


# RISE PARK PRIMARY AND NURSERY SCHOOL



## **PE Policy**

October 2024

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
Date	October 2024
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# Rise Park Primary and Nursery School Physical Education and School Sport Policy

Contents.	Page
1.1 Introduction	3
1.2 School ethos/Mission Statement	3
1.3 Aims	4
1.4 Staffing and roles	5
1.5 Entitlement	5
1.6 Curriculum content	7
1.7 Inclusion/equal opportunities	10
1.8 Differentiation	10
1.9 Participation	11
1.10 Continuity and progression	11
1.11 Teaching and learning	11
1.12 PE across the curriculum	12
1.13 Assessment and Recording	12
1.14 Monitoring and Evaluation	13
1.15 OSHL	13
1.16 Adults other than teachers	14
1.17 Health and Safety	15
1.18 Equipment and Resources	15
1.19 Policy review date	16

## **1.1 Introduction**

This policy defines the meaning of P.E. and School Sport (PESS) within the context of Rise Park Primary and Nursery School and clearly sets out the aims and objectives of the PESS programme and how it will contribute to the overall development of the children at this school. The policy also provides the foundation for future decision making in terms of the planning and development of high quality PESS as it reflects both the whole school development plan and the School Sport Partnership development plan. This policy document aims to reflect the philosophy of our school in relation to the teaching and learning of high quality P.E.S.S through our steps to success ethos. It provides a basic framework through which all staff, teaching and non-teaching, can approach P.E.S.S. and gives guidance in areas such as curriculum content, planning and evaluating and Health and Safety.

This policy is to be used in conjunction with the schemes of work for P.E. and identifies the areas of the curriculum that will be covered and by which year group. It is intended that this policy in conjunction with the Health and Safety Policy and the schemes of work in the areas of Dance, Gym, Games, Swimming, Athletics and Outdoor and Adventurous Activities, will form the basis for the teaching of P.E. in Rise Park Primary and Nursery School. Working in consultation with the whole staff this document has been compiled by the P.E. Co-ordinator and therefore has established a shared sense of purpose and a collaborative approach to providing high quality P.E.S.S.

## **1.2 Mission statement**

Physical education is an essential part of all children's social and physical development. As a school we are committed to providing all the children with the opportunity to discover and develop their individual level of physical ability and motor skill. Through gym and dance we will create an exploratory environment where the children's control and aesthetic understanding will be extended, being able to interpret different emotions and messages to music. Through the delivery of the curriculum we hope to develop positive attitudes to physical activity and encourage the children to adopt an active and healthy lifestyle. The school will further offer opportunity for social and emotional development by structuring activities where the children can plan and lead activities, work with others and make judgements about their own and others' performances and actions. Through P.E, the children of Rise Park Primary and Nursery School will be made aware of their own and others

strengths and weaknesses and will develop an appreciation of and an empathy for others' abilities and differences. This mission statement will be met through the provision of a broad, well-balanced curriculum covering the six areas of the National curriculum where teaching and learning will focus on the development of the four strands:

- Acquire and develop skills
- Select and apply skills, tactics and compositional ideas
- Evaluate and improve performance
- Gain knowledge and understanding of fitness and health

### **1.3 Aims**

P.E. is a subject within the current National Curriculum programme and as such teaching should reflect these orders with the aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years.

Our aims are for all children to:

- Gain a wide experience of all six physical activities in the National Curriculum.
- Be physically active and find enjoyment in physical activity.
- Find a lasting sense of purpose, achievement and fulfilment in physical activity.
- Develop physical skills, habits and interests that will promote a healthy lifestyle and good posture.
- Develop positive attitudes to physical endeavour including fair play, perseverance and sporting behaviour, and an ability to cope with success and failure.
- Learn how to co-operate with each other and work successfully in pairs, groups and teams. Also to show appreciation for their own and others' strengths and weaknesses.
- Learn how physical exercise affects the body.
- Understand the needs for safe practice in physical activities and how to achieve this.
- Have ample opportunity to be creative within the aesthetic aspect of the subject.
- Be able to swim proficiently and to understand the basic survival and life saving skills.

- Be given sufficient opportunity to begin coping in an outdoor environment and to stimulate an eagerness to find out about it.
- To be given the opportunity and support to develop leadership skills.

## **1.4 The Role of the Co-ordinator:**

- To be responsible for the planning and development of the curriculum in PE in the school
- To co-ordinate the teaching programme throughout the school
- To ensure progression and continuity from foundation stage through to the end of key stage 2
- To support and assist colleagues in lesson planning and teaching methods
- To disseminate good practice, materials and training resources and make other staff aware of relevant CPD opportunities.

Staff CPD: All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should be asked at the beginning of each academic year to indicate where they feel they need support so that appropriate INSET can be identified as soon as possible. All staff who attend any CPD course should provide feedback/ disseminate the information.

Teaching assistants and parent helpers may assist in P.E. under direct supervision of the teacher in charge to aid:

- In accompanying children to the swimming baths
- In supporting the teacher during lessons and OSHL opportunities
- In sports activities by accompanying teams to matches /sports festivals

Specialist sports Coaches are used in line with the LEA guidelines (see appendix A)

## **1.5 Entitlement**

In response to the Government's School Sport and Activity Action Plan, all pupils access sport or physical activity every day. In addition to their weekly PE lesson, each child accesses daily physical activity (DPA) through structured break time games, and the Sheriff's running Challenge competition. Additional opportunities for high quality PESS

are provided by the OSHL programme. See Appendix B and C: curriculum map and the OSHL programme timetable.

P.E. is time-tabled so that both indoor and outdoor facilities are available to each year group. P.E. is taught throughout the school year, but not all areas of activity (AoA) are covered each term and in each year group. P.E. is taught in mixed ability groups, however grouping by ability is done where required to enable all children to progress at their own level.

Within this framework each class:

- Spends one lesson per week on P.E., covering key skills, games, gymnastics, dance, athletics and swimming.
- Children of Year 3 have a weekly swimming lesson for one term per year.
- Children from Years 2, 4 and 6 attend an outdoor and adventurous activities residential week.

Lessons follow the format of:

- Warm up
- Introductory activity
- Skill development
- Game situation/performance/refinement
- Cool down

## 1.6 Curriculum content.

PE is a foundation subject in the National Curriculum, and we have developed schemes of work which cover: dance, games, and gymnastics at Key Stage 1. In Key Stage 2, we teach: compulsory dance; games and gymnastics; swimming and water safety; and athletics.

The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- acquire and develop new skills
- select and apply appropriate skills, tactics and compositional ideas
- evaluate their own and others' performance in order to improve
- gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy
- experience a range of roles - performer/coach/official/leader
- Planning will provide opportunities to link with other areas of the curriculum e.g. ICT, literacy, numeracy, PSHE and SMSC

**Dance** is taught to all year groups as a half term or termly period activity. Pupils are taught to:

- Create and perform dances using a range of movement patterns, including those from different times, places and cultures.
- Respond to a range of stimuli and accompaniments
- In Key Stage 1, children focus on mastering basic movements, as well as developing balance, agility and co-ordination, and begin to apply these to perform dances using simple movement patterns.
- In Key Stage 2 children perform dances using a range of movement patterns and compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Gymnastics** is taught to all year groups as a half term or termly period activity. Pupils are taught to:

- Create and perform fluent sequences on the floor and using apparatus
- Include variations in level, speed and direction in their sequences
- In Key Stage 1, children master basic movements, developing balance, agility and co-ordination, and begin to apply these in a range of gymnastic activities.
- In Key Stage 2, children develop flexibility, strength, technique, control and balance.

**Games** are taught to all year groups as a half term or termly period activity. Pupils are taught to:

- Play and make up small sided and modified competitive net, striking/fielding and invasion games
- Use skills and tactics and apply basic principles suitable for attacking and defending
- Work with others to organise and keep the games going
- In Key Stage 1, children participate in team games, developing simple tactics for attacking and defending
- In Key Stage 2, children play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

**Swimming** is taught to Year 3 for one term each year. Schemes of work are linked with TOP Swim and the STA swimming awards. Pupils are taught to:

- Pace themselves in floating and swimming challenges related to speed, distance and personal survival
- Swim unaided for a sustained period of time over a distance of at least 25m
- Use recognised arm and leg actions, lying on their front and back
- Use a range of recognised strokes and personal survival skills

**Athletics** is taught to all year groups as a half term or termly period activity. Schemes of work are linked with the Elevating Athletics and TOP Athletics published resources. Pupils are taught to:

- Take part in design challenges and competitions that call for precision, speed, power or stamina
- Use running, jumping and throwing skills both singly and in combination
- Develop flexibility, strength, technique, control and balance
- Pace themselves in these challenges and competitions



**Outdoor and Adventurous Activities** are linked to Geography, History, Maths and PSHE and are conducted through residential visits and festivals for years 3,4,5,6. Year 6 children complete a 3 day residential visit. Pupils are taught to :

- Take part in outdoor activity challenges, including following trails in familiar, unfamiliar and changing environments
- Use a range of orienteering and problem solving skills
- Work with others to meet the challenges

All of these activities include the following key elements:

**1. Acquiring and developing skills**

- Consolidate their existing skills and gain new ones
- Perform actions and skills with more consistent control and quality

**2. Selecting and applying skills, tactics and compositional ideas**

- Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
- Develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
- Apply rules and conventions for different activities

**3. Evaluating and improving performance**

- Identify what makes a performance effective.
- Suggest improvements based on this information

**4. Knowledge and understanding of fitness and health**

- How exercise affects the body in the short term
- How to warm up and prepare appropriately for different activities
- Why physical activity is good for their health and well-being
- Why wearing appropriate clothing and being hygienic is good for their health and safety.

## 1.7 Inclusion

The implications of attending to inclusion issues relating to P.E. are recognised and dealt with, with due regard to the whole school policy statement. All children regardless of gender, race or disability are provided with the same experiences in P.E. There are equal opportunities for girls and boys to work together. The teachers do not portray any skill or game as being for girls or boys only.

Pupils with SEN are able to develop confidence and express their feelings in P.E. as it is a subject in which success does not depend on academic ability. All children at this school will be given the opportunity to develop skills to the very best of their ability. Children are generally grouped by ability where tasks are differentiated by task, support, resources and outcome. This allows high ability children to progress further and low ability children to work at their own level.

Excellence in P.E. is celebrated in performance, including:

- Participation in sporting competitions against other schools
- An annual sports day involving all pupils
- Achievement and effort awards throughout the year.
- The Nottingham City P.E. Awards Ceremony

## 1.8 Differentiation

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. Some pupils may need specialist equipment and approaches or access to alternative or adapted activities. Any classroom support provided must extend into physical education lessons as appropriate. All staff working with pupils will be aware of any pupils who have special educational needs or medical conditions. The SENDCO will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

## **1.9 Participation**

Any child not participating in the PE lesson should have a reason provided by the parent/ carer, but should still be involved in the lesson through completing the PE report sheet. This includes observation and summary of the lesson content and outcomes.

Parents will be contacted if their child is a regular non-participant. Children who may be fasting are exempt from physical activities during this time.

Letters regarding non-participation and lack of PE kit can be found in Appendix D.

## **1.10 Continuity and Progression**

- A long term plan and schemes of work have been developed which ensure the progression of knowledge and skills.
- The core tasks are used in all activity areas to ensure that both staff and pupils are aware of the appropriate level of challenge and level of attainment expected for each year group, and how core tasks can be used to provide appropriate development and progression.
- Copies of all lessons are kept by the P.E. co-ordinators.
- Teachers continually evaluate outcomes of lessons and make adaptations as necessary to future lessons.

## **1.11 Teaching and Learning**

The organisation of PE in the school promotes teaching and learning. Lessons are blocked in units of work to promote greater depth of understanding, development of skills, contextual application of these skills and the ability to perform reflectively.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of skills, knowledge and understanding

## **1.12 PE across the curriculum**

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

Physical education lends itself particularly well to lateral thought, transferral of skills and practical experience, providing excellent links with a range of subjects such as geography, mathematics and English.

Teachers are also encouraged to incorporate the use of ICT tools within PE. For example, using a digital or video camera to record sequences in gymnastics and/or dance for further observation, discussion and evaluation.

## **1.13 The Assessment, Recording and Reporting in P.E.**

The assessment of the children will be carried out by the class teacher during lessons. The school will utilise contextual core tasks to support with formative assessment to arrive at end of unit levels of attainment, (Emerging, Expected or Exceeding). These will allow a picture to be built up of the pupils' progress, and any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress and suggesting how they need to improve. The use of core tasks will make it possible for the class teacher to compare the children's progress against the national attainment targets and expected outcomes. Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the demonstration of skills and this is best achieved through contextual tasks and not in isolation. At the end of each unit of work an indication of the level that each child has been working at will be recorded.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school-work at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength, weakness and effort/ attitude. It will also indicate to the parents whether the individual is working in line with, above or below national expectations.

## 1.14 Monitoring and Evaluation

All curriculum areas are subject to monitoring procedures as part of the school's monitoring and assessment policies. The P.E. co-ordinator monitors and evaluates the subject and in addition there is continuous monitoring through:

- Planning meetings
- Team evaluations
- Lesson evaluations
- The collecting of evidence

Children are also encouraged to evaluate their own and others' work.

## 1.15 OSHL

All after school activities are planned and co-ordinated well in advance and communicated to pupils, parents and staff. The aim is to prevent after-school clubs becoming elitist and highly competitive. Instead programmes should engender wider appeal and encourage pupils to become active and develop social skills in a variety of club activities. The clubs available may alter from year to year depending on staffing and the interests and needs of the children. In order to offer a wide variety of activities, some clubs will be conducted by AOTTS (see LEA policy on use of AOTTS in appendix)

Links with outside agencies:

- Liaising with Sports Development, who provide a variety of opportunities for pupils and teachers, in and out of curriculum time.
- Participation in sporting events organised by local sports clubs.
- Participation in sporting events organised by the School Sport Co-ordinator programme.

School Club links.

- The school has links with the following clubs
- Southglade Leisure Centre and Ken Martin Leisure Centre who provide swimming lessons and football pitches
- Nottingham Football Association who provide a Nottingham City School League
- Bulwell Forest Golf Club who have provided curriculum support and updates of children's clubs and holiday opportunities.

- Robin Hood Gymnastics club who have provided updates of children's clubs and holiday opportunities
- Nottingham Cricket Association who have provided curriculum support and updates of children's clubs and holiday opportunities.
- Shodukan Black Belt Academy who have provided curriculum support and updates of children's clubs and holiday opportunities.
- Top Valley Dance Academy

## **1.16 Adults other than teachers**

As part of our partnership work with local schools in the area, we work in collaboration with sports specialists from across the local family of primary schools. This provides the opportunity for inter-school competitions and festivals.

In addition to this, the school has a number of sports coaches and leaders working within the school, providing support for curriculum PE and running out of school hours learning activities & clubs. These include specialist sports coaches and non-teaching staff.

To ensure that activities are safe and of a high quality, all voluntary and paid staff must (AOTTs policy provided by the LA See Appendix A):

- Receive an induction and adhere to the school policy for PE
- Sign a visitor code of conduct with the school
- Provide a DBS Disclosure certificate (Police Check) and supporting identification
- Produce two references from previous employers / schools
- Be qualified or working towards a nationally recognised qualification in the appropriate sport or activity
- Be informed and encouraged to attend locally run coaching & leadership courses available through School Sport Co-ordinator Programme.
- Keep a register of all pupils attending each session
- Be aware of any medical conditions among children and the first aid procedure in the school
- Report any accidents & incidents to the PE co-ordinator
- Ensure all sessions are inclusive to all children
- Ensure the schools rules regarding behaviour are adhered to
- Adhere to all safety & accident procedures detailed in Section 10
- Discuss activities with PE co-ordinator on a regular basis

- Be monitored & have their practice evaluated regularly by PE Co-ordinator.
- SUPPORTED BY A MEMBER OF STAFF AT ALL TIMES
- Be encouraged to attend a Good Practice & Child Protection in Coaching workshop

## **1.17 Health and Safety**

The school follows the Health and Safety guidelines set by the BAALPE 'Safe Practice in PE' document and also the guidelines of the whole school policy for Health and Safety. Risk assessments have been made for all relevant areas and activities using the LEA risk assessment template.

Potential issues include:

- Use of equipment, apparatus and techniques in accordance with Health and Safety requirements
- Appropriate storage of equipment and apparatus
- Teaching pupils to understand the need for safe practice in physical activities and how to achieve this
- Pupils wearing the correct, appropriate P.E. kit which is different to that worn in the classroom
- Supervision of students during OSHL
- Involvement of AOTTs in OSHL

**Jewellery is NOT permitted for P.E. and pupils should remove their own jewellery, including earrings. However, if a child is unable to do this themselves, they should not wear any jewellery to school on that day. It is a statutory requirement for children to participate in physical education lessons, as failure to do so could hinder their physical development. In the event that a child has recently had their ears pierced and is not permitted to remove earrings for the healing period, the parent/carer is permitted to apply plasters covering the piercing on that day, so that the child may take part in PE or any school related sporting activity. This may not apply to competitions outside of school that operate under a different policy. If a child is choosing to take this option, the parent/carer is responsible for any degree of risk linked to the jewellery i.e impact in ball games. The level of risk will be dependent on the activity: hardness of the ball; roughness of play; type of sport. However, the child can take part in PE in these circumstances with written parental consent. Once the healing period is over, the child must then be able to remove earrings themselves on PE days, or come to school without them in.**

## **1.18 Equipment and Resources**

A variety of resources are available in school. These include teachers' resource books, TOPs cards and schemes of work, lesson plans and P.E. equipment, both fixed and consumable. The majority of P.E. equipment is kept in the KS2 P.E. store. The store is only accessible to members of staff. Resources are the responsibility of the P.E. coordinator. They include:

- Fixed gymnastics apparatus and equipment in the hall
- Sports, games and athletic equipment in the KS2 P.E. store
- Indoor and outdoor space
- Portable football goals in KS2 Hall
- Netball posts in the store
- Netball and football team kits and balls
- Coaching kit
- TOPs resource cards

## **1.19 Policy Review date**

This policy will be reviewed every 2 years. Next date: October 26



## *12. Appendix*

- Letters to parents/Carers re: incorrect PE kit or regular non-participation.
- Overview of Curriculum plan for Early Years, KS1 and KS2.

Date \_\_\_\_\_

Dear Parent/Carers,

It has been brought to my attention by your child's class teacher, that  
\_\_\_\_\_ has not had the correct PE kit in school on \_\_\_\_ occasions.

May I take this opportunity to remind you that Rise Park Primary and Nursery School's  
PE kit comprises a white t-shirt, navy shorts or tracksuit trousers and trainers. Your  
child currently has PE on the following days:

\_\_\_\_\_  
\_\_\_\_\_

Please ensure that your child has the correct kit with him/her on the necessary days.  
Thank you.

Yours sincerely,

\_\_\_\_\_

Class Teacher

Date \_\_\_\_\_

Dear Parents/Carers,

*It has been brought to my attention by your child's class teacher that \_\_\_\_\_  
has been missing PE sessions on a regular basis.*

*Whilst some of these may be for medical reasons, may I remind you that PE is part of  
the National Curriculum. Children should not be missing PE sessions, unless they provide  
a written note from home exempting them from physical activities.*

*Your child will continue to be provided with spare PE kit each time s/he fails to provide  
the class teacher with an explanatory note for non- participation.*

*Thank you for your co-operation.*

*Yours sincerely,*

*Mrs N Kelly  
Head Teacher.*

Foundation Stage		
	Session 1	Session 2
Autumn 1	Real PE Unit 1 weeks 1-3/4-6	ABC's
Autumn 2	Real PE Unit 2 weeks 7-9/10-12	Team Work Skills
Spring 1	Real PE Unit 3 weeks 13-15/16-18	Gymnastics
Spring 2	Real PE Unit 4 weeks 19-21/22-24	Dance
Summer 1	Real PE Unit 5 weeks 25-27/28-30	Gross Motor
Summer 2	Real PE Unit 6 weeks 31-33/34-36	Athletics

Year 1		
	Session 1	Session 2
Autumn 1	Real PE Unit 1 weeks 1-3/4-6	Gymnastics
Autumn 2	Real PE Unit 2 weeks 7-9/10-12	Dance
Spring 1	Real PE Unit 3 weeks 13-15/16-18	Team work skills
Spring 2	Real PE Unit 4 weeks 19-21/22-24	Striking and Fielding

Summer 1	Real PE Unit 5 weeks 25-27/28-30	Throwing and Catching (Various Sports)
Summer 2	Real PE Unit 6 weeks 31-33/34-36	Athletics - Running and Jumping

Year 2
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	Session 1	Session 2
Autumn 1	Real PE Unit 1 weeks 1-3/4-6	Gymnastics
Autumn 2	Real PE Unit 2 weeks 7-9/10-12	Dance
Spring 1	Real PE Unit 3 weeks 13-15/16-18	Throwing and Catching
Spring 2	Real PE Unit 4 weeks 19-21/22-24	Team work skills
Summer 1	Real PE Unit 5 weeks 25-27/28-30	Athletics
Summer 2	Modified Games	Net and Wall Games - Tennis, Badminton or Table Tennis

Year 3		
	Session 1	Session 2
Autumn 1	Gymnastics	Teamwork games
Autumn 2	Dance	Real PE Unit 1
Spring 1	Catching (static catching/ modified catching games)	Real PE Unit 2
Spring 2	Health and fitness	Throwing/ passing (basketball, netball, rugby, dodgeball, cricket)
Summer 1	Strike and Stop (hockey, football, cricket, rounders, tennis)	Swimming
Summer 2	Athletics	Swimming

Year 4		
	Session 1	Session 2
Autumn 1	Team work skills	Orienteering
Autumn 2	Gymnastics	Real PE Year 5/6 (modified games unit 1/2)
Spring 1	Dance	Real PE Year 5/6 (modified games unit 3/4)

Spring 2	Shooting (basketball, netball, football, hockey)	Throwing, catching and passing on the move
Summer 1	Striking and Stopping (variable, moving)	Health and fitness
Summer 2	Athletics	Rounders

Year 5		
	Session 1	Session 2
Autumn 1	Orienteering	Basketball
Autumn 2	Gymnastics	Health and Fitness
Spring 1	Team work skills	Dance
Spring 2	Badminton	Tennis
Summer 1	Cricket	Athletics
Summer 2	Ice skating	Team work skills

Year 6		
	Session 1	Session 2
Autumn 1	Team work skills	Football
Autumn 2	Health and Fitness	Football
Spring 1	Gymnastics	Basketball
Spring 2	Dance	Basketball
Summer 1	Urban Hockey	Netball
Summer 2	Athletics/Mini Marathon	Cricket