Physical Education Policy

September 2025

School Vision for PE

Healthy & Active Lifestyles

We aim to educate both adults and children to develop a greater understanding of the benefits of healthy living. Children need to practise skills on a daily basis to show commitment to keeping their bodies healthy. This will promote long term healthy, active lifestyle choices. We will build knowledge, improve skills and deepen social wellbeing within a fruitful partnership between home, school and the community.

Competitive Opportunity

Our aim is to nurture confident, resilient children who strive to achieve their potential through a wealth of competitive experiences. We will encourage a positive attitude towards winning and an accepting approach towards losing within a wide range of sports. This way everyone can celebrate varying sports, skills and success in themselves and others in school.

We will provide, ***'opportunities for children to compete in a wide range of sports and other activities in order to build character and help to embed values such as fairness and respect.'***

We will ensure that; ***'pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.'*** **As pupils move into KS2 they will** ***'continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to actions and sequences of movement.'***

At Toner Avenue Primary School we will support the children in, ***'developing an understanding of how to improve physical activities and sports and learn how to evaluate and recognise their own success.'***

National Curriculum 2014

We will offer a range of sports and physical activities that will encourage children to enjoy exercise now and also throughout their whole life. This will promote high self-esteem and confidence when faced with challenges in all areas of life at school, at home and in the community. Overall potential must be enhanced by celebrating success in all that our children strive to do academically and physically. Healthy minds and bodies support present and future learning and wellbeing.

Sport Premium Funding

In March 2013 the government announced that they would introduce a dedicated primary PE and Sport Premium that would go directly to primary school head teachers so that they could decide how best to use it to provide sporting activities for pupils. The government has committed to funding the primary school Sports Premium up until 2020 – an investment worth £750 million.

Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their websites.

Details of how the Sport Premium Funding is spent at Toner Avenue Primary School are found on the school website.

Rationale and Ethos

At Toner Avenue Primary, Physical Education, physical activity and school sport contributes to children's confidence, competence, motivation and knowledge and understanding in valuing and taking responsibility for engaging in physical activity and sport for life.

Intent

At Toner Avenue Primary school, we aim to provide children with life skills that will have a positive impact now and beyond school life ensuring pupils lead healthy active lifestyles. Within PE, we aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. At our school, we want to teach all children the core fundamental movement skills in order to co-operate and collaborate with others, be part of a team, participate in healthy competition, understanding fairness and equity of play to embed life-long values. We strongly believe all children can achieve and make progress within PE. Our approach to the delivery of PE lessons challenges and supports every child across the school. This approach is achieved through the use of our Real PE scheme of work, which starts from EYFS all the way through to the end of Key Stage 2. Our long term plan is broad and balanced, allowing children to access a wide variety of high quality PE and sports provision.

Aims of PE

We aim 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
- lead healthy, active lives
- are given a firm foundation for life-long participation in sporting activity.

Outcomes

We follow Real PE at Toner Avenue. Our intended learning behaviour outcomes from the scheme include:

- Personal Development
- Social Development
- Cognitive Development
- Creative Development
- Physical Development
- Health and Fitness Development

Entitlement and Progression

In **foundation stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games developing simple tactics for attacking and defending
- perform dances using simple movement patterns

In **Key Stage 2** pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, which utilise the same skills needed in other sports such as basketball, cricket, football, hockey, netball, rounders, tennis and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team

- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and Water Safety

All children must have access to swimming instruction in either key stage 1 or 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 such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

At Toner Avenue Primary School the children have historically had access to swimming instruction in all KS2 classes which take place at Hebburn and Jarrow pools. Swimming is now targeted for children in Year 4 and children will go swimming for the whole academic year. One of the key reasons to continue swimming lessons throughout the year is consistency. Like any skill, swimming requires regular practice to truly master it. If there is a long break it's easy for swimmers to lose the skills they have developed. Techniques become rusty, and confidence in the water can wane. By maintaining lessons throughout the year swimmers are able to build on what they have already learned, reinforcing techniques and continuing to progress. Children who can swim 25m in Y6 are asked to present their swimming certificates and those who cannot are targeted with swimming lessons for the whole of the academic year.

Physical Education at Toner Avenue Primary School

At Toner Avenue Primary School, with aim to deliver one hour of high quality PE per week, plus an additional session of sports coaching of at least 40 minutes (one additional coaching session per term).

- Teachers have a long term PE curriculum map that has been written by the PE leader. The long term plan follows the REAL PE Scheme of work which ensures coverage of all NC PE objectives. All phases are required to use this scheme for their PE delivery.

- PE sessions are matched to the main hall timetable. Dependent on the activity, the staff will decide whether the session will be taught inside or outdoors.

- Each phase has a set of Real PE resources and an online login and is required to use them in order to deliver the PE curriculum. The nature of the scheme ensures that pupils experience a coherent and progressive curriculum throughout their time at school.

Class Organisation

The majority of lessons will be delivered using the Real PE scheme which follows a particular format depending on the age range taught. All lessons need to include the following key components:

- **Warm Up – Pulse raising activity**

- **Exploratory / progressive skills development activity**
- **Using and applying those skills**
- **Plenary / Cool down**

The importance of a warm up / cool down will be explained to the children. Skills development activities will be differentiated by task and outcome as appropriate to the child's level. Using and applying will enable the children to use their skills in a different context. Children will have the opportunity to work individually, in pairs and in groups.

It is essential that Learning Objectives and Success Criteria are shared with pupils at the beginning of each session as well as any cross-curricular links and how this lesson fits in with prior learning and the wider PE curriculum. This must be done in the chosen learning environment before the session begins. Children must also be aware of how to achieve success in the lesson as they would in any other subject.

Out of School Sports

At Toner Avenue Primary School we celebrate our sporting achievements during our star of the week assembly on a Friday and display photographs on a dedicated display board in the big hall and by also posting information on the school website or our school Facebook page.

Toner Avenue Primary School promotes numerous competitions/festivals throughout the academic year that we attend on a regular basis.

Safeguarding in PE

In all areas of PE safety guidelines should be strictly adhered to, in order to promote safe practice and fulfil the safety requirements of the National Curriculum. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

PE Changing

Children will come to school dressed in their PE kits.

School PE Kit

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

Indoor clothing

- Plain white T-shirt,
- Black shorts
- Trainers

Outdoor clothing

- Plain white t-shirt

- Black leggings/ shorts/ tracksuit bottoms
- Trainers
- A school jumper
- Trainers must be worn outside.

Failure to produce appropriate kit

Staff will encourage and support all children to meet the requirements. The staff monitor pupils not actively taking part in the lessons or not wearing their kit, children will play the role of coach or secret stats collator. In repeated instances, parents will be informed. During swimming lessons, children who have no swimming kit must attend the lesson at the side of the pool unless there is a medical reason which prevents them from doing so.

All teachers must ensure that all jewellery is removed. In the event of new piercings ***(less than a month***) if a child is unable to remove them, ears must be taped up.

Staff Dress

It is expected that teachers change for P.E. or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear.

Accident Procedure

For school based activities staff should follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use an emergency drill.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. PE equipment is stored in a number of places including the hall and PE Cupboard. These areas will be monitored by the PE Lead.
- Children are taught to manage and use apparatus safely and effectively.
- Equipment will be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to a member of the PE team.
- Staff are aware of First Aiders within the School and there are several members of staff first aid trained across school.
- Staff have knowledge of the environment in which learning is taking place. They must check areas for hazards before any activity takes place.

Handling Apparatus

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.

- Children are taught how to lift apparatus correctly. They should know:
    - ✔ never to touch apparatus unless instructed to do so by the teacher
    - ✔ how many children should be holding it
    - ✔ where they have to grip the apparatus
    - ✔ To carry apparatus – never drag it across the floor
    - ✔ To have knees bent, back straight and head up ready to lift. They must walk when carrying the apparatus
    - ✔ Only to lift when everyone is ready.
    - ✔ When the apparatus has been positioned, children must sit on the floor to await instructions
- Always have plenty of children lifting the apparatus.
- Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- As a general guideline, children should only use apparatus which they can move themselves.
- Finally when ready to use the apparatus, teachers should complete a risk management of the equipment with the children.

Equal Opportunities and Inclusion

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The P.E. curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials.

Facilities, Equipment and Resources

Toner Avenue Primary School has a big hall and a small hall, which are equipped with portable and fixed apparatus for gymnastics and a laptop with speakers and a large projector to support teaching and learning. There is a large MUGA (Multi Use Games Area), with multi-purpose markings and basketball posts. There is an additional playground area directly behind the school building which leads on to a very large field area. Running alongside the field there are also tyres.

The children in KS" are transported by bus to Jarrow Pool or walk to Hebburn Pool in order to meet the National Curriculum swimming requirements.

The PE Lead is responsible for purchasing and maintaining equipment in school. All classes are provided with all the equipment and resources required to teach the REAL PE scheme of work. Video resources to support teaching and learning are available on the online platform: https://real.jasmineactive.com/.

The Learning Environment

Emails are circulated to staff to inform them of current competitions, events and external club links. After school club letters are sent via email to parents each half term. The main school hall is used for breakfast club and lunchtimes therefore the floor is appropriately cleaned before school begins and after lunch to ensure it is safe for PE lessons to take place.

Sports Day

The PE leads organise the annual Whole School Sports Day at Monkton Stadium in which all children compete in a variety of team events and traditional races.

Staffing / Staff Development

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, the PE network in the Local Authority or through INSET. Any staff member who attends a CPD course must provide feedback/ disseminate the information. Staff should observe and work closely with sports coaches to up-skill themselves with the knowledge and expertise provided by the coaches. This will enable staff to ensure they can provide quality teaching in the event of coach absences.

Cross Curricular

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

Numeracy - In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems.
In the dance scheme teachers have access to numeracy based concepts which can be taught through dance.

Problem Solving - Through an open-ended approach in team games, pupils will develop their ability to find ways of answering questions.

Literacy and Communication - Skills will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement.

PSHE - Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Computing - Use of smart board technology, iPads, videos.

Science - Our curriculum teaches children about the physical changes in the body, the positive effects of exercise on the heart and how to eat a balanced diet.

Leadership and Management Roles

The Governors at Toner Avenue Primary School know about the current and projected expenditure of the Sport Premium funding via regular meetings with the subject leader and also through the school website. Governors will regularly scrutinise current and projected expenditure with the Head Teacher and understand the impact the grant is expected to make.

The Head Teacher will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE subject leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum. (REAL PE)
- Audit staff performance to determine appropriate and targeted training
- Aim for excellent teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra–curricular clubs to further develop skills and talents and will monitor attendance to ensure there is an inclusive offer which is accessible to all pupils
- Assist with recording keeping and assessment of the subject.
- Present information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly share current and projected outcomes with pupils, parents, staff and senior leaders including governors
- Have a formal, long term strategy for PE, sport and physical activity. This should be aligned with the SDP and have been informed by pupil and staff feedback
- Ensure all coaching staff delivering PE and after school clubs on the school site are quality assured and have provided enhanced DBS checks.
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Perform annual / termly planning scrutiny
- Contact local sports clubs to establish new community links with the school

Teachers should:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for the planning and teaching of PE as set out in this Policy. The Teaching Assistant (TA), when available during PE lessons, will support the class teacher in delivering PE and in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher.

Assessment and Recording

Class teachers will assess and record pupil's progress using the materials available from the REAL PE scheme of work and the short assessment sheets.

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