



# **Swanage Primary school**

## **Physical Education & School Sport Policy**

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## 1. VISION

Swanage Primary school's vision is that all children and young people should receive high quality Physical Education (PE) lessons as well as have access to an outstanding range of extra-curricular sport and physical activity opportunities. Our vision is promoted through the School Games values of determination, honesty, passion, respect, self-belief and teamwork.

Physical Education contributes to the overall education of pupils by helping them to learn how to lead full and valuable lives by engaging in purposeful physical activities (Almond 2012). PE and sport can have a positive impact on readiness for learning, cognitive performance, confidence, life skills, wellbeing and physical literacy. It also helps to teach pupils through experience, to know about, and value, the benefits of participation in physical activity. As a school we have been actively involved in the development of the Purbeck School Sport Partnership and we now work closely with Partnership Managers, Shelley Hamblin and Daniel Moody. All of the primary schools in the Purbeck area have collaborated to form this partnership.

## 2. THE CURRICULUM

*A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (Purpose of study, PE National Curriculum 2014)*

We provide a broad and engaging PE curriculum from foundation stage to year 6. We also provide many opportunities for children to engage in competitive sports and other activities.

### 2.1 CURRICULUM INTENT

#### **Foundation and Key stage 1**

Our curriculum intent is that children:

- Develop a range of basic fundamental movement skills, actions and ideas, such as travelling, running, jumping and turning, rolling, balancing, throwing, catching or kicking a ball.
- Become increasingly competent and confident through watching, listening and experimenting with movement and ideas so they can extend their agility (locomotion), balance and stability, object control and coordination individually and with others.
- Learn to practise by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive.
- Watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play.
- Grow understanding of how to work with others (social skills) and to develop compassion, creativity, resilience and empathy.
- Recognise and describe how their bodies feel during and after physical activity and to develop an appreciation for health and fitness and the benefits of an active life style.
- Learn to use space safely when they work alone and with others, showing increasing control over their movements.
- Engage in and enjoy competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Enjoy expressing and testing themselves in a variety of situations.

#### **Key stage 2**

Our curriculum intent is that children:

- Continue to apply and develop new skills across a range of activities that may include dance, gymnastics, games, swimming, athletics and outdoor and adventurous activities.
- Learn how to use these skills consistently by repeating their movements in different ways and be able to link them to make actions and sequences of movement until their performance is clearer, more accurate and controlled over time.
- Use their creativity and imagination in performing dances, making up their own games, planning gymnastic sequences, responding to problem-solving and challenging activities.

- Develop an understanding of how to succeed in a range of physical activities, and how to evaluate their own success
- Develop co-operation, responsibility, compassion, creativity, resilience and empathy.
- Enjoy being active and know why activity is important to their health and wellbeing. We firmly believe in encouraging the value of self-belief, linking strongly to being fit both physically and mentally.
- Develop the ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- Understand how to stay safe during PE lessons and sporting activities, including the need for rules and regulations.
- Enjoy communicating, collaborating and competing with each other.
- Develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success
- Develop the ability to take the initiative and become excellent young leaders, organising and officiating, evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

## **2.2 CURRICULUM IMPLEMENTATION**

- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE lessons and school sport provision (within and beyond the curriculum) to raise pupils' attainment.
- Improve the understanding of how high quality PE and school sport can be used as a tool for whole school improvement – particularly in terms of behaviour management, attendance and attainment.
- Improve the understanding of how high quality PE and school sport can be used to support healthy active lifestyles and physical activity.
- Use PE and school sport to support wider personal development including creativity, aspirations, resilience, empathy, and establish a generation of children with greater emotional wellbeing.
- Provide the opportunity for children to become physically literate through the multi-skills approach (appendix 1) and the development of fundamental movement skills and, in doing so, create the bedrock for them to participate in lifelong physical activity and sport.
- Encourage more innovative interpretation of the PE programme of study to better meet the needs of all pupils to enhance achievement.
- Opportunities for more children to take part in a wide range of competitions, festivals and events.
- Enhance cross-phase continuity to improve pupils' progress.
- Provide opportunities to take part in a diverse range of school sport.
- Provide opportunities for young people to challenge themselves through both intra and inter school events.
- Develop leadership skills through the Purbeck Primary Leadership Academy.
- Raise awareness of the best places to take part in sport and physical activity outside of school.

(Definition of a **high quality PE lesson** – clear age appropriate learning objectives with informed and highly motivated staff, accessible and up to date resources, good pace of lesson and a high percentage of the lesson being active, safe and positive environment, differentiated tasks supporting all learners, encouraging a sense of wellbeing, pride and enjoyment in taking part in physical activity)

Swanage Primary School publishes a curriculum map, which can be seen on the school website.

## 2.3 CURRICULUM IMPACT

The impact we intend to achieve is seen by how the children approach a wide variety of challenges every day. By the end of each school year, we strive to ensure that our learners apply and understand the matters, skills and processes specified in the relevant programme of study and achieve their age-related expectations. We will evidence impact through assessment in lessons, observations of the children's daily interaction with all members of our school and wider community in classrooms, the playground and in the roles the children undertake. We will also use video evidence and surveys such as the Active Lives Children and Young People survey.

Each part of the PE curriculum is reviewed on a termly basis by the PE subject leader. Our focus on the personal development of every child including co-operation, responsibility, compassion, creativity, resilience and empathy enables children to become fantastic role models and the very best version of themselves. Through our broad, balanced and inclusive PE and school sport provision we intend that the impact is for children to be academically, physically and emotionally prepared for the next phase of their education and life beyond primary school. The impact is that children are motivated to utilise the skills and knowledge they have gained to live healthy and happy lives. Children should have the confidence to seek additional extra-curricular activities both in school and in external community sports club.

## 3. PURBECK PE & SCHOOL SPORT PARTNERSHIP 2019-2020

Swanage Primary is a member of the Purbeck School Sport Partnership. We access all of the elements in the overview below and contribute to the development of the partnership.

### COMPETITIONS AND EVENTS

- 30 ADDITIONAL COMPETITIONS AND EVENTS FOR PRIMARY SCHOOLS OUTSIDE OF THE SCHOOL GAMES
- FULLY INCLUSIVE EVENTS
- PURBECK SPORTS AWARDS
- OUTDOOR EDUCATION DAYS

### PURBECK CPD PROGRAMME

- COMPREHENSIVE PROGRAMME OF QUALITY ASSURED COURSES AND WORKSHOPS TO IMPROVE THE QUALITY OF TEACHING AND LEARNING
- YOUTH SPORT TRUST KS1 & KS2 PE, PE SUBJECT LEADER MODULES 1-6 TO ENHANCE LEADERSHIP OF PE, ACTIVE LITERACY, ACTIVE NUMERACY AND CHANGE 4 LIFE TRAINING
- GYMANASTICS, DANCE & SPORT SPECIFIC CPD
- HALF TERMLY PE SUBJECT LEADER MEETINGS

### PRIMARY LEADERSHIP ACADEMY

- BRONZE AMBASSADORS TRAINED THROUGH THE CHIRSTHCURCH PRIMARY LEADERSHIP ACADEMIES
- BRONZE AMBASSADORS INCREASE PARTICIPATION IN SPORT AND PROMOTE HEALTHY LIFESTYLES IN THEIR SCHOOL
- THEY ARE THE YOUNG PEOPLE'S VOICE ON PE AND SCHOOL SPORT AND ACT AS ROLE MODELS IN THEIR SCHOOL

## PURBECK PE & SCHOOL SPORT

### PURBECK PE CONFERENCE

- THE CONFERENCE IS FOR THE HEAD TEACHER AND PE COORDINATOR FROM EACH PURBECK SCHOOL
- OPPORTUNITY TO SHARE GOOD PRACTICE
- LISTEN TO KEY NOTE SPEAKERS

### ADDITIONAL SUPPORT

- SHELLEY HAMBLIN AND DAN MOODY ARE AVAILABLE TO DELIVER CPD, OR STAFF INSET.

### YOUTH SPORT TRUST

#### PRIMARY MEMBERSHIP

MEMBERSHIP FOR EACH SCHOOL WHICH INCLUDES:

- CPD COURSES
- RESOURCES/TOOLS
- YOUTH SPORT TRUST QUALITY MARK

The Christchurch and Purbeck School Sport Partnerships have been highlighted as an example of best practice by the Department for Education and the Youth Sport Trust. We are proud to have been presented with several awards over the past few years including:

- School Games Regional Innovation Award 2016-2016
- YST Lead School Conference National Award 'Advisor/Enabler of Others' – 2016-2017
- School Games Organiser National Award for 'providing competitive opportunities for all young people including the least active' – 2016
- School Games Organiser Regional Award for 'providing competitive opportunities for all young people including the least active' – 2016
- School Games Organiser Regional Award for 'providing competitive opportunities for all young people including the least active' – 2015
- YST Lead School Conference National Award 'Advocate for Change across a county' – 2015-2016

#### 4. PRIMARY PE AND SCHOOL SPORT PREMIUM

Swanage Primary shares the government's vision for the Primary PE and Sport Premium.

##### VISION FOR THE PRIMARY PE AND SPORT PREMIUM

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

**The funding has been provided to ensure impact against the following OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Under the Ofsted Schools Inspection Framework 2015, inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this. Schools are required to publish details of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

## **5. ASSESSMENT IN PE**

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self-assessment. Assessment of learning is also made through both medium term and long term assessments.

## **6. THE ROLE OF THE PE COORDINATOR**

- To be enthusiastic about P.E. and demonstrate good practice at all times.
- To keep under review, the PE and school sport policy and update as appropriate.
- Encourage and support staff in the implementation of the agreed procedures, and closely monitor the progression of activities and consistency of approach across year groups.
- Maintain and organise PE resources, ensuring they are readily available and well maintained.
- Monitor short-term planning for each year group.
- Support and guide staff, encourage the sharing of ideas and best practice.
- Liaise closely with staff running extra-curricular sporting activities and support as appropriate.
- Liaise with the school sport partnership manager and attend half termly PE coordinator meetings.
- Be aware of national and local developments in PE through reading relevant materials and attending courses.
- Submit an annual written report each Summer Term, which informs the Governing Body of progress in P.E. towards targets in the Development Plan, also of issues arising as a result of Coordinator monitoring visits.
- Work to achieve equality of opportunity throughout the school.

## **7. SAFE PRACTICE IN PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY (PESSPA)**

Safe practice standards, consistently applied by staff, students and other visitors across all aspects of the school's PESSPA programme, are important. The purpose of documented safe-practice standards in PESSPA is to:

- offer PESSPA within a well-managed, safe and educational context.
- set out the responsibilities for health and safety in PESSPA at all levels.
- establish common codes of practice for staff and students.
- provide common administrative procedures.
- ensure statutory and local requirements are followed, and other national guidelines, such as codes of practice, are considered.
- ensure school health and safety policies and procedures adequately address the PE and School Sport (PES) context of working on and off site and outside normal lesson times.
- aid the recording and reporting of accidents and incidents.
- audit and achieve consistent safety standards.

The outcomes of establishing and applying safe-practice standards in physical education are to:

- enable students to participate in PES that provides appropriate challenge with acceptable risk.
- educate students about risk management, and their responsibility in this, in order for them to participate independently in physical activity later in life.

- fulfil the provision of a broad, balanced and relevant curriculum for physical education through:
  - an environment that is safe for the activity.
  - adequately supervised activities.
  - the use of regular and approved practice.
  - taking students through progressive stages of learning and challenge.
  - building a system of advice and the practice of warning.
  - using equipment for the purpose it was intended for.
  - providing basic care in the event of an accident.
  - the use of forethought and sound preparation.
  - involving students in the process of risk management.
  - ensure clear management responsibilities and organisation provide for safe systems of work.
  - identify and provide for any professional learning needs the staff are likely to encounter in their work.

We believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. Our school has the up to date version of the AfPE Safe Practice in PE book which contains extensive information about what is considered best practice and provides the basis for our health and safety policy.

(AfPE Safe Practice in Physical Education, ninth edition, 2016)

## **8. RISK ASSESSMENTS**

Risk assessments are provided for PE lessons, extra-curricular activities and travel to competitions and events. The competition organiser should provide risk assessments for the competition/event.

## **9. INCLUSION IN PE & SCHOOL SPORT**

All areas of physical education and school sport aim to promote equal opportunities in accordance with the 'Single Equality Act'. At Swanage Primary, we aim to create an environment in which all children learn to respect and value each other and each other's interests regardless of gender, race, disability or learning difficulty. Where pupils have specific disabilities and/or health conditions, the school will ensure that they can take an active part in all physical activity opportunities offered both within school time and as extra-curricular sport and physical activities. Teachers modify activities, encourage participation in a different way, and play adapted versions of games, which can be played by all.

### **9.1. DIFFERENTIATION**

Planning for differentiation should be based on the S.T.E.P. principle i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils.
- Pupil activity, e.g. different task, different roles and responsibilities.
- Different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed

- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.
- Differentiation by task may be achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability.
- Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.
- Differentiation by support may be achieved when children of low ability are given constant reassurance to help improve their confidence.

## **9.2. INCLUSIVE HEALTH CHECK**

The inclusive health check resource has been designed by the Youth Sport Trust and the Activity Alliance and allows us to self-review our provision of inclusive School Games opportunities.

## **10. SOCIAL, MORAL, SPIRITUAL & CULTURAL**

Where possible and appropriate, PE should provide an appreciation of cultural diversity. Stereotypical beliefs and values relating to sport and physical activity will be challenged. PE and school sport also offers opportunities to support the social development of our children. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other. Children are expected to exercise self-discipline and act in a safe and sensible manner. Children should abide by the rules of sport and accept that the referee's decision is final, without question.

## **11. SCHOOL SPORT CODE OF CONDUCT**

Our children will .....

- Encourage and value the efforts of all team mates.
- Learn and accept the agreed rules.
- Never cheat.
- Treat everyone with courtesy and respect.
- Always behave well and be reliable, trustworthy and honest.
- Appreciate the honour of representing the school.
- Always listen and accept the official's instructions and decisions.
- Be sporting and considerate in winning.
- Be sporting and considerate in defeat.
- Always thank the officials, teachers and adult helpers.

Parents/Supporters will .....

- Recognise and encourage good sporting behaviour of all children.
- Act as a good role model for the children to copy.
- Actively discourage unsporting behaviour.
- Offer praise and encouragement rather than criticism during the activity.
- Applaud the effort of all teams.

- Discourage other supporters from using inappropriate spectator language or interfering in coaching decisions made during the activity.
- Support the teacher's match and kit arrangements.
- Encourage the children to respect the decisions of the officials.
- Be aware that shouting can intimidate children.
- Ensure our participating children are presentable and sport ready (correct kit, no jewellery, hair up) to set a good example and to ensure the safety of all participants.

School Staff will .....

- Ensure the safety of all participants during the event
- Set the example for all players, parents/guardians and spectators, set a good example at all times.
- Ensure that each player is appropriately dressed with the school kit (sports or P.E.).
- Promote the positive aspects of the sport (E.g. fair play).
- Display consistently high standards of behaviour and appearance.
- Never condone rule violations and inappropriately aggressive play.
- Display appropriate behaviour towards other teachers, officials, and volunteers.
- Read the rules of the game and assist players in their understanding of them, supporting where necessary.
- Promote the School Games Values of honesty, respect, self-belief, determination, passion and teamwork.

## **12. SWIMMING**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Here at Swanage Primary, we provide 6 weeks' worth of taught swimming for all pupils each year whilst they are in KS2.

## **13. SCHOOL GAMES**

The School Games is the Government's initiative for school sport and is their strategic priority to increase the number of young people participating in competition and provide a lasting legacy for the London 2012 Olympic & Paralympic Games. The Schools Games are funded by the Department for Culture, Media and Sport (DCMS), Sport England (which distributes Lottery funding), the Department of Health and the Department for Education; with outcomes across School, Health and Sport.

The Games are made up of four levels of activity: competition in schools, between schools, at a county/area level and also at national level:

- Intra-school (Level 1) - sporting competition for all students in school through intra-school competition.
- Inter-school (Level 2) - individuals and teams are selected to represent their schools in local inter-school competitions.
- School Games Festivals (Level 3) – the county/area will stage multi-sport School Games Festivals (Winter and Summer Games) as a culmination of year-round school sport competition.
- The National School Games - the national multi-sport event where most talented young people in the UK will be selected to compete by National Governing Bodies of Sport.

At Swanage Primary we access all three levels of the School Games by offering children opportunities to take part in intra school sport, entering inter school sport competitions through our School Games Organiser, Dan Moody and have represented Christchurch and Purbeck at the Dorset School Games County Finals.

### **13.1. SCHOOL GAMES MARK**

The School Games Mark is a Government led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Schools in England are able to assess themselves across bronze, silver and gold levels. We are proud to have achieved the **Silver** School Games Mark for the 2018-2019 academic year.

## **14. COACHES AND OUTSIDE PROVIDERS**

Coaches and outside providers help to provide a broader range of sport and activities at Swanage Primary. They also help to raise participation levels and opportunities for competitive sport through teams. Coaches and outside providers are deployed effectively for team teaching and staff training to increase teacher's subject knowledge, competence and confidence. The school's strategic use of coaches ensures children are inspired to participate in new or enhanced activity that is inclusive, differentiated and age/stage appropriate; they develop their fundamental movement and activity skills and are consulted on which new activities should be offered.

Coaches should:

- meet the minimum standards required for coaches in a school environment.
- be level 2 qualified (or equivalent) in a specific sport or number of sports.
- provide evidence of safeguarding training.
- provide proof of public liability insurance.
- provide risk assessments for the sessions they lead.
- provide details of their safeguarding lead.

## **15. GOVERNORS**

Governors will play a key role in the monitoring and evaluating of policy and the implementation of PE across the whole school. The Senior Leadership Team and the PE co-ordinator will provide updates to governors about the PE and School Sport offer and the use of the primary sport premium.

## **16. SWANAGE PRIMARY BRONZE AMBASSADORS**

Each year the Purbeck Primary Leadership Academy provides high quality support and training to develop and support selected pupils as leaders and volunteers. The Swanage Primary Bronze Ambassadors are role models advocating PE and school sport in our school. They are the young people's voice on PE and school sport and work hard to increase participation and healthy active lifestyles. To support the Bronze Ambassadors and other sports leaders on their leadership and volunteering journey we use the Bronze Awards developed by our School Games Organiser, Dan Moody.

## **17. HELPING ALL CHILDREN TO ENJOY AN HOUR OF PHYSICAL ACTIVITY EVERY DAY**

There is strong evidence that regular physical activity is associated with numerous health benefits for children. The UK chief medical officers recommend that all children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes every day. We are committed to providing opportunities for children to achieve at least 30 minutes of physical activity in school time every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time.

*(Childhood Obesity: A Plan for Action 2017)*

## **18. CLUBS AND EXTRA-CURRICULAR DATA**

At Swanage Primary, we keep a record of the children who attend clubs and other extra-curricular activities such as sports competitions/festivals. This helps us to identify children who have not accessed these opportunities.