



# Physical Education and School Sport Policy

1<sup>st</sup> November 2022

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## CONTENTS

Mission Statement (Intent)	2
1.1 Aims and Objectives	2
2. Approaches to Quality of Education (Implementation)	2
2.1 Sports partnerships	2
3. Impact	3
4. Resources	3
5. Learning Environment	3
6. Planning	3
5.1 Competitive Games	3
7. Assessment	4
8. Cross Curricular Opportunities	4
8.1 Spiritual, Moral, Social and Cultural	4
8.1.1 Sportsmanship	4
9. Enhancing the Curriculum	4
8.1 Opportunities for inter-school competitive sport	4
8.2 Squad training and team selection	5
8.3 Links with Community Sport	5
10. Inclusion	6
9.1 Special Educational Needs and Disability	6
9.2 Able Pupils	6
9.3 Non-participation	6
11. Health and Safety and Safeguarding	7
12. Roles and Responsibilities	8
12.1 PE Subject Leader(s)	8
12.2 Class Teachers	8
12.3 Sport Impact	8
12.4 Parents	8
13. Policy Review	8

**This policy should be read in conjunction with the *Quality of Education Policy* and the following:**

Assessment Policy	Health and Safety Policy and Procedures
Behaviour Policy	Medical Policy
Charging and Remissions Policy	Safeguarding and Child Protection Policy
Early Years Foundation Stage Policy	Special Educational Needs and Disability Policy
Equality and Community Cohesion Policy	Home School Agreement
Able Pupils Policy	

**Throughout this policy 'parents' denotes those with parental responsibility.**

## **1. Mission Statement (Intent)**

At Belmont Primary School, the intention is that Physical Education (PE) is considered an essential part of education, which contributes to each child's all-round healthy development. We aim to provide high-quality enjoyable, challenging activities, within and beyond the school day, that enable children to become physically confident and competent, experience success and grow as fit and active young people. PE and sport provide clear opportunities for children to develop and practise the School values demonstrating safety and respect.

Belmont also believes in the value of healthy competition. Competitive games are specified within the National Curriculum for children in Key Stage 2. Sporting success nurtures a pride in both the successful team and the School as a whole and helps to create a positive attitude towards PE within the curriculum. Children of all ages enjoy competition and playing competitively at school enables children to learn the values of good sportsmanship.

The national curriculum for physical education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

### **1.1 Aims and Objectives**

We aim to ensure that children:

- are physically active for sustained periods of time;
- find enjoyment and a sense of purpose, achievement and fulfillment in physical activity;
- develop physical skills, habits and interests that will promote healthy living;
- develop physical confidence, control, agility, balance and co-ordination;
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour;
- engage in competitive games and activities and develop the ability to cope with both success and disappointment and failure;
- learn how physical exercise affects the body;
- understand the need for safe practice in physical activities and know how to achieve this;

## **2. Approaches to Quality of Education (Implementation)**

Within the School Curriculum, all children have two hours of timetabled PE each week, generally in two one hour sessions, as well as other opportunities to be physically active, including 'Wake Up, Shake Up' (physical activity to music), inter-school sporting tournaments, Daily Mile runs and physical activity options during Health and Well-being week (see section 9 below). In the Early Years, children have both structured PE sessions and child-initiated opportunities to be physically active in the outdoor learning environment e.g. using balance bicycles, climbing and building with large-scale construction apparatus.

### **2.1 Sports partnerships**

Most lessons are taught by the class teacher, to enable the teaching of PE to build on teachers' existing excellent relationships with pupils and knowledge of individuals, although the School also uses the expertise of internal and external coaches in blocked sessions through our partnerships. These coaches work alongside school staff: such opportunities enable the children to benefit from specialist teaching within the context of Curriculum PE, whilst also giving our class teachers professional development opportunities, increasing their skills in teaching more specific techniques.

Our key partnership is with Sport Impact, the local schools sports partnership, funded via the School's PE and sport premium. This uses the expertise of trained teachers with additional coaching qualifications, many of whom are also on the staff of local secondary schools. Other partnerships with

local sports providers such as Dukes Meadow tennis, Love tennis etc. also enhance teaching and learning and are reviewed on an annual basis.

### **3. Impact**

Pupils experience high-quality enjoyable, challenging activities, within and beyond the school day, that enable them to become physically confident and competent, experience success and grow as fit and active young people. The integral nature of PE and the learner creates an enormously rich palette from which a student may access fundamental abilities (Spiritual, Moral, Social and Cultural SMSC) such as: achievement, self-confidence, interaction (through team work) with and awareness of others, well-being, enthusiasm for sport, feeling part of a team and self-reflection. Children have an understanding of how to develop their physical skills. PE also provides opportunity for children to discover talents and build upon these for their future through competitions and clubs.

### **4. Resources**

Resources and equipment for PE lessons are carefully chosen to ensure that they are of good quality and support the development of skills at an age-appropriate level. Additional resources, such as balls, skipping ropes and climbing frames are provided to encourage competitive games and active play during lunch and break times, partly through the support of the Belmont Home School Association. PE equipment is stored in the halls and playground sheds.

### **5. Learning Environment**

The upper two halls, playgrounds and multi-use games area (MUGA) are timetabled for PE lessons throughout the week. Wet weather alternatives are arranged, sometimes on a different day, to ensure children receive their two hours of PE each week. Playground markings support a variety of games during PE lessons and playtime. Brentford Fountain Leisure Centre is used for swimming sessions.

#### **5.1 Competitive games**

Children in the Early Years and Key Stage 1 learn to collaborate with one another, and are taught to master basic movements including running, jumping, throwing and catching. In Key Stage 1, children participate in small-sided team games, developing simple tactics for attacking and defending. In Key Stage 2, children play competitive games during PE sessions, modified where appropriate, including cricket ('kwik' cricket), football, hockey, netball, rounders, tag rugby and tennis. Further opportunities for competitive games are provided through extra-curricular sessions, inter-school and inter-house tournaments and clubs.

However, competitive activities are balanced with non-competitive sports and physical activity in which children are encouraged to improve on their 'personal best' and/or collaborate with others. The School Sports Day includes both competitive 'track' races and carousel 'field' activities which have an emphasis on skills and contribution to a team. Additionally, the morning mile encourages children to monitor their own progress and to continually strive to improve.

### **6. Planning**

The School's scheme of work ensures balance across the school year with indoor and outdoor sessions to cover National Curriculum expectations. GetSet4PE is a teaching resource used to support the quality of education of PE. Children develop agility, balance and co-ordination across a range of activities. These include gymnastics, dance and games throughout the School, as well as outdoor and adventurous activity and athletics. All children are also taught swimming in Year 4.

### **7. Assessment**

## **8. Cross Curricular Opportunities**

Teachers make links with other curriculum areas, as appropriate. In particular, some dance schemes of work is closely linked to the class topic or other unit of work e.g. Great Fire of London

Not only do PE and sport provide a strong context for work in the classroom (e.g. newspaper and magazine articles, data handling), but communication skills and maths are regularly used in the context of PE especially during collaborative activities and athletics.

### **8.1 Spiritual, Moral, Social and Cultural**

PE also provides opportunities for pupils to develop other skills such as fair play and sportsmanship, resilience, teamwork and an appreciation of rules and of their own and others' success. The culture of sport and games is also recognised through themed work linking to the Olympics, the Commonwealth, visits by sportsmen and women at different levels and participation in local events. When using the GetSet4PE resource, reference is made to the 'Whole Child Objectives'.

#### **8.11 Sportsmanship**

At Belmont, we want all children to enjoy their participation in sport. We teach our children how to play fairly in team games and individual sports. We encourage children to respond positively to referees and any decisions made during competitions. We ensure children use positive language when supporting their own team, and shake their opponents' hands at the end of each inter-school match.

## **9. Enhancing the Curriculum**

We believe extra-curricular sporting activities to be an important aspect of a child's physical education. Accordingly, a comprehensive programme of clubs is offered to provide further opportunities for children of all ages to participate in sports and other physical activities for another hour or more before or after the school day. These include team sports such as football, netball, dodgeball and tag rugby, as well as athletics, gymnastics, tennis, karate, fencing, cheerleading and dance. These clubs include training squads for competitive events (see 9.2 below), but with additional opportunities for children of the same or other age groups, mixed groups or groups allowing additional opportunity to girls/boys (where borough competition specifies tournaments for boys or girls only). The programme varies from term to term to achieve a balance throughout the year and reflect sporting seasons. Financial support is offered to ensure that all pupils are able to take advantage of such opportunities (see Charging and Remissions Policy).

In addition to the two hours of PE taught per week the School also provides extra workshops and sessions including annual dance workshops, Wake Up, Shake Up, inter-house tournaments, in class movement breaks and fitness sessions during Health and Wellbeing Week. Sometimes such events provide fundraising opportunities e.g. for Sport Relief, or may be incorporated into a community event such as a family fun run or family Wake Up Shake Up.

### **9.1 Opportunities for inter-school competitive sport**

The London Borough of Hounslow has a firm commitment to competitive sport in primary schools. Their competition structure, arranged through Sport Impact, feeds into the national structure which enables talented teams/players to develop to their maximum potential and gives opportunity to build up confidence to those children with less competition experience. Competitions are carefully divided in to 3 tiers to provide opportunity for all children to take part.

Competition begins against our local 'cluster' schools, with success leading on successively to borough finals, West London finals, London finals and national finals. The borough has chosen a key group of

'Tier 3 sports which form the School's main priority for coaching and competition. These are: athletics, 'kwik' cricket, boys' football, girls' 'hi5' netball, tag rugby and sports hall athletics and multi-sport festivals for younger pupils. These are supported by coaching sessions from school and community coaches, in preparation for events. In addition, 'Tier 1 and 2' sports, such as cross-country, dance, gym, hockey, mini tennis and others, are celebrated with one-off festivals/rallies. Attendance at these is at the discretion of the School, depending on cost, supervision and convenience.

In addition to borough events, competitions are arranged in many different sports by the Brentford and Chiswick Area Schools PE Association. Children also compete in tournaments arranged by other Hounslow schools.

Teams that participate in any sporting event, regardless of the level of success, are congratulated during assemblies, where any certificates, cups or medals are also awarded, mentioned on the school's 'Latest News' section on the website and are celebrated in our school termly newsletter.

## **9.2 Squad training and team selection**

Where necessary, the PE Subject Leader will give children opportunity to sign up to the competitions offered by Sport Impact. Our policy regarding the selection of pupils attending the 'Tier 1' sports is to select the strongest athletes. Sometimes trials will be held to select a team. In all cases, the final decision rests with the coach and PE Leader.

The majority of opportunities for 'Tier 1' competitive sport are for children in Years 5 and 6. For some events leading to 'Tier 1' borough competition (see above), long term training sessions will be run by school staff and/or Sport Impact or other trained coaches. These will vary according to the season. For most events, if there is not the scope to offer a long series of training sessions, then the selected team will be given some short training sessions.

Players who demonstrate a strong effort during training and in matches serve as a valuable example to their teams and sometimes this attitude is as valuable as talent. Players who show commitment may be selected ahead of slightly more talented players with a less positive attitude. Particularly when attending friendly matches arranged with local schools, opportunity is given to all students, regardless of talent, to be selected for teams.

Our aim is to provide enough opportunity for all children to attend a sporting event if they wish, regardless of ability.

## **10. Inclusion**

### **10.1 Special Educational Needs and Disability**

The School recognises that children who have special educational needs or a disability requiring particular support in another aspect of the curriculum may have relative strengths or particular talents in PE, and that, for these individuals, PE provides a special opportunity for raising self-esteem and celebrating success.

Where children have difficulties accessing the curriculum in PE, teachers take into consideration particular needs or restrictions so that lessons are planned to enable all children to participate (e.g. children with health needs, such as asthma, may need additional breaks and access to their medication, or additional adult support is provided). Teachers will ensure that the variety of groupings and activities allows all children to develop their skills at an appropriate pace. Where necessary, children may have the use of specialised equipment to ensure they are able to access the lesson or teaching support staff may work with individuals if they would otherwise have particular difficulty in accessing this subject alongside their peers. A buddy system may also be employed. Pupils with specific behavioural needs

will be given a structure within which to work successfully, e.g. enabling them to respond to instructions. If required, specific activities will be planned to take into account the requirements of individuals. The teacher may meet with parents, colleagues and/or external professionals to ensure that the specific needs of individuals are taken into account.

Through links with Sport Impact, the school is committed to providing more opportunities for SEN children, with weekly Boccia ball sessions and annual Boccia ball competitions. Specialist sessions aimed at improving fine and gross motor skills have also been implemented in Key Stage 1.

See also Medical and Special Educational Needs and Disability Policies.

## **10.2 Able Pupils**

We recognise that some pupils have particular aptitude and skill in the area of PE and sport and that it is essential that all pupils are challenged and given the opportunity to demonstrate and develop their skills. PE lessons are planned and delivered to include differentiation for the wide range of abilities of our children. Children with particular talent are introduced to more advanced techniques and are also given the opportunity to use their higher level techniques and skills in a leadership role, e.g. demonstrating a gymnastic movement, choreographing a dance, taking the role of team captain.

Pupils with specific talents are likely to require additional opportunities to develop their skills at a higher level, receiving coaching from trained personnel and playing/performing with and competing against others of similar ability. Such opportunities are offered through extra-curricular clubs, inter-school tournaments, competitions and events, but it is also recognised that some children may need access to opportunities outside school, such as schemes for young people run by local clubs. Further opportunities are provided through Sport Impact, which works within a number of local schools and staff are able to offer advice in specific circumstances. (See Section 9.1 and 9.2 above)

Although most competitions and tournaments are organised for older children, if a child lower down the School is known to be particularly strong in a sport (e.g. playing regularly at a high level outside school) he/she may be invited into the School Squad. This would always be at the discretion of the PE Leader/coach.

## **10.3 Non-participation**

It is important that all pupils take part in physical activity and exercise, and teachers make reasonable adjustments to accommodate children's needs. Children will be encouraged to be a responsible participant and participate as much as they can, focusing closely on their body's current state and capabilities. At times, medical conditions, illness or injury may prevent participation and the School anticipates that such a situation will be short term; for longer term conditions staff will communicate with parents to develop strategies that ensure as much participation as possible (see 10.1 above).

If a parent wishes for their child not to participate in PE lessons, a note from the parent must be sent to notify the class teacher of a particular reason for non-participation. Should the injury or illness indicate that a child is unable to participate in vigorous exercise for more than one week, the School may ask the parent to meet with the welfare assistant to discuss the level of participation that would be possible. A doctor's note may be needed to establish this.

In the event of non-participation the child is expected to be constructively involved in the lesson, whenever possible, and may take a non-active role e.g. starting races, keeping score, taking measurements etc. Generally, the child should observe the session and give positive comments and encouragement to the participants, joining in with feedback sessions. Where a child is not able to join the lesson e.g. having to stay indoors whilst others are outside, he/she may join the parallel class activity or be given an individualised activity.

Not having appropriate PE kit does not justify non-participation. Teachers should ensure that parents have been given correct information to supply a PE kit, further information about proper kit is available on the School's website. Children are given two verbal reminders to have an appropriate PE kit at school before a letter is sent home to the parents to inform them that their child is regularly without appropriate clothing.

## **11. Health and Safety and Safeguarding**

Health and safety is a priority. Outdoor play equipment is checked weekly to ensure it is safe for use and indoor gymnastic apparatus is checked annually by trained external professionals who advise on any necessary maintenance or replacement. Teachers carry out their own checks each time equipment or apparatus is used, in line with risk assessment. Steps are taken to minimise risk e.g. part or full closure of outdoor climbing equipment in wet weather. Teachers will stop lessons and exclude children from activity, where appropriate, if the child's behaviour compromises health and safety as the safety of every individual child is a priority during lessons. The child will join in again as soon as appropriately safe behaviour can be assured.

For health and safety reasons children are expected to wear the correct kit for their PE lessons and for sport based clubs or enrichment activity. This includes removing watches, tying long hair back and either removing or covering up jewellery. The swimming pool requires that swimming hats and close fitting swimwear are worn.

Belmont follows safety guidelines produced by the *British Association of Advisers & Lecturers in Physical Education (BAALPE)* <http://www.baalpe.org/>

Children come to school wearing their PE kit. In line with the School's Safeguarding and Child Protection Policy, staff are also alert to any signs of a potential safeguarding issue that may become apparent during PE sessions.

## **12. Roles and Responsibilities**

For the role of governors, Head and Deputy Head see Quality of Education Policy.

### **12.1 PE Subject Leader(s)**

In addition to the role of the Subject Leader outlined in the Quality of Education Policy, the PE Leader has responsibility to:

- develop and maintain professional relationships with Sport Impact staff, PE Leaders at local schools and other partners to facilitate effective communication and partnership opportunities, with regard to competitions and tournaments, coaching programmes and other joint activities;
- maintain an overview of the PE action plan and ensuring the School's aims and values are closely followed within the subject, liaising regarding the programme of professional development, coaching and other support to staff and children.

### **12.2 Class teachers**

In addition to the responsibilities outlined in the Quality of Education Policy, class teachers have responsibility to:

- make sure all sessions are safe in line with Health and Safety Policy and Procedures
- supervise other staff or student teachers teaching or assisting with PE lessons
- work in partnership with specialist coaches in their teaching, in particular liaising with them regarding individual pupil needs

### **12.3 Sport impact**

Sport Impact has responsibility to provide in line with the Service Level Agreement with a focus on effective use of the School's PE and sport premium funding to improve the quality of PE and competitive sport within the School along with the promotion of healthy active lifestyles.

### **12.4 Parents**

We firmly believe that the support of parents is key to the development of children as healthy, physically active individuals and to encouraging sporting success, helping children to manage perceived failure and promoting good sportsmanship.

For most events outside school, we rely on parents to assist with transport and supervision. Parents should:

- ensure their child is collected promptly, if required;
- ensure that school kit is returned complete and clean, promptly after the event.
- ensure notifications regarding sporting events is read closely and promptly give permission for their child's participation.

## **13. Policy Review**

This policy will be reviewed according to the cycle agreed by the governors' Curriculum and Achievement Committee for curriculum policies