

## ***Policy & Procedure***

# **Thornton Primary School**



# **Physical Activities Policy 2023-2026**

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in Spring 2023 **and will be reviewed again in Spring 2026**

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

## ***Non-Statutory Policy***

**Our aim** is to develop confident and enthusiastic learners who are always respectful of each other and the staff. We want them to build a strong appreciation of their own positive attributes as well as those of the other children and, in doing so, to develop a 'can-do' attitude to learning, and the community in which they live, through consistent focus upon:



**Excellence**  
Independence Enthusiasm Equality  
**Responsibility Empathy**  
Confidence Perseverance Care

**Aspiration**  
Respect  
**Pride Tolerance**  
Teamwork Challenge Integrity  
**Enjoyment**



At Thornton Primary School, we believe Physical Education (P.E.) should be an area of outstanding learning where self-esteem, physical progression and positive attitudes are fostered and nurtured. Physical Education provides all children with the opportunity to succeed, whether through personal or team success. Physical Education provides a platform in which a healthy lifestyle is promoted and where children can develop into young adults, enabling them to make informed choices throughout their lives.

### Physical Activity at Thornton Primary School:

- Through their experience of P.E. at Thornton Primary School, children will develop an enjoyable and healthy attitude towards physical activity and sport.
- P.E. will be delivered across the curriculum to ensure all children have the opportunity to develop the knowledge, skills and understanding to perform with increasing competence and confidence in a range of physical activities as outlined in the National Curriculum and the statutory framework for the Early Years Foundation Stage.
- Children will experience a sense of achievement during their P.E. lessons. Therefore, there should be a steady improvement in the pupils' performance.
- P.E. will be taught in as enjoyable a manner as possible with less of a focus on the competitiveness of sport.
- Children will achieve a healthy balance between co-operation and competition whilst promoting the ethos of fair play in all activities.
- Children will recognise the benefits of physical fitness that can be gained from active participation in sports and a healthy lifestyle.

- Children will recognise and describe how their bodies may feel during exercise.
- Children will develop their ability to use what they have learnt to evaluate and improve the quality and control of their performance.
- Children will be made aware of safety with regards to themselves, others and equipment in all activities when doing P.E., both inside and outside.
- Children will recognise the value of extra-curricular activities and school clubs and the benefits that will be gained from participation in them.
- The statutory requirements of the National Curriculum for Physical Education and the Statutory Framework for the Early Years Foundation Stage will be fulfilled.

### **Entitlement and Inclusion**

Thornton Primary School is working towards all pupils achieving their full entitlement of at least two-hours of high-quality P.E. each week that was recommended by the Public Service Agreement. This includes swimming time which is timetabled for Year 5 on a weekly basis for a term. It is acknowledged that this is sometimes difficult to achieve because of the constraints of pool facilities being available for hire.

At Thornton Primary School, we recognise our responsibility to provide a broad and balanced curriculum for all pupils. In all classes there are children of different abilities. We provide suitable learning opportunities for **all** children (including those with disabilities) by matching the challenge of the task to the ability of the child. We achieve this through a range of teaching strategies, including:

- Setting tasks that are open-ended and can have a variety of results (such as timed running events).
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Providing a range of challenge through the provision of different resources.
- Encouraging children to make decisions, plan tactics and strategies, evaluate strengths and weaknesses and conduct warm-ups and cool-down activities.
- Encouraging children to attend extra-curricular activities and out-of-school clubs.

### **Extra-curricular provision**

We offer a wide range of extra-curricular P.E. activities for boys and girls such as football, netball and multi-skill games. This is delivered by our own staff or an outside sporting company. We regularly seek the opinions of pupils and parents regarding our provision and adapt it where possible.

## Cross-curricular links

At Thornton Primary School, we appreciate the value of recognising and developing cross-curricular links between P.E. and other curriculum subjects. P.E. can contribute to the teaching of science, computing, maths, English, geography, music, PSHE and citizenship.

*General Requirements for Physical Development can also be found in the EYFS Policy.*

## General Requirements for Physical Education - Key Stages One and Two

Physical Education should involve pupils in the continuous process of planning, performing and evaluating their own and others' progress. This applies to all areas of activity. Emphasis should be placed on actual performance and participation. The following requirements apply to the teaching of P.E. across both Key Stages.

1. To promote physical activity and healthy lifestyles, pupils should be taught:
  - to be physically active.
  - to adopt the best possible posture and the appropriate use of the body.
  - to engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance.
  - the increasing need for hygiene in relation to vigorous physical activity.
2. To develop positive attitudes towards physical activity, pupils should be taught:
  - to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.
  - how to cope with success and limitations in performance.
  - to try hard to consolidate their performances.
  - to be mindful of others and the environment.
3. To ensure safe practice, pupils should be taught:
  - to respond to instructions.
  - to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities and events, in practice and during competition.
  - the safety risks of wearing inappropriate clothing, footwear and jewellery, and why particular clothing, footwear and protection are worn for different activities.
  - how to lift, carry, place and use equipment safely.
  - to warm up for and to cool down to recover from physical activity.

## Adults other than teachers (AOTTs)

Where outside agencies / helpers are used to deliver P.E. / extra-curricular clubs, we ensure all adults are suitably DBS checked with a supporting adult on site. There is clear guidance about **Staff Competency** on pages 11 onwards of this policy.

## **The National Curriculum, Continuity and Progression**

All aspects of the National Curriculum will be fulfilled for Key Stage One and Two. The National Curriculum document outlines the skills that are to be taught, and is used as the basis of our curriculum planning. Where necessary, we have adapted our curriculum to the circumstances of our school.

Our planning in P.E. is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the units covered by each year group in each term.

Our medium-term plans give details of each unit of work. Each unit is mapped against progression maps to ensure that children develop detailed knowledge and skills across the full breadth of the P.E. curriculum through age-appropriate content.

Lesson plans detail specific learning objectives and outcomes and give details of how lessons are to be taught. Teachers can adapt lessons as desired.

On occasions, teachers may exchange classes so that all children in that age group will experience the expertise of a particular teacher in a particular discipline.

We plan P.E. lessons to build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each area, there is planned progression built into the scheme of work, so that children are increasingly challenged as they move up through the school.

### **An overview of our Key Stage progressions and more specific year group progression is displayed on the next pages**

Physical Education at Thornton Primary School starts in the Foundation Stage. P.E. is conducted as a separate subject in various areas around the school. There will be a balance of gymnastics, games and dance as specified in the Key Stage One Programme of Study. Age appropriate athletic activities and outdoor and adventurous activities may be introduced in Key Stage One and are extended in Key Stage Two.

## Key Stage One - Programme of Study

In each year of the Key Stage One, pupils are taught three areas of activity: games, gymnastic activities and dance, using indoor and outdoor environments where appropriate.

Throughout the Key Stage, pupils are taught:

- About the changes that occur to their bodies as they exercise.
- To recognise the short-term effects of exercise on the body.
- What they need to do to stay healthy.
- To carry and place equipment safely.

Area of Activity	Pupils should be taught
<b>1. Games</b>	a. simple competitive games, including how to play them as individuals and, when ready, in pairs and in small groups. b. to develop and practise a variety of ways of sending (including throwing, striking, rolling and bouncing), receiving and travelling with a ball and other similar games equipment. c. elements of games play that include running, chasing, dodging, avoiding and awareness of space and other players.
<b>2. Gymnastic activities</b>	a. different ways of performing the basic actions of travelling using hands and feet, turning, rolling, jumping, balancing, swinging and climbing, both on the floor and using apparatus. b. to link a series of actions both on the floor and using apparatus, and how to repeat them.
<b>3. Dance</b>	a. to develop control, co-ordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness b. to perform movements or patterns, including some from existing dance traditions c. to explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and level.

## Key Stage Two - Programme of Study

Pupils should be taught six areas of activity. During each year of the Key Stage Two, pupils are taught games, gymnastic activities and dance. At points during the Key Stage, pupils are taught athletic activities, outdoor and adventurous activities and swimming.

Throughout the Key Stage, pupils: are taught:

- How to sustain energetic activity over appropriate periods of time in a range of physical activities.
- The importance of warming up and cooling down.
- Why exercise is good for health, fitness and wellbeing.
- How lead healthy lifestyles.

Areas of activity	Pupils should be taught
<b>1. Games</b>	<p>a. to understand and play small-sided games and simplified versions of recognised competitive team and individual games, covering the following types - invasion, e.g. football, netball, striking/fielding, e.g. rounders, small-sided cricket, net/wall, e.g. short tennis</p> <p>b. common skills and principles, including attack and defence, invasion, striking/fielding, net and target games</p> <p>c. to improve the skills of sending, receiving, striking and travelling with a ball in the above games.</p>
<b>2. Gymnastic activities</b>	<p>a. different means of turning, rolling, jumping, climbing, balancing and travelling on hands and feet, and how to adapt, practise and refine these actions, both on floor and apparatus.</p> <p>b. to emphasise changes of shape, speed and direction through gymnastic actions.</p> <p>c. to practise, refine and repeat a longer series of actions, making increasingly complex movement sequences, both on the floor and using apparatus.</p>
<b>3. Dance</b>	<p>a. to compose and control their movements by varying shape, size, direction, level, speed, tension and continuity.</p> <p>b. a number of dance forms from different times and places, including some traditional dances of the British Isles.</p> <p>c. to express feelings, moods and ideas, to respond to music, and to create simple characters and narratives in response to a range of stimuli, through dance.</p>
<b>4. Athletics</b>	<p>a. to develop and refine basic techniques in running, e.g. over short distances, over longer distances, in relays, throwing, e.g. for accuracy/distance, and jumping, e.g. for height/distance using a variety of equipment.</p> <p>b. to measure, compare and improve their own performance.</p>
<b>5. Outdoor and adventurous</b>	<p>a. to perform outdoor and adventurous activities in one or more different environment(s) e.g. playground, school grounds, parks, woodland, seashore</p>

	<p>b. challenges of a physical and problem-solving nature, e.g. negotiating obstacle courses, using suitable equipment e.g. gymnastic or adventure play apparatus, whilst working individually and with others.</p> <p>c. the skills necessary for the activities undertaken.</p>
<p><b>6. Swimming</b></p>	<p>a. to swim unaided, competently and safely, for at least 25 metres.</p> <p>b. to develop confidence in water, and how to float and adopt support positions.</p> <p>c. a variety of means of propulsion using arms / legs, and how to develop effective strokes on the front and the back</p> <p>d. the principles and skills of water safety and survival.</p>

**Planning, Assessment and Recording**

Long term planning reflects the needs of all children in relation to the National Curriculum. The long term plans shows how the teaching units are distributed across the years of both key stages in a sequence that promotes continuity and progression.

Medium term plans are written using the National Curriculum attainment targets for the content of each unit. They identify learning objectives and outcomes for each unit, with suggested activities to enable these to be achieved.

Short term planning is the responsibility of individual teachers, who build on the medium term plans by taking account of the needs of the children in their class and identifying the way in which ideas might be taught to meet these needs. Short term plans should include objectives from the National Curriculum. Planning should be differentiated accordingly.

Teachers assess children’s abilities by observing them in lessons and matching their progress against the learning objectives. No formal written recording of attainment in P.E. is required, but it is expected that teachers’ assessments will be evident in their planning.

Overall progression in P.E. is commented upon through an annual written report. Concerns or issues which may arise regarding P.E., will be dealt with in consultation with parents / guardians where appropriate.

**The role of the curriculum leader – leading staffing and development**

The P.E. leader will take an overview of P.E. within the school. This means they will monitor the subject through scrutiny of planning and, where appropriate, conduct lesson observations. The P.E. leader will also monitor the resources within the school and will also be available for more technical advice regarding equipment and skills to be taught.

All staff should partake in professional development to ensure secure subject knowledge and to be aware of all health and safety aspects and developments. Together with the Senior Leadership Team, the P.E. leader will ensure that opportunities for staff development are investigated and, where possible, be made available to other staff members.



Together with the Senior Leadership Team, the P.E. leader will scrutinise provision and the quality of P.E. within the school.

### **Equality Statement**

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- Gender
- Ethnicity
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The use of stereotypes under any of the above headings will always be challenged.

### **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced and broad curriculum. We have systems in place for early identification of barriers to learning and participation so that all pupils can engage in school activities with the other pupils. We acknowledge the need for high expectations and suitable targets for all children. At Thornton Primary School, we are careful to ensure that more traditional 'single gender' sports (such as netball, rugby and football) are equally promoted to both boys and girls.

**Health & Safety** - in accordance with Health and Safety and Behaviour Policies and the *Safe Practice: In Physical Education, School Sport and Physical Activity (2016)* – Association for P.E. (AfPE).

### **Equipment and provision**

Appropriate safety checks are annually carried out on all P.E. equipment and outdoor areas (areas being the school hall with large apparatus, general P.E. resources and wall equipment, the EYFS outdoor area and the school field). These safety check details are kept in the school office. Risk assessments are also completed for matches / sporting fixtures and are in the risk assessment folder (kept in the School Office)

P.E. mats – **based upon AfPE information** – "... should be used to cope with planned and foreseen landings.... used where it is expected that children will need to cushion deliberate landings. Teachers should be wary of placing mats where it is considered there is a high probability of a child falling off the apparatus..." Consequently, mats are to be used for safe planned landing and not for apparatus work where it may encourage unnecessary risk and possible injury.

### **Clothing / Changing**

Changing for P.E. is an integral part of Physical Education lessons. Pupils should change into the appropriate clothing prior to the lesson and afterwards. This should be achieved with

the minimum of fuss in a short time limit. Appropriate kit for indoor P.E. consists of a white t-shirt and dark shorts. For apparatus sessions and creative dance work, all children are required to have bare feet. For traditional dance work (e.g. country dancing, children may be permitted to wear outdoor shoes at the discretion of the teacher. For other P.E. sessions in the hall, plimsolls may be permitted at the discretion of the class teacher. In years Five and Six, girls and boys should get changed in separate areas (e.g. classroom / cloak room). It is also recognised that children may need to get changed separately from all others for religious reasons. Provision in the form of a separate room nearby will be made in these circumstances.

For P.E. activities outside, children are encouraged to wear clothing suitable to the weather and ground conditions. Tracksuits and similar attire with a suitable pair of trainers and headwear are to be worn in the colder, wetter months. Football boots are allowed during football lessons. During the drier warmer months, children may wear the kit outlined for indoor and outdoor P.E. Every effort will be made to ensure that children bring the correct P.E. kit. Staff, like the children, should also dress appropriately for P.E. This sets a good example for the children to follow.

\*Spare kit is available for emergency use.

### **Jewellery**

Under no circumstance can jewellery be worn for any P.E. or swimming lesson (unless for agreed religious beliefs e.g. bands worn on the wrist for followers of Sikhism). Jewellery, including earrings, must be removed. If a child has earrings which cannot be removed (ie. they have only just been pierced), the child can be involved in P.E. lessons if they are able to cover their earrings (with tape) themselves.

### **Swimming**

All children will wear appropriate swimming kit for lessons – boys to wear trunks or swimming shorts and girls to wear a one-piece swimming costume (bikinis are not appropriate). Goggles can be worn with parental consent (on the school letter concerning the wearing of goggles). Children with verrucas must wear a verruca sock to prevent infection of others. All children are required to wear swimming hats; this is a stipulation of the swimming pool we use. Long hair should be tied back.

### **Staff Competency to teach P.E**

Thornton Primary School may employ the services of sports coaches to deliver some of our P.E. sessions. HLTAs and other support staff, trained to Level 5 specialism in P.E., may deliver P.E. lessons.

By far the highest number of accidents are reported in P.E. and the proportion of instances of litigation arising from P.E. incidents are also far higher than in any other subject. This is inevitable given the risk factor inherent in most P.E. activities, with some greater than others. Therefore, the school is extremely careful about devolving the responsibility of teaching and managing P.E. lessons to outside agencies and support staff.

The *Safe Practice: In Physical Education, School Sport and Physical Activity Education* guidance state that anyone teaching physical education ‘needs to be competent’ – i.e. to have the skills, knowledge, understanding and expertise necessary to plan, deliver and evaluate the pupils’ work in a context of appropriate challenge and a safe working environment.

Teachers always maintain overall responsibility for pupils’ learning and well-being (including welfare, health and safety). The Head teacher and Assistant Head teacher determines the teaching and learning activities to be undertaken and what support and guidance support staff or agency coaches should have.

Where someone other than a teacher is undertaking ‘specified work’, (as in the Education (Specified Work and Registration (England) Regulations 2012), the Head teacher has to satisfy herself as to a person’s skills, expertise and experience. That person may then be subject to a system of supervision as referred to above. The Head teacher will also consult the Higher Level Teaching Assistant (HLTA) Standards.

The HLTA – and other – Standards are intended to re-assure teachers, employers and parents about the quality of contribution to pupils’ learning that support staff or agency coaches can be expected to make. They set out what support staff and agency coaches should know, understand and be able to do.

At Thornton Primary School, **Support staff and agency coaches** will be assessed on their suitability to work with children in any given subject. They will be judged on the following competences (**based on the HLTA Standards**) to determine the eventual level of supervision required:

**a) Quality of relationships:**

- Value, care for and respect all children
- Promote positive pupil values
- Present an appropriate role model – e.g. use of language, dress, fair play, equality
- Promote high expectations
- Seek to promote the ethos of the school
- Work well with the school teaching staff and parents/carers

**b) Knowledge of the pupils:**

*Identify and respond to individual:*

- Levels of confidence
- Ability
- Special educational needs
- Medical needs
- Behaviour
- Age/development stage

**c) Pupil management:**

- Share the aims of the session with pupils
- Ensure that instructions are understood
- Use regular and approved practice
- Match pupils’ confidence, strength and ability in pair and group tasks

- Maximise participation
- Have strategies for effective pupil control and motivation
- Apply the school's standard procedures and routines – e.g. child protection, emergency action, jewellery, handling and carrying equipment.

**d) Knowledge of teaching and learning in the activities:**

- Understand where and how their work fulfils or complements the relevant National Curriculum Programme of Study and/or wider curriculum
- Demonstrate the appropriate level of expertise to enable pupil learning to take place in the activities being delivered
- Demonstrate an understanding of the overall needs of the age group with whom s/he is working

*Use:*

- Appropriate teaching methods
- Suitable space for the group
- Differentiated equipment
- Differentiated practice
- Effective progression
- Knowledge of how pupils learn
- Knowledge and application of rules of sports

**e) Observation, analysis and assessment skills:**

- Provide a safe working and learning environment
- Identify faults in pupils' work and establish strategies for improvement
- Modify teaching approach in response to pupil response
- Provide feedback to pupils, teachers and parents/carers
- Contribute to assessment of pupils' achievements in relation to national curriculum

All teachers and appropriate member of school staff should be able to judge competence in:

- Relationships
- Knowledge of the pupils and
- Pupil management

*It is important to note that there is a separate policy relating to school sports visits (Educational Visits Policy)*

**THORNTON PRIMARY SCHOOL ROLES AND RESPONSIBILITIES WHEN SUPPORT STAFF (including Sports Coaches) LEAD SCHOOL GROUPS OFF-SITE**

THE HEAD TEACHER / HEAD of SCHOOL WILL ...	THE ASSIGNED TEACHER WILL...	THE HLTA or SPORTS COACH WILL ...
<p>i. check whether the school policies allow support staff to take a lead role in escorting classes off-site without a teacher being present;</p> <p>ii. designate a qualified teacher to supervise and direct the work of the support staff;</p> <p>iii. check any school insurance, disclosure or qualification requirements are met;</p> <p>iv. meet any required adult – pupil ratios;</p> <p>v. ensure that contingency plans exist in the event of an emergency;</p> <p>vi. ensure a risk assessment is carried out to check that the support staff have a clear understanding of their role/s and have appropriate:</p> <ul style="list-style-type: none"> <li>● confidence to lead the activity;</li> <li>● leadership skills;</li> <li>● organised skills;</li> <li>● control and discipline;</li> <li>● communication skills – with the staff and the pupils;</li> <li>● competence/expertise/experience and/or qualifications to match the demands of the pupils, the demands of the activity or activities to be delivered and the ability to fulfil the tasks delegated to them;</li> <li>● knowledge of the limits of their role and responsibility;</li> <li>● knowledge of the school's emergency procedures</li> </ul> <p>vii. confirm the support staff's suitability to work with children,</p> <p>viii. check all support staff apply the school's ethos, procedures and standards appropriately,</p> <p>ix. monitor that individual and/or joint planning of the work with a designated teacher occurs regularly,</p> <p>x. provide appropriate professional development opportunities for school support staff.</p>	<p>i. brief on – or provide – all necessary documentation relating to school procedures and standards – such as that relating to safeguarding children, physical contact (supporting) in PESS, accident and emergency procedures, rewards and sanctions, confidentiality,</p> <p>ii. provide any relevant schemes/units of work,</p> <p>iii. provide lesson plans or ensure joint planning opportunities or monitor any prepared planning provided by the support staff,</p> <p>iv. be the first point of contact with pupils' parents,</p> <p>v. provide clear roles and responsibilities to each individual adult escorting the group,</p> <p>vi. check that any large groups are sub-divided with each child designated to the care of a nominated adult,</p> <p>vii. ensure all support staff carry a list of the group and emergency contact information should it be needed,</p> <p>viii. ensure the support staff have the facility to contact school or a designated teacher in an emergency,</p> <p>ix. instruct the support staff to communicate relevant information about the group to other adults assuming some responsibility for any of the group – for example, the number in the group is given to a specialist swimming teacher or lifeguard as the group enters the poolside,</p> <p>x. check the support staff's level of competency, compatible with safe and effective practice,</p> <p>xi. ensure that a trained first aider accompanies the event or <b>ensure that first aid provision is available at the venue/event.</b></p> <p>xii. evaluate the event with the support staff as soon as possible after its conclusion,</p> <p>xiii. regularly and systematically monitor and review the quality of provision by the support staff.</p>	<p>i. be clear as to the role and level of responsibility they are assuming,</p> <p>ii. tell the head teacher/designated teacher if they lack the confidence to lead the group off-site or be involved in the specific activity – e.g. have a fear of water if asked to escort a group to a swimming pool,</p> <p>iii. sub-divide the group, allocating the supervision of specific children to specific support staff, for the duration of the event – and ensure each child knows and recognises the adult to whom they are designated,</p> <p>iv. be deployed throughout the group to ensure safety and effective management – e.g. at different positions on a coach or walking a group along the road,</p> <p>v. regularly count the number in the group – leaving the school gate, onto the coach, after crossing any roads, on arrival, into the work area, during the session, at the end of the session, commencing the return journey, completion of the return journey,</p> <p>vi. check that the work area (pool, field, beach, museum etc) is clear of any obvious hazards that could harm the pupils,</p> <p>vii. exhibit good discipline and control at all times,</p> <p>viii. regularly change their supervisory/observation position,</p> <p>ix. constantly scan the group and work area,</p> <p>x. inform any specialist staff (e.g. swimming teacher, lifeguard, outdoor centre staff etc) of numbers in the group, illnesses, abilities and other relevant group information,</p> <p>xi. carry emergency contact information and group lists at all times,</p> <p>xii. have planned how to deal with any illness that arises during the event – who administers first aid, who manages the rest of the group, who goes to hospital with a child if necessary,</p> <p>xiii. know and apply any contingency plan in the event of accident, condition of work area or inclement weather,</p> <p>xiv. evaluate the event with other accompanying adults and the head teacher/designated teacher after the event.</p>