



# Physical Education & School Sport Policy

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## 1. VISION

Wool CE Primary School 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 which also link to our school Christian values: determination ([perseverance](#)), honesty ([faith](#)), passion, [respect](#), self-belief ([aspiration](#)) and teamwork ([love](#)).

Our ambition is that all pupils leave Wool 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 which will enable them to continue to [grow and flourish](#). PE and sport can have a positive impact on readiness for learning, cognitive performance, confidence, life skills, wellbeing and physical literacy. 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, Dan Moody and Shelley Hamblin. All primary schools in the Purbeck area have collaborated to form this partnership which has enabled a purposeful sense of [community](#).

## 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. (PE National Curriculum)*

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

### 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 and other forms of 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 development 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, [perseverance](#), 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.
- Use quality assured resources to support consistency of high quality teaching and learning.
- 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 as part of a purposeful [community](#).
- 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)

Wool Primary School School publishes a curriculum map and progression of skills, which can be seen on the school website and in appendix 2.

## 2.3 CURRICULUM IMPACT

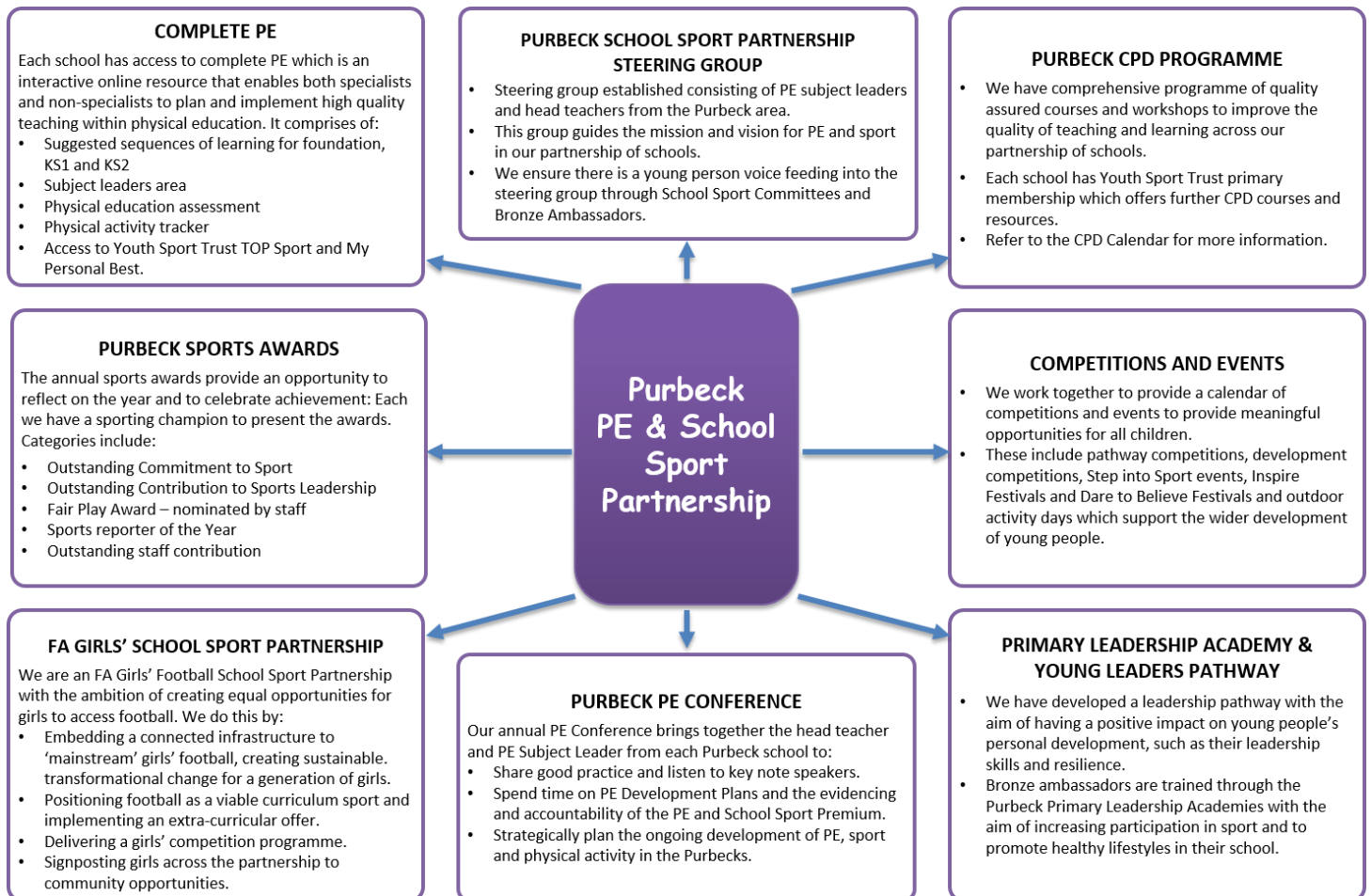
The impact we intend to achieve is seen by how children approach a wide variety of challenges every day. By the end of each school year, we strive to ensure that our learners apply and understand the matters, skills and processes specified in the relevant programme of study and achieve their age-related 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

Wool Primary School 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.



The following documents related to this overview can be found in the appendices:

Appendix 3 – Purbeck competitions and events calendar

Appendix 4 – Purbeck PE and School Sport CPD Programme

The Purbeck School Sport Partnership has been highlighted as an example of best practice by the Youth Sport Trust. We have presented at various national and regional conferences including the Youth Sport Trust conference on the Purbeck model. We have also been presented with several awards over the past few years including:

- YST Lead School Conference – ‘Empowering Activism’ – 2018-2019
- School Games Regional Innovation Award 2016-2017
- YST Lead School Conference National Award ‘Advisor/Enabler of Others’ – 2016-2017
- School Games National Award for ‘providing competitive opportunities for all young people including the least active’ – 2016
- School Games Regional Award for ‘providing competitive opportunities for all young people including the least active’ – 2016
- School Games 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**

Wool Primary School shares the government’s vision for the Primary PE and Sport Premium.

The PE and sport premium provides primary schools with £320m of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils.

Schools must use the funding to make additional and sustainable improvements to the quality of the physical education (PE), physical activity and sport they provide.

The PE and sport premium is used to:

- develop or add to the PE, physical activity and sport that your school provides
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

The PE and sport premium is provided to secure improvements in the following 5 key indicators:

- Engagement of all pupils in regular physical activity
- Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:
  - Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:
  - Broader experience of a range of sports and activities offered to all pupils, for example by:



- Increased participation in competitive sport, for example by:

## 5. ASSESSMENT IN PE

Effective assessment in physical education engages supports and motivates pupils to become competent, confident, creative and reflective movers. It can support and encourage young people to work together in order to excel in physically demanding and competitive activities.

Approaches to assessment must be meaningful and embedded throughout a high quality physical education curriculum; which enables learners to make progress and improve their attainment. Although locally determined and child-centred, physical education must be situated within a whole school approach to assessment and support a child's development across the whole curriculum (DfE, 2014).

Assessment for learning at Wool Primary School is made through observations of children's work, through discussions with the children and through their own self-assessment. Effective assessment in physical education engages, supports and motivates pupils to become competent, confident, creative and reflective movers. It can support and encourage young people to work together in order to excel in physically demanding and competitive activities.

## 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.

Wool Primary School's PE Development Plan can be found in appendix 7

## **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, School Sport and Physical Activity)

## 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. Specific risk assessments can be found in appendix 8.

## 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 Wool Primary School 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 English Federation of Disability Sport (EFDS) and allows us to self-review our provision of inclusive School Games opportunities. Our inclusive health check can be found in appendix 9.

## 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. PURBECK SCHOOL SPORT CODE OF CONDUCT

School Pupils 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. Our aim is that all children leaving Wool Primary School are able to meet the national curriculum minimum standard of capability and confidence in swimming and safe self-rescue.

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 Wool Primary School, we provide .....



## 13. SCHOOL GAMES

|                           |   |   |   |
|---------------------------|---|---|---|
| <b>Umbrella Statement</b> | <b>The School Games inspires young people to be physically active for life through positive experiences of daily activity and competition.</b>  |   |   |
| <b>Key Messages</b>       | The School Games delivers physical activity via a <b>local network supported nationally.</b>  | The School Games creates opportunities and experiences that <b>young people will enjoy.</b>   | The School Games supports the <b>wider development</b> of young people.   |
|                           | <b>What</b>   | <b>How</b>  | <b>Why</b>  |
| <b>Proof Points</b>       | <p>The School Games provides a national network of over <b>450 School Games Organisers and over 40 Active Partnerships</b> who work together locally.</p> <p>The School Games delivers positive experiences for young people from <b>over 40 different sports</b> and activities.</p> <p>The School Games <b>equip schools and parents</b> to support young people to be active for at least 60 minutes a day.</p> <p>The School Games provides opportunities both <b>virtually and face-to-face</b> to maximise the support offered to schools and young people.</p> | <p>The School Games <b>listens</b> to young people to understand their motivations and create opportunities that meet their needs; whether that is creating friendships, building confidence or learning new skills.</p> <p>The School Games removes barriers and improves access for those young people <b>facing inequalities and in greatest need.</b></p> <p>The School Games inspires young people to be <b>active for life</b> by providing a pathway to community groups and organisations.</p> <p>The School Games encourages young people to <b>achieve their personal best.</b></p> | <p><b>Physical Development</b><br/>Being active for at least 60 minutes a day supports young people to have immediate and long-term health benefits.</p> <p><b>Personal Development</b><br/>the School Games has a positive impact on young peoples' personal development, such as developing their leadership skills and resilience.</p> <p><b>Emotional Development</b><br/>the School Games improves young people's self-esteem, reduces stress, supports their mental wellbeing and builds their resilience.</p> <p><b>Social Development</b><br/>The School Games provides a sense of belonging, enabling young people to develop their teamwork, communication, empathy and respect for others.</p> <p>Instilling <b>the School Games' values</b> of passion, self-belief, respect, honesty, determination, and teamwork supports schools to achieve their broader whole school objectives.</p> |

### **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 **gold** School Games Mark for the 2018-2019 academic year which can be found in appendix 10.

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

Coaches and outside providers help to provide a broader range of sport and activities at Wool Primary School 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. WOOL PRIMARY SCHOOL 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 Wool Primary School 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. These can be found in appendix 11.

## **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 a day on average per week. 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.

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

At Wool Primary School 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. Data can be found in appendix 12.



# APPENDICES

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# Appendix 1

Multi-skill approach



# Appendix 2

## Curriculum Map and Progressions of Skills



# Appendix 3

## Purbeck Competitions and Events Calendar



# Appendix 4

Purbeck CPD Programme



# Appendix 5

## PE and Sport Premium Evidencing and Accountability



# Appendix 6

## PE Development Plan



# Appendix 7

## Risk Assessments



# Appendix 8

## Inclusive Health Check



# Appendix 9

School Games Mark



# Appendix 10

Bronze Ambassador/Sports Leader  
Awards



# Appendix 11

## Clubs and Extra-curricular Activity Data



