



PE Policy



Date	October 2022
Review date	October 2025

At Cockburn Haigh Road Academy we believe all children should have access to a high-quality Physical Education (PE) curriculum and PE should be an integral part of the whole school curriculum. Our School recognises the benefits high quality PE provision and school sport can give to all pupils.

Our PE curriculum aims to ensure that all pupils develop fundamental knowledge, understanding and skills to excel in a wide range of physical activities, by providing a broad & balanced curriculum with opportunities for all.

Intent

In line with the National Curriculum, it is our intent at CHRA to develop the children's physical, cognitive and social skills through sport. We aim to deliver high quality, purposeful teaching and learning that inspires all children to excel in physical education. Through our progressive curriculum, we strive to teach children to cooperate and collaborate with others as part of a team. We value an inclusive approach to PE, which endeavours to encourage not only physical development, but also mental wellbeing.

Implementation

We follow a clear and comprehensive scheme of work, which ensures the requirements of the National Curriculum are fully met through a progressive, skills-based programme. Pupils participate in two high quality PE lessons each week. Each year group will practice and 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. Our objective within lessons is to develop the children's physical skill, cognitive thinking and social skills.

Impact

At CHRA, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the opportunities to develop skills and to achieve their personal best. We encourage our pupils to be physically active and this has positive implications on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We hope children enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life outside of our school. All pupils understand the values and importance of fair play and being a good sportsman. Our goal is to promote positive relationships with physical activity.

A holistic approach to education in its widest sense is at the forefront of our practice.

In the Early Years (Nursery and Reception), teaching and learning is driven through Physical Development (PD).

Staff Development

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 indicate where they feel they need support so that appropriate support can be given by either the subject leader, courses or staff meetings. Any staff who attend a CPD course must provide feedback/ disseminate the information.

Teaching and Learning

All children are entitled to a balanced Physical Education programme of activities. At CHRA we follow the 'Real PE' programme. This programme provides fun and simple to follow Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage practitioners that give them the confidence and skills to deliver outstanding PE. It is the only scheme of work with a curriculum map, clear learning journeys, integrated assessment framework and tool to evidence and celebrate rapid sustained progress.

It is fully aligned to Ofsted requirements with outstanding learning and teaching at the heart of the programme. It focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique approach. The foundations of the Scheme are based on fundamental movement skills (FMS) – agility, balance and coordination, inclusive competition and broader essential holistic skills.

Running alongside the 'Real PE' programme children also have access to gymnastics and dance. All children access at least 2 lessons of curriculum PE per week.

Physical Education lessons should therefore not be held as a sanction. However if a child was exhibiting behaviour likely to endanger themselves or others he/she should be withdrawn, as with any other curriculum area.

Planning

All staff are provided with copies of the 'Real PE' Schemes of Work. Each scheme of work is delivered for approximately half a term as specified in the curriculum map. We will use other schemes of work such as Val Sabin to support other areas of PE as appropriate to meet the needs of the children.

Safety Guidelines

In all areas of P.E. safety guidelines will be strictly adhered to in order to promote safe practice and fulfil the safety requirements. We follow the safety guidelines 'Safe Practice in PE' guidance provided by AfPE. A copy of which is kept by the PE co-ordinator. Teachers will ensure the hall, playground and field is free of hazards and all equipment is checked before use. If the class are doing sports outside or off-site a first aid kit is always taken and the supervisor or teacher is always aware of the whereabouts of the nearest designated First Aider.

Clothing

In the interest of health and safety, appropriate kit should be worn for P.E. activities and children are overseen by the teacher whilst getting changed. Acceptable kit is that which presents no risk of injury to the wearer or other children. Jewellery should be removed before the lesson or stud earrings should be covered by earring tape.

Children are to wear black shorts and white top with trainers, unless on medical grounds. A tracksuit can be worn if the lesson is outside. Staff should be wearing PE / sportswear to deliver lessons. Staff will also dress appropriately, wearing the PE shirt provided by school and appropriate footwear to make movement easier.

Accident Procedure

For school-based activities staff will follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments will be in place for any off-site visits.

Inclusion

Working towards equal opportunities requires that teachers will treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children each have their own individual gifts and talents to contribute, which can be used to enrich the experience of others. The overriding aim is always to create an environment in which, from the earliest age, children and their teachers learn to respect each other and to work together in a harmonious manner.

The P.E. curriculum should enable all children to benefit from physical activity. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials.

Resources

Our resources fulfil the aims of the school curriculum and will reflect the value placed on P.E. All surfaces will be checked for safety before the start of a lesson. All apparatus is regularly checked and replaced when necessary. Large equipment is annually checked by an outside agency. All apparatus and equipment will allow for continuity and progression and be constantly reviewed. Equipment is clearly labelled and stored in the PE area. Teachers are responsible for accessing and putting away the equipment safely and tidily. The subject co-ordinator monitors the provision of resources ensuring that there is adequate equipment to meet the needs of the curriculum. The PE budget is managed by the co-ordinator in liaison with the Headteacher.

Monitoring and Assessment

The PE Co-ordinator continuously monitors the delivery of PE using a variety of methods. For example, Real PE evaluation sheets, photographic evidence, observations and informal/ formal feedback from staff.