



celtic cross education



Bishop Bronescombe C of E School
Physical Education Policy

January 2021

A handwritten signature in black ink, appearing to read 'Liam M...'. The signature is written over a light grey rectangular background.

Signed (Chair):

Date: 16/3/21

Reviewed:	January 2021	Reviewed by:	T. Nicholas (PE Lead)
Due for review:	January 2023	SMC or Governor responsible:	S. Wheildon

School Aims

At Bishop Bronescombe School we aim to give all children:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self-esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Bishop Bronescombe C of E School's motto is: **'Learning that lasts a lifetime'**.

Celtic Cross Education's Mission Statement is: **'We nurture, we learn, we achieve together.'**

General policy statement

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitor Policy, which all visitors must acknowledge and accept upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness and improves their strength. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

Aims and Objectives

At Bishop Bronescombe we aim to provide each pupil access to a broad and balanced programme of activities which are accessible and challenging. In order to do this, we aim to:

- ✓ Stimulate and maintain pupil interest and enjoyment in PE and physical activity and to promote health and fitness for current and future lifestyles.
- ✓ Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
- ✓ Enable pupils to see PE as:
 - i. a major feature in our lives, related to employment, leisure and culture.
 - ii. part of a wider body of knowledge and skills, e.g. interpersonal and problem-solving skills.
- ✓ Enable pupils to:
 - i. understand and use safe practice and to appreciate its importance in PE.
 - ii. understand the short- & long-term effects of exercise on the body.
 - iii. understand the role of exercise in a fit and healthy lifestyle.

- ✓ Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for Bishop Bronescombe.
- ✓ Enable pupils to work independently and as part of a group or team in varied activities so as PE contributes to the development of core skills such as communication by speech.
- ✓ Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE learning.

Planning and Sequence of Learning

Each class is allocated hall times for P.E during the week for at least one of their PE slots. Swimming is spread across the duration of the year with every child, from Key Stage 2, attending 5 x 1 hour sessions at one point in each academic year. These take place at the local pool in which pupils' progress onto swimming unaided with a range of recognised strokes.

To ensure continuity and progression, Early Years and Key Stage 1 staff follow the Arena scheme of work, which includes a significant amount of Fundamental Movement skills. This is supplemented with additional gym, games and athletics lessons as appropriate. Key Stage 2 teachers also follow the Arena scheme of work, with elements of cross-curricular topics when appropriate.

The Arena scheme of work plans PE activities so that they 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 activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Class teachers and the designated PE teacher (if done during PPA cover or an external sports leader is in to team teach) follow the short-term plans for each PE lesson of outdoor games, indoor gym or dance and athletics. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The plans are kept on the school server in the planning folder so are available for the class teacher to see in advance, print and discuss with the PE Lead any time they need to.

In addition, we are members of the Mid Cornwall Sports Network which was set up to enable schools to work collaboratively to ensure best practice was used across the whole of the Mid Cornwall area. The network provides opportunities for us to upskill our staff as well as facilitating coaching and competitions for our pupils. The Mid Cornwall Sports Network works alongside the Cornwall School Games to provide a variety of competition pathways to enthuse and motivate all children to take part in sport in and outside of school with the support of the local clubs and schools.

Assessment and Monitoring

Teachers assess children's work in PE by making assessments as they observe them working during lessons, using the same assessment framework throughout the school, supplied by Arena. They record the progress made by children against the learning objectives for the lesson with a smiley face, straight face or sad face. Photo and video evidence is collected using the phase iPads purchased using the PE & Sports Premium funding. These records also enable the Class Teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The subject leader monitors PE progress with lesson plan scans and lesson observations 3x per year.

The PE Lead keeps photographic evidence of children's work (in a PE floor book). This is

subject to permission being gained from the parents/legal guardians to take photographs of their child, in line with current legislation regarding data protection (GDPR.) The evidence provides a demonstration of an expected level of achievement in each area of activity in PE, in each year of the school.

Extra-curricular activities

We run a wide variety of extra-curricular clubs including sport related activities such as netball, football and badminton as well as other activities in which children are physically active. These include a variety of dance, nerf wars and multi-skills clubs led by both internal members of staff and external sports leaders. These are available to the children at the beginning or end of the school day. We do so on an open-access basis. Pupils are not penalised for non-attendance but sports teams are usually selected from those who attend extracurricular clubs.

Children are encouraged to be active at playtimes through activities aided by playground markings (of which the children had a say in choosing via an online poll). Lunchtime Supervisors are advised to encourage children through leading and overseeing active games.

School facilities

The school is resourced to meet the needs throughout the curriculum and across the key stages. Dance and gymnastic activities are carried out within the hall. Within the school grounds there is a hard surfaced area used for playtimes where there is a mixture of and some PE lessons. On the bottom playground there is a designated netball court which is also used for tennis and other outdoor lessons. There is a large field which is used extensively for numerous sporting activities.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. The effective management of safety for Bishop Bronescombe has four main components:

- ✓ Risk Assessment and planning before a lesson.
- ✓ Organisation of routines before, during and between lessons to include:
 - a) The use of appropriate kit including the correct footwear. Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. Parents will be informed after two consecutive occasions of no PE kit.
 - b) All children taking part in indoor PE should be barefoot or wear suitable foot covering for indoor PE. For gymnastics, particularly when the apparatus is being used, there should be barefoot only.
 - c) Jewellery that might carry a risk to the pupil, including earrings, should be removed and stored safely before each lesson. If the removal of jewellery is not appropriate out of respect for religious reasons, then the jewellery should be covered/taped. If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently.
 - d) All long hair should be tied back.
 - e) All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher. Children should be given health and safety guidance through the lesson
 - f) Location of safety equipment.
 - g) Reporting accidents.
- ✓ Control to include:
 - a) Where to find safety information.
 - b) Regular safety checks.
- ✓ Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

Inclusion

Bishop Bronescombe is committed to inclusion. We are dedicated to do our utmost to include all pupils regardless of gender, colour, religion, ability, gender identity or disability in accordance with the whole-school inclusion policy. However, Physical Education is by definition active, and some of the activities in PE have attached risks. There are occasions where inclusion is not appropriate for the safety and enjoyment of all participants. This is most likely to be the case when the behaviour of individuals is in question. In this instance, staff are referred to guidance offered in Safe Practice in Physical Education, School Sport and Physical Activity (afPE tenth edition Published 2020).

Our copy of this guidance is situated in the PE Lead's classroom cupboard and staff are made aware of its location on a regular basis & when required. 3 Inclusion will be implemented as follows:

- ✓ Standard activities and expectations as planned
- ✓ Adapted activities and expectations in line with individual pupils
- ✓ Different activities planned in line with individual pupils' needs.

Inclusion issues will be considered and acted upon in consultation with parents, professionals (e.g. Occupational Therapist, Physio Therapist) children, the school's senior management team and having sought guidance from The Association for Physical Development (afPE), the school's Inclusion policy and from the LEA if necessary.

Transgender PE Policy

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A young Transgender person has the same right to Physical Education as other young people.

With regard to young transgender people at school, there should be reasonably few, if any, issues regarding participation within the sports of their gender identity. There may be sports where, as puberty develops, MTF transgender participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context. The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young transgender people from participating (which would be discriminatory).

Within the competitive and representative aspects of school sports (outside of PE lessons), advice from CPSU states that during the growth period, leading up to puberty, there is little difference in male and female strength development so transgender boys or girls pre-puberty (Primary School age) can compete in their affirmed gender at school sports competitions. This will include our School Sports Day.