



*Inspiring our Rising Stars*

## **Regent Farm First School PE Policy**

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# PE Aims and Intent

At Regent Farm First School we recognise the importance physical activity plays in children's lives and are committed to providing all children with opportunities to fully participate in Physical Development (PD) and Physical Education (PE).

PD in EYFS and PE in Key Stages 1 and 2 provide opportunities for all children to become physically confident and aware of the importance of physical activity as a means to support their health, fitness and wellbeing.

At Regent Farm, learning through PD and PE ensures that children acquire;

- ⇒ Physical skills, knowledge and understanding
- ⇒ An awareness of the importance of leading healthy, active
- ⇒ An understanding that everyday physical activities, games, sports embed our values of determination, teamwork, curiosity and respect.

PE plays an essential role in the development of gross and fine motor skills and is a key element of our school curriculum. PE helps children to develop control over their body movements to support a diverse range of skills needed across the curriculum. Beyond the curriculum PE helps children to become active, healthy and independent beings.

## Curriculum Intent

Regent Farm First School recognises the importance of Physical Development (PD) and Physical Education (P.E).

We follow the EYFS Curriculum and the National Curriculum for PE to ensure that all children;

- ⇒ Develop competence in the broad range of physical activities (Determination and Curiosity)
- ⇒ Are physically active for sustained periods of time (Determination and Respect)
- ⇒ Engage in competitive sports and activities (Teamwork and Respect)
- ⇒ Lead healthy, active lives (Determination and Curiosity)



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# PE Curriculum Implementation

In EYFS children will;

- ⇒ Regularly engage in activities developing fine motor skills aiding hand grip and foot control.
- ⇒ Develop and refine 'ball' skills such as throwing, catching, kicking, passing, batting and aiming.
- ⇒ Regularly use large muscle movements , developing strength, agility, balance and coordination.
- ⇒ Develop fundamental movement skills and transfer these across a range of contexts.
- ⇒ Memorise and use patterns and sequences of movements related to rhythm and music.

In Key Stages 1 and 2 children will;

- ⇒ Develop knowledge, skills and understanding across a range of physical and sporting activities.
- ⇒ Engage in moderate to intense physical activity over sustained periods of time.
- ⇒ Be encouraged to lead healthy and active lifestyles, picking up positive habits for their future .
- ⇒ Participate in physical activities and competitive games and sports .
- ⇒ Compete in games and activities and learn how to be part of a collaborative team.
- ⇒ Use physical activities, games and sport to build self-confidence and self-esteem.

## Discrete planned sessions of PD and PE at Regent Farm First School

	Autumn Term	Spring Term	Summer Term
EYFS	Dance, Gym, Fundamentals – (Agility, balance, coordination, movement and basic bat, stick and ball control) in addition to opportunities for children to develop their physical development in line with Development Matters guidance. Yoga (Yogabugs) Tennis (LTA/Kim Sanderson) Drumming (Newcastle Music Service)		
Year 1	Gym, Dance  ABC – movement (LS)	Fundamentals – (Agility, balance, coordination, movement and basic bat, stick and ball control) Introduction to skills for games.  ABC – introducing ball skills – football, rugby, basketball, netball (LS)	Athletics  ABC – introducing ball skills – tennis, cricket, rounders, hockey (LS)
Year 2	Gym, Dance  ABC – developing ball skills – football, rugby, basketball, netball (LS)	Yoga (Yogabugs)  ABC – developing ball skills – tennis, cricket, rounders, hockey (LS)	Athletics and Fundamentals – (Agility, balance, coordination, movement and basic bat, stick and ball control) Develop skills for games.  Introducing team games - basketball, cricket/rounders (LS)
Year 3	Games – (netball/basketball, hockey/tennis) Applying skills for games.  Introducing team games - basketball/netball, hockey (LS)	Gym , Dance  Introducing team games – football (LS)	Athletics and Games (football/rugby, hockey/tennis) Applying skills for games.  Introducing team games – rugby (LS)
Year 4	Games – (netball/basketball, hockey/tennis) Developing positional awareness/ tactical skills for games.  Swimming (class1)	Gym , Dance  Swimming (class2)	Athletics Outdoor and adventurous activities  Yoga (Yogabugs)  Swimming (class 1, class 2, half term each)

All PE lessons follow a common structure, ensuring children are familiar with routine across the school.

### Warm up

- ⇒ Warm ups are age appropriate .
- ⇒ Warm ups should raise the heart rate and mobilise the major joints and muscle groups.
- ⇒ Children are taught why they warm up and what happens to our body during a warm up.

### Main Content

- ⇒ Required skills are modelled by teachers and coaches.
- ⇒ Key vocabulary is shared with children.
- ⇒ Differentiation is provided when necessary.
- ⇒ Children are given the chance to apply skills by using them appropriately with a game, gym sequence or dance performance.

Teachers and coaches are aware that:

- ⇒ Children are active learners. (Curiosity)
- ⇒ Children need to be given the opportunity to learn, practice and develop new skills, techniques and concepts. (Determination)
- ⇒ Children should be encouraged to support each other develop key skills – children may be called upon to model learned skills to their peers. (Teamwork)
- ⇒ Children need to be given opportunities to practice and make progress. (Determination)
- ⇒ Children should be given opportunities to provide feedback on how to improve their performance. (Curiosity and Respect)

### Plenary

- ⇒ Children cool down at the end of the lesson.
- ⇒ Learning objectives are revisited and discussed.
- ⇒ Teachers and coaches share objectives going into the next lesson.

At Regent Farm First School, we recognise that there are a wide range of sporting organisations and other specialist organisations that promote and develop specialised coaches and teachers.

We acknowledge that specialised coaches and teachers can give children with enhanced provision.

We work with a range of specialised coaches providing activities including:

### Yogabugs

- ⇒ specialist teachers provide curriculum lessons in yoga across EYFS and Key Stages 1 and 2.
- ⇒ Specialist teachers provide extra curricular yoga club.

### LTA Tennis

- ⇒ Specialist coaches provide curriculum lessons in EYFS.
- ⇒ Specialist coaches provide extra curricular tennis club.

### Lee Sterry Sports

- ⇒ Specialist coaches provide curriculum lessons across Key Stages 1 and 2
- ⇒ Specialist coaches provide extra curriculum clubs in football, karate, dodgeball, multi-skills.

### Newcastle PE and School Sports Service

- ⇒ Specialist PE teachers provide curriculum support and professional development for teachers across EYFS and Key Stages 1 and 2.
- ⇒ Specialist PE teachers provide curriculum lessons enabling Year 4 children to become playground leaders, encouraging active healthy playtime activities across the school.
- ⇒ Specialist PE teachers provide an extra curricular club targeting children at risk of becoming disengaged with PE and active healthy lifestyles.

### Newcastle Music Service

- ⇒ Specialist music teachers provide curriculum lessons in EYFS (drumming) and Key Stages 1 and 2 (music and movement).
- ⇒ Specialist music teachers provide an extra curricular club in playing the chalumeau.

In addition to these external specialist providers of PE and PD opportunities we have also worked in the past, and look to work with in the future, providers for opportunities in;

- ⇒ Cricket
- ⇒ Rugby
- ⇒ Squash
- ⇒ Archery
- ⇒ Climbing
- ⇒ Orienteering and adventurous activities
- ⇒ Urban dance
- ⇒ Street dance
- ⇒ Skipping
- ⇒ Gymnastics

## Summary of implementation of PD and PE in Regent Farm First School

We have a progression of skills across the year groups, children learn new skills every year and develop previously taught skills.

Throughout EYFS and Key Stage One children are taught the fundamental skills needed for PE and games through multi-skill sessions including aspects of agility, balance and coordination.

Competitive games are introduced in Key Stage One, with children playing fun games as individuals and small groups.

In Key Stage Two, formal competitive sports are introduced, allowing children to develop skills learned in EYFS and Key Stage One.

Children learn a wide range of sports, practice in small teams, and develop a tactical awareness, understanding defensive and attacking aims and positions.

Dance, Gym and athletics are taught discretely in blocks through the year across Key Stages One and Two.

We aim for children to be as active as possible in PE sessions, with teachers and coaches intervening at key times during learning sessions to teach and develop key skills and ideas.

We have an inclusive approach to PE; all children are included in all sessions, with support when necessary, ensuring every child benefits from, and understands the importance of, healthy active lifestyles.



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# PE Curriculum Impact

We engage in as many inter school competitions as we can. Opportunities for inter-school competitions and physical activities are provided by our links with Gosforth Schools Trust , Newcastle PESSS Northumberland FA , Newcastle Schools FA, Gosforth Rugby Club.

### Gosforth Schools Trust

- ⇒ We engage in the annual rolling programme of physical events ‘Gosforth Gets Going’.
- ⇒ We network regularly and organise friendly sporting games between schools.

### Newcastle PESSS

- ⇒ We participate in the annual ‘Schools 500 Games’. We have entered teams and individuals into competitive events including cross country, cycling, rugby, football, girls football, multi-skills, tennis, skipping.
- ⇒ Newcastle PESSS promote the national ‘School Games’ award. We engage in this attending sports and games such as quick sticks hockey, tennis, cycling and basketball.
- ⇒ We attend all ‘Heathy Active Lifestyle’ events organised across EYFS and Key Stages 1 and 2

- ⇒ We participate in the annual 'Dance Festival' organised by Newcastle PESSS
- ⇒ We participate in the annual 'Gym Festival' organised by Newcastle PESSS

### Northumberland FA

- ⇒ Northumberland FA have previously organised girls football festivals and girls football events across Newcastle. We took part in every event that was available for lower Key Stage 2 .

### Newcastle Schools FA

- ⇒ We always enter a team into the annual Newcastle Schools FA U9 Football Tournament.

### Lee Sterry Sports

- ⇒ We always enter a minimum of two teams into annual football tournaments organised by LSSC

### Gosforth Rugby Club

- ⇒ We have created a link with Gosforth Rugby Club, planning to organise a joint U9 rugby festival.

## Summary of impact of PD and PE in Regent Farm First School

- ⇒ At Regent Farm First School, children become physically confident supporting their health, fitness and well being.
- ⇒ PD and PE activities and lessons are fun and meaningful for our children, encouraging long term enjoyment of physical activity.
- ⇒ Our high-quality physical education curriculum inspires all children to participate and succeed in competitive sports and other physically-demanding activities.
- ⇒ The opportunities we provide to compete in sport, games and other physical activities build character and help to embed our values of teamwork, determination, curiosity and respect.
- ⇒ Beyond the curriculum, we provide a range of opportunities for our children to compete against each other and other schools.
- ⇒ We celebrate the excellence of our children in competitions, inspiring our children to be determined to do their best at any chosen sports and games.
- ⇒ Children bring in awards and certificates gained from their participation in sporting and other physically based clubs and these are shared and celebrated during whole school assemblies.
- ⇒ We have a rich recent history of our children winning competitive events. Trophies and awards are presented in our cabinet visible at the main school entrance.



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# Managing PE—Safeguarding, Health and Safety and Risk Assessments

## **Safeguarding**

Teachers and school staff should be aware that concerns around safeguarding issues may present as children change their clothing for PE sessions or during activities in PE sessions. Teachers and staff must act in accordance with guidance presented in our Safeguarding Policy

All visitors and coaches must have an up to date CRB/DBS and to provide our school with the relevant documents as required by our safeguarding policy prior to beginning activities within the school .

## Health and Safety

- ⇒ We recognise that participation in PE and physical activities contains an element of risk. Teachers and coaches are responsible for ensuring that they are familiar with safe practices to reduce the element of risk to the minimum within their control.
- ⇒ Teachers and coaches must be aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate (including physical disability, asthma, sensory challenges).
- ⇒ Staff know about the safe practices involved in moving and using apparatus.
- ⇒ Teachers and coaches should check equipment prior to use to ensure it is a safe condition. Any equipment deemed unsafe should be removed and the PE lead notified .
- ⇒ Correct use of equipment is taught along with any potential hazards, including sharing a verbal risk assessment of the PE area prior to any session.
- ⇒ Equipment and apparatus is stored safely at the end of each lesson.
- ⇒ Pupils are taught to consider their own safety and that of others at all times.
- ⇒ School shoes are not permitted to be worn for PE (with the exception of outdoor activities when other appropriate footwear is not available).

- ⇒ Children must wear appropriate clothing, remove jewellery and tie back long hair.
- ⇒ If the removal of jewellery or studs is not possible items should be securely taped and checked by teacher or support assistant.
- ⇒ Pupils should wear appropriate PE kit – black shorts/leggings/sweat pants, white t-shirt, appropriate footwear. A small selection of spare PE kits should be available in each classroom to loan to children who do not have their PE kit in school.
- ⇒ Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics.
  
- ⇒ Teachers and coaches involved in any discrete PD or PE lessons are expected to wear suitable clothing and footwear and manage hair and jewellery in a manner that models healthy and safe practice to children.

## PE Equipment

- ⇒ Pupils can be taught to lift and carry equipment safely from an early age. Teachers must ensure that any equipment moved is done in a safe and organised manner.
- ⇒ All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty.
- ⇒ Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling).
- ⇒ Mats should never be used to protect against foreseeable outcomes of poorly developed skills such as anticipating that pupils will fall while using apparatus.
- ⇒ We have annual safety inspections of PE equipment - advice is acted upon immediately.
- ⇒ Where equipment is deemed unsafe, but reparable, it is moved well away from the working area and clearly labelled as unsafe until made good.
- ⇒ Equipment condemned following an inspection is completely removed and disposed of.

- ⇒ Our PD/PE and games equipment is stored in baskets and bags in the small hall .
- ⇒ Gymnastics equipment is stored in and around the hall itself.
- ⇒ It is the responsibility of all staff to ensure that the equipment is replaced tidily in order to minimise the potential for tripping, and to allow safe accessibility for teacher and coaches to pick up, transport and site the equipment they are using.
- ⇒ Children should not return equipment unsupervised.