assessment for their lesson plan. Any safety concerns with resources or the teaching area should be addressed immediately to the PE Subject Leader for action. Staff are encouraged to share any general concerns through regular whole staff meetings.

It is essential that all staff take all reasonable precautions to prevent children being placed in hazardous circumstances.

Children are encouraged to consider their own and others' safety through the whole school behavior agreement and detailed schemes of work, as such safe practice is maximised through clear and logical skill progression.

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury:

- For indoor lessons, children will wear t-shirts and shorts and can have bare feet or wear appropriate footwear.

- For outdoor games, children can wear plimsolls or trainers, together with tracksuit bottoms if it is cold.
- Jewellery is not to be worn. Watches should be kept safely in a container in the classroom.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.
- Adults will wear suitable PE clothing and shoes.
- It is a Lumen Learning Trust stipulation that children must not wear earrings while taking part in PE lessons. Members of staff will not be expected to remove earrings on behalf of children so a child must be able to remove their earrings independently or alternatively the earrings are removed before they come to school. This includes children with newly pierced ears; the duration of the lesson is not long enough to allow piercings to close over. We will not allow children to take part in lessons with plasters covering earrings so it is imperative that children learn to remove/insert earrings themselves (updated May 2024).
- When swimming, a swim cap must be worn. Children with verrucae must wear a verruca sock to prevent the risk of the infection spreading.
- Fitbits – Although Lumen Learning Trust recognises the value in children taking ownership and interest in their personal fitness and sports skills, personal wellness trackers such as a Fitbit cannot be worn during a PE lesson for the same reason as we ask that watches and jewellery are removed.

### **Safeguarding**

All adults working with children in school are to be checked for appropriate DBS clearance. Children in Years 4-6 are not expected to change together and will be provided with separate areas for boys and girls.

### **Break times / lunch times**

Children are encouraged to keep active during break and lunchtimes through a variety of child led games. At lunchtimes children are able to engage themselves in play with The Scrapstore PlayPod®, a holistic process that works with the entire school community to change both the human and physical play environment, which can transform play at lunchtimes. Children from across the whole school play together, creating their own games and activities.

### **Out-of-School-hours Learning (OSHL)**

Our extra-curricular programme compliments and supplements the range of activities covered in curriculum time. We follow a range of inter-school fixtures, tournaments and festivals within the Trust. The extra-curricular content aims to be varied – including competitive and non-competitive and team and individual based clubs appropriate for all pupils.

### **School Club Links**

The school seeks to make links with local community clubs whenever possible, e.g. hockey, cricket and football clubs.

### **Links with other subjects**

PE can link to other subjects, e.g. Literacy, (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging.

### **Equality**

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies.

### **Children as Leaders**

Children in Year 6 are trained to lead activities with other children in school during play times and lunchtimes. All children are expected to take part in some leadership during PE lessons. This could be as simple as carrying out equipment, leading a warm up or umpiring games.

### **Competition**

There is an element of competition in all year groups:

#### *Intra School (Inter House)*

In KS2 the PE subject leader runs an Intra-house competition where children compete against their peers within their school.

#### *Inter School*

Many children take part in competitive sport in KS2 across Lumen schools with many opportunities for *different* children to compete e.g. in netball, football and rugby matches. We also enter leagues and tournaments set up by the School Sports Association and Active Surrey.

### **Non-participation**

Children are expected to participate in all PE lessons. However, if a child is unable to take part due to illness or other reason, the child will be fully engaged in their own learning.

Children will be expected to bring in a note from home explaining their non-participation.

As a non-participant, children will be provided activities or roles such as:

- Coach or umpire;
- Reporter who has to write a story based on the activity within PE;
- Artist who illustrates a sequence or move performed;
- A designer who has to create a school hall gym plan (using a computer if possible).