



Name of Subject Leader

Last review date: September 2020

Next review date: September 2021

#### **Roles and Responsibilities of the Subject Leader**

The role of the PE Coordinator involves

- Producing a flexible scheme of work.
- Supporting colleagues in all aspects of the curriculum.
- Maintaining and replacing equipment.
- Ensuring areas for lessons are safe.
- Assisting with recording keeping and assessment of the subject.
- Monitoring the teaching of the subject at school.
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves.
- Ensuring that pupils have the opportunity to become involved in extra –curricular clubs to further develop skills and talents.
- Ensure standards remain high in each year group through effective monitoring of the subject.

The P.E. co-ordinator:

- Has a secure knowledge and understanding of the concepts, skills and safety implications/procedures associated with the activities being taught.
- Is familiar with the health and Safety policy document of the school and all safety procedures arising from these documents.
- Has a risk-assessment framework and receives appropriate training and quality information in order to make high-quality decisions which will minimise risk in Physical Education.
- Is familiar with BAALPE document 'Safe Practice in P.E.'
- Arranges equipment checks for all fixed and large portable equipment (at least annually) by a professional equipment engineer.
- Is knowledgeable concerning particular conditions (e.g. asthma, diabetes, being overweight), and knows how to plan and /or adapt exercises/activities to minimise risk for young people with these conditions. Annual medical staff meetings raise awareness of these conditions.

In addition, all staff teaching P.E. should ensure:

- Basic rules regarding clothing, footwear, jewellery etc. within the physical activity setting are highlighted, and adhered to.
- Basic rules regarding behaviour within the physical activity setting are established and adhered to (e.g. stopping immediately in response to a given command or signal, never using a piece of equipment without being told to do so)
- A record is kept of all pupils with medical conditions which may either affect their ability to participate in physical activity or which may be adversely affected by physical activity (e.g. asthma) – for pupils with conditions such as asthma the recommended treatment for each pupil in the event of a problem is clearly recorded.
- They know who the trained First Aiders are.
- Safe and effective exercise procedures are taught and adopted in all activity sessions within and outside of school, e.g. including warm ups and cool downs.

## Intent

### Teaching and learning

Guidelines are now being developed so that each teacher in Key Stage 1 and 2 will assess each child in each unit of work taught, through the year. The school will follow these guidelines to assess each child, according to age related expectations. Children are introduced to self-assessment in PE lessons. The subject will be monitored and evaluated by the co-ordinator as outlined in school's development plan for monitoring and assessment.

We aim, through the implementation through National Curriculum, to:

- enable all young people, whatever their circumstances or ability, to take part in and enjoy PE and physical activity.
- promote pupil's physical activity, healthy lifestyles, safety and well-being.
- enable all young people to improve and achieve in line with their age and potential.
- foster an appreciation of safe practice.
- develop a sense of fair play and sportsmanship.

The time allocated to PE, is two 60 minute lessons of PE per week per class and in addition daily physical activities. The class that attends swimming sessions receives one 60 minute lesson plus their weekly swimming session. All children also receive extra physical activities during structured lunchtimes and playtimes.

### Entitlement

All children are entitled to a balanced physical education programme of activities, as laid down by the national Curriculum, including the six elements of Dance, Educational Gymnastics, Games, Additionally at KS2 – Outdoor and Adventurous activities, Athletic activities and Swimming. Physical activity is a pre-requisite of a healthy person, and P.E. is one of the curriculum areas that offers the opportunity for this type of development

### Equal Opportunities

The school aims to give all pupils the opportunities to experience activities and acquire skills in P.E., as laid down by National Curriculum requirements, regardless of gender, cultural heritage or Special Needs.

Children are not regularly segregated by sex e.g. There are mixed teams in games and boys and girls are both required to lift equipment.

We have respect for cultural and religious conventions and practices

### Differentiation

Children with Special Needs will have full access to the P.E. curriculum with modifications made, or extra support given where applicable. The school aims to enable all children to fulfil their potential. Equally we provide extension work and activities for those children who display G&T and encourage participation in out-of-hours clubs, with adults other than teachers.

### Safety

Pupils understand all procedures and information regarding the minimising of risks associated with P.E.

Staff teaching P.E. receive appropriate training and quality information in order to make high-quality and justifiable decisions which will minimise risk in P.E.

### Resources

At our primary school we have access to a sports hall, a grassed playing field and a playground. The school also has a well resourced PE store, with fixed gymnastics equipment as well as many mats and benches. Equipment is checked regularly, and stock replenished as often as budget allows. Teachers have access to equipment and literature, via the coordinator, and can always rely on advice when needed.

### Out-of-hours Learning Programme

- Out-of-hours learning activities are offered before school, playtimes, lunchtimes, and after school.
- Each year a balance of activities are offered to all year groups.
- The focus is participation-based, with all pupils encouraged to attend.
- Out-of-hours learning activities are led by staff and coaches.
- Out-of-hours learning includes competitive and non-competitive, and team and individual-based clubs, and is appropriate for all pupils.

## Implementation

Our implementation is developed through secure understanding of the curriculum and subject area.

Our school believes that physical education and activity, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education and activity is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques

## Impact

- To review and evaluate the schemes of work with both teachers and pupils.
- To make facilities and equipment available for pupils to use, during lunchtimes and playtimes, and to encourage pupils to be active at these times.
- To develop the role of the PE co-ordinator, by attending the meetings within the local school sports partnership.
- To monitor pupils' level of involvement in physical activity inside and outside of school, by completing yearly audits. To audit staff confidence, using the information to organise Staff CPD.