



Hebden Royd C.E. (VA) Primary &
Nursery School

**Physical Education Curriculum Policy
2022**

Intent

At Hebden Royd, we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social and moral development.

The aim of Physical Education is to promote physical activity and healthy lifestyles. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Thus embedding life-long values such as co-operation, collaboration and equity of play.

Our PE Curriculum, along with PSHE and science, teaches children about the importance of healthy living and learning about the need for good nutrition. At Hebden Royd we aim for children to develop the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens and to benefit their long-term health and well-being.

Implementation

At Hebden Royd, our PE curriculum is varied and long-term plans ensure that we meet the requirements of the National Curriculum. All children have a weekly PE lesson with our PE coach.

Our PE curriculum is sequenced precisely to ensure progression of knowledge and skills throughout a child's primary education, thus enabling children to build upon prior experiences and apply these fluently, with confidence. Children also have the opportunity to further these skills at after school sports clubs, we endeavour to provide a broad range of activities based on children's interests and new initiatives.

Children take part in a range of invasion, striking & fielding or net & wall games, we promote imagination and creativity in gymnastics and dance as well as provide opportunities for athletics using both indoor and outdoor environments plus outdoor and adventurous activities. Pupils are encouraged to take part in after school clubs and have the opportunity to compete against other schools. Intra sports competitions (HX7 sports group) are a particular strength of the school in which the children have a chance to compete against other children within the Calder Valley from cross country events to tag rugby and netball.

Playtimes are an important part of our pupils being happy, healthy and ready to learn. We have well-staffed and equipped playgrounds, a sports field, a ROKT climbing wall to develop gross motor skills in our youngest children and challenge for our older children. Each year group have their own playtime box with resources such as: skipping ropes, a variety of balls, bats, French skipping ropes and cones.

EYFS

As the Reception class is part of the Foundation Stage of the National Curriculum. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. Physical development within the Early Years Foundation Stage framework is one of three prime areas for learning

Impact

At Hebden Royd we motivate children to participate in a variety of sports which are engaging and fun. We inspire children to instinctively utilise skills and knowledge acquired during PE lessons, encouraging them to take responsibility for their own health and fitness thus developing a love of sport leading to a happy and healthy life.

Social, Moral, Spiritual and Cultural

Children's SMSC development is actively promoted through PE by:

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.
- Exploring the sports and traditions of a variety of cultures.
- Individual activities that provide the opportunity for self-reflection, awareness and challenge.

Statutory Requirements

National Curriculum 2014 states that pupils at key stage 1 should be taught to 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.

National Curriculum 2014 states that pupils at key stage 2 should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.

Governing Body

Reports are made to the governing body on the progress of PE provision within the school.

Role of Subject Lead

The co-ordinator has the responsibility to take a lead in developing PE further across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning; and the use of resources.

All teachers are responsible for monitoring standards but the co-ordinator, under the direction of the head teacher, takes a lead in this.

Inclusion

As part of inclusion, it may be necessary for certain pupils to be supported by specialist resources and /or individual adult help and should not be excluded from activities.

In order to include those children with specific disabilities and/or health conditions our approach must include:

- Modification of activities
- Parallel activities
- Included activities
- Separate activities

Physical activity provision within the school is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that:

- Tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success.
- Pupils at different starting points all make progress

Equal Opportunities

The Physical Education opportunities offered both within and outside of curriculum time:

- Provide all pupils with equal opportunities to participate and to achieve in different activities
- Ensure that all children have access to a varied programme which allows children the opportunity to meet the national expectations as outlined in the PE national curriculum

Safety

In order to ensure the safety of pupils taking part in physical activity the following steps must be taken:

- All equipment is regularly checked by the LEA representative and the PE Co-ordinator
- All staff supervising physical activity have appropriate training and qualifications
- There are sufficient qualified first aid trainers in school
- Class teachers keep a record of all children with a medical condition that may affect their ability to participate in physical activity.
- All pupils should be appropriately dressed for physical activity
- All pupils must follow the behaviour code of stopping immediately in response to a given command
- Safe and effective exercise procedures are taught and adopted in all activity sessions within and outside of school, this must include a warmup and cool down
- Teachers must carry out an informal risk assessment prior to beginning their lesson and adapt their activity accordingly
- All pupils should set out the equipment as part of their Health and Safety learning
- Equipment should be carried by children in an agreed manner to ensure safety, it is the class teacher's responsibility to ensure equipment is carried accordingly.

Clothing

All pupils should change into PE kit consisting of shorts and a T-shirt for indoor activities and tracksuit bottoms, t-shirt and jumper for outdoor activities. Long hair should be securely tied back and all hairgrips removed. No jewellery is to be worn and earrings need to be removed. Gymnastics must be done in bare feet. All inside games and outdoor activities require the children to wear training shoes/pumps. If a child routinely forgets their PE kit, then their parents will be notified.

Changing

Children up to and including Year 4 will change in their classrooms with an adult present. Years 5 and 6 need to ensure segregation between the sexes when changing; one sex should remain in the classroom to change, while the other uses the cloakrooms/ICT Suite. Changing at the swimming baths should be segregated. See appendix 1 for changing policy at the swimming baths.

Resources

All resources are held centrally. Children are responsible for storing and using resources sensibly. This should be under adult supervision and it is the class teacher's responsibility to ensure that the equipment is stored correctly at the end of the lesson.

Excellence and sportsmanship are celebrated by:

- Displays to the class or school
- Participation in sporting competitions
- Sports day
- Certificates

Accidents

Any accidents must be dealt with in the following manner:

- All pupils should be made to stop and sit down
- The class teacher must use their professional judgement as to whether they have the relevant skill and knowledge to deal with the injury, or if they need to send for a qualified first aider
- All accidents must be reported to the parents of the injured child
- All accidents must be written in the accident book

Offsite Activities

Any member of staff taking pupils off site for outdoor activities must complete a risk assessment checklist. A health and safety record for all staff and parent volunteers must be completed to ensure transfer of information.

Out of hours activities

The school tries to provide, when possible, a variety of after school sporting clubs.

These clubs are open to all children who attend the school, although some may have limits on age and numbers. Clubs, which are run by external coaches, may charge a weekly fee for the children to attend. All this money goes direct to the coaches and the clubs they work for.

Parental Involvement

Parents are encouraged to support their own child's learning through;

- Supporting school teams
- Attending clubs both linked to the school and the community
- Encouraging conversations

Review Framework

This policy will be reviewed every 3 years (or sooner in the event of revised legislation or guidance).

Appendix 1

Swimming changing policy.

Arriving at the pool.

- When arriving at the swimming pool all children remain seated on the bus until instructed to get off by a member of staff.
- When all the group have taken their socks and shoes off they go into the changing village with their member of staff and are directed into the cubicles in same sex pairs.
- They will then enter the changing village with their member of staff and be directed into changing cubicles.
- While the children are changing one member of staff will stand at the entrance to the changing village while the other will stand near the showers to check them before the children enter the pool.
- Once the children shower they can go pool side to wait for their lesson to start.
- When children start going poolside the member of staff standing at the shower end of changing village will stand near the showers at the poolside.
- When children are pool side the adults check the numbers and wait with the children for the lesson to start.

Leaving the pool.

- As each group of children leaves the pool a member of staff will accompany them into the changing village.
- Members of staff stay in the changing village until children start coming out changed.
- As children leave the changing village they gather in the spectator area and line up single file on the ramp.
- A member of staff stays in the changing village until all children have come out while the other stays with the children lining up.
- All children are counted and checked before being taken to the bus by the staff members – one at the front of the line and one at the back.