

DRAYTON PARK SCHOOL

PE POLICY



At Drayton Park Primary school, we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

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

Teaching and learning

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. We have created a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, make links to other areas of the National Curriculum and give an assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

We offer a range of activities that contribute to the delivery of P.E at our school including;

- Daily Mile
- Mindfulness
- Athletics
- Gymnastics
- Jumpstart Johnny
- Yoga
- Drama sessions
- Lunch and play time games
- Football games (timetables for all classes to have a turn)
- Opal play (Years 2-6)
- Sports days
- Participation in out of school sports competitions
- Just dance

Children with SEND or who need extra support in P.E lessons receive appropriate adaptations when needed.

EYFS & Year 1

We encourage the physical development of our children in the nursery, reception and year 1 classes as an integral part of their work. As some of these classes are 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. The Year 1 objectives are also taught.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenges, both indoors and outdoors, using a wide range of resources to support specific skills.

Assessment

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers. Children are expected to meet the objectives set out in the knowledge organisers and skills documents and teachers adapt lessons to ensure they meet them.

Monitoring and Reviewing

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence and observes PE lessons.

The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by the head of teaching and learning.

Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum - within their control.

Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma.

Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewelry and tie back long hair. If the removal of jewelry or studs is not possible, they should be securely taped and the teacher is confident this strategy is effective.

- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
- Correct use of equipment is taught along with any potential hazards.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.

Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips

At Drayton Park School, we are committed to fostering diversity and inclusion in sports, ensuring equal opportunities for all students to participate, regardless of gender, age, race, ability and neurodivergence. We actively encourage adaptive learning for all students in our community and encourage healthy lifestyles and activities for all via our PE and PSHE curriculums. We tailor learning to different needs (including SEND) ensuring all children can access learning which supports and develops lifelong positive attitudes to their personal wellbeing and both physical and mental health. In our teaching and curriculum, a variety of role models and examples are used encompassing all of the protected characteristics and we promote teamwork as a conscientious consideration and communication to all teammates regardless of background, ability or need. We actively encourage girls to engage in traditionally male-dominated sports and vice versa, including football, dance etc and provide tailored programs (such as after school clubs) to support their involvement and development. We ensure that children access and excel in their physical education, raising attainment in sports and any inter-school competitions. We recognise the impactful and inclusive space that PE provides for children and encourage our students to challenge stereotypes and assumptions, such as racial inequality and discrimination in sport.

Here is a list of the extracurricular activities which take place:

- Morning and afterschool clubs
- Mindfulness
- Multisports
- Funky moves
- Athletics
- Gymnastics
- Yoga
- Drama sessions
- Activities at the Arsenal hub
- Lunch and play time games
- Football games (timetables for all classes to have a turn)
- Cricket specialist in school
- Participation in out of school sports competitions
- Girls football clubs
- Swimming

We regularly monitor the inclusion and diversity of children participating in extracurricular activities.