

AYCLIFFE DRIVE PRIMARY SCHOOL



PE Policy

Curriculum Committee

**Updated June 23
To be reviewed June 2025**

Staff Responsible

Mrs N McGowan PE Leader

Introduction and Aims of the policy

At Aycliffe Dive School, we aim for PE to provide children with a broad and balanced curriculum that encourages them to lead active lifestyles, make healthy choices, and develop their physical and social skills. This policy aims to support the achievement of these objectives through an integrated approach that sets high expectations for all pupils.

Promoting Health and Active Living

Our objective is to educate individuals of all ages on the importance of embracing a healthy lifestyle. We strive to instil, in both adults and children, a deeper appreciation for the numerous benefits that come with living healthily. Encouraging children to engage in daily practice of essential skills demonstrates their dedication to maintaining a healthy body, thus fostering a long-term commitment to an active and healthy lifestyle. Through a strong collaboration between families, schools, and the community, we aim to enhance knowledge, develop skills, and nurture social well-being, resulting in a fruitful partnership that supports overall wellness. This intent will spread across the curriculum, giving opportunity to learn and develop healthy habits in our pupils, and wider school community.

Curriculum Intent:

At our school, we intend to provide a PE curriculum that is ambitious and designed to provide challenge for all pupils irrespective of their ability level. The curriculum is designed to ensure that children engage in physical activity that contributes towards their health and well-being while providing opportunities for them to compete at various levels. We aim to provide a comprehensive and inclusive PE program that promotes physical fitness, fosters lifelong enjoyment of physical activity, and nurtures social and emotional well-being. We do this through promoting physical fitness and healthy lifestyles, developing fundamental movement skills and nurture social and emotional well-being.

Curriculum Implementation:

The PE curriculum is designed to enable pupils to achieve the expectations laid out in the 2014 National Curriculum in England, which includes the development of fundamental movement skills, agility, coordination, and balance. These skills will be developed through a range of activities that include games, dance, gymnastics, athletics, swimming, and outdoor pursuits.

Assessment:

Assessment of PE will be continuous and based on formative and summative data obtained through observations of pupils' performance during practical sessions, feedback from pupils and self-reflection. Pupils will also undertake fitness-related assessments, which will help them to monitor their progress and set personal targets. Our scheme of work (Complete PE) gives us opportunity to easily monitor teachers assessments throughout the school year and helps to continue the pupils progress throughout their time at Aycliffe Drive.

Safeguarding and inclusion:

We believe that every child has a right to be included in all activities without discrimination. Our PE curriculum considers the safety and well-being of every child by providing quality and meaningful experiences that cater to the diverse needs of all pupils.

Ensuring the well-being and safety of our pupils is a fundamental aspect of their learning experience in Physical Education. We place great importance on equipping our students with the knowledge and skills necessary to recognise and assume a level of responsibility for their own safety. From an early age, we teach them to identify and be mindful of potential hazards that may arise during PE activities.

We believe that fostering an understanding of health and safety is crucial for our students' development. By incorporating health and safety principles into our PE curriculum, we empower our pupils to make informed decisions and take appropriate precautions to protect themselves and others. Through age-appropriate instruction and guidance, we strive to instil in them a sense of awareness and responsibility when engaging in physical activities.

By instilling these essential skills and promoting a culture of safety, we aim to create an environment where our students can confidently participate in PE activities, recognising and responding to potential hazards effectively. We emphasise the importance of ongoing vigilance and teach our pupils how to proactively manage risks, ensuring their well-being remains a priority throughout their PE journey.

PE Changing Procedure

During PE changing sessions, we have established specific guidelines to ensure a safe and comfortable experience for all pupils. The procedures differ slightly between Key Stage 1 (KS1), lower Key Stage 2 (LKS2), and upper Key Stage 2 (KS2) students.

Changing in the Classroom: For KS1 and lower KS2 pupils, changing will take place within their respective classrooms. This arrangement promotes a sense of familiarity and security among the younger students. They will change together in a supervised environment, with staff members present to always ensure their well-being and safety.

Separate Changing Areas: Upper KS2 pupils will have designated separate areas for changing available to them. This practice acknowledges the increasing need for privacy and personal space as students' progress through their primary education. By providing dedicated changing areas, we aim to create a more suitable environment for the older pupils during this transition.

Storage of School Clothing: After changing for PE, students are required to place their school clothing into their PE bags. This practice promotes organisation and reduces the risk of misplacing or losing personal belongings. By keeping their school clothing secure in their PE bags, pupils can easily transition between activities without any disruption.

Thought-Provoking Questions: To enhance the learning experience during changing times, students will be given a question that aligns with the lesson's objective. These questions can be found in the Complete PE planning, providing a meaningful connection between physical activity and broader learning outcomes. By engaging students in reflective thinking, we aim to foster a deeper understanding of the lesson's purpose and encourage critical thinking skills.

Indoor clothing

- Plain white T-shirt
- Dark shorts
- Children must have bare feet for gymnastics unless they have medical reasons not to.

Outdoor clothing

- Plain white t-shirt
- Dark leggings/ shorts/ tracksuit bottoms
- Trainers
- A hoody or school jumper may also be worn at the discretion of the teacher.

Non-compliance with PE Kit Requirements

To mitigate the issue of children failing to produce appropriate kit for PE lessons, proactive measures need to be taken to ensure their understanding of the importance of changing and their familiarity with the timetable. Staff members will play a crucial role in encouraging and supporting all children to meet the necessary requirements.

Monitoring will be implemented to identify pupils who are not actively participating in lessons or consistently failing to bring their kit. In such cases, children will be assigned alternative roles, such as acting as coaches or secret stats collators (resources available on Complete PE) to maintain their involvement. If instances of non-compliance persist, parents will be informed of the situation. However, this approach does not apply to swimming lessons, as pupils will be supervised and remain in school with another class.

In situations where children consistently fail to bring their kit due to specific circumstances, a PE kit may be purchased using Sport Premium funding. This kit will be stored in a labelled bag by the class teacher within the school premises.

Furthermore, it is essential for all teachers to ensure that children tie back long hair, maintain appropriately short fingernails to prevent injury, and remove personal effects and jewellery during PE lessons. In the case of new piercings (less than a month old), if a child is unable to remove them, a note must be recorded, and the ears must be securely taped up. By implementing these measures, we aim to promote compliance with PE kit requirements and maintain a safe and inclusive environment for all students during physical education activities.

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. If possible, jewellery should be removed to set a good example. In the instance where this is not appropriate, teachers should have trainers/appropriate footwear to deliver the session.

Accident and Emergency Protocol

In the event of an accident during school-based activities, staff members are required to adhere to the guidelines outlined in the Health and Safety Policy. For off-site activities, it is imperative that staff familiarise themselves with the specific procedures and protocols of the respective facility. Risk assessments must be conducted and documented for all off-site visits to ensure the safety of participants.

During swimming sessions, it is essential for all staff members to acquaint themselves with the pool procedures, including protocols for fire and drowning emergencies. They should be knowledgeable about the location of rescue and survival equipment and possess the necessary skills to carry out emergency drills effectively.

Regular practices involving the children should be conducted to ensure preparedness in the event of an emergency.

By following these accident and emergency protocols, we prioritise the safety and well-being of all participants involved in school activities. It is our commitment to provide a secure environment and respond swiftly and effectively in any unforeseen circumstances.

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 members of the PE team.

- 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.

Sports Day:

Our annual Sports Day is a highly anticipated event in which all children actively participate. It features a variety of team events and traditional races designed to promote physical activity, teamwork, and friendly competition. To add an extra element of excitement, the children race in colors that represent their respective house teams.

Staffing and Professional Development

Continuous professional development and maintaining up-to-date knowledge are vital for all staff members to ensure secure subject knowledge and awareness of health and safety procedures. It is crucial that staff feel confident and competent in the specific areas of activity they teach. To support this, staff members are encouraged to communicate their areas of need or areas where they require additional support through staff surveys.

By prioritising staff development, we ensure that our team remains knowledgeable, competent, and up to date with best practices in physical education. This commitment to professional growth enhances the quality of teaching and learning experiences for our students while maintaining a safe and effective learning environment.

Lunch time staff have, and will continue to receive, training on leading active and safe sessions during lunchtimes. This will promote the enjoyment and importance of healthy active lifestyles, highlighting the benefits which include:

- Behavior and Discipline:
- Healthy Habits and Lifelong Skills
- Social Interaction and Peer Relationships
- Concentration and Academic Performance
- Mental Well-being
- Physical Health

This training is also extended to sports leaders, year 5 students, to run games and organise activities for other pupils in the school. Please see appendix 1 for more information on lunch and break times activities.

Out-of-School Hours Learning (OSHL)

Our OSHL activities are carefully planned to complement the curriculum in Physical Education, offering students the opportunity to expand their experiences and engage in competitive sports. We aim to provide students with information about local clubs, offer taster sessions, and establish clear pathways for further involvement through coaches and the community sports board.

Celebrating Sporting Achievements: At Aycliffe Drive Primary School, we take pride in celebrating our sporting achievements. This recognition occurs during our assembly on Fridays, as well as in key stage assemblies and through newsletters. These platforms ensure that our students' accomplishments are acknowledged and celebrated by the school community.

Access to a Variety of Sports: Throughout the academic year, our students have access to a wide range of sports through lunchtime and after-school clubs. The focus of these clubs is on participation, and we encourage all children to attend practices. While competitive sporting events are primarily offered to Key Stage 2 children, we also organise specific events throughout the year that cater to Key Stage 1 students.

Participation in Sporting Events: Our school actively participates in various sporting events held both within and outside school hours. These events are organised by our PE Subject Leader and the local school SGO. Our SGO, diligently promotes numerous competitions and festivals throughout the academic year, which we attend.

By offering OSHL activities and actively participating in sporting events, we provide our students with valuable opportunities for personal growth, skill development, and enjoyment in physical activities. These initiatives foster a love for sports, encourage healthy competition, and nurture a sense of community within and beyond our school.

Physical Education at Aycliffe Drive Primary School

At Aycliffe Drive primary school, we are committed to delivering two hours of high-quality Physical Education per week, in accordance with government guidelines.

Curriculum Planning:

Our PE curriculum is carefully planned and structured to ensure comprehensive coverage of all National Curriculum for Physical Education objectives. The PE leader has developed a long-term PE curriculum map, which aligns with the Complete PE Scheme of work. This map serves as a guide for all key stages

Timetable and Venue:

PE sessions are scheduled to align with the main hall timetable. Depending on the activity, our staff determines whether the session will take place indoors or outdoors. Whenever feasible, we strive to conduct sessions outdoors, as it provides children with greater access to space and a more dynamic learning environment.

Resources and Planning:

Each key stage is equipped with a set of Complete PE resources and an online login. It is mandatory for teachers to utilise these resources to plan activities in advance for their classes. The nature of the Complete PE scheme ensures that students experience a cohesive and progressive curriculum throughout their time at our school.

By adhering to these guidelines and implementing a well-structured PE curriculum, we aim to provide our students with a rich and comprehensive physical education experience. This commitment to quality PE promotes physical fitness, skill development, and a lifelong appreciation for an active and healthy lifestyle.

In summary, our PE policy aligns with the expectations of Ofsted by providing a curriculum that is inclusive, ambitious, and designed to promote a healthy and active lifestyle for our

pupils. The implementation of the PE curriculum is supported by continuous assessment and feedback. The policy also reflects Ofsted's recommendations on providing high-quality professional development for teachers on implementing the curriculum effectively .

Appendix 1

Active lunch and breaktimes

Lunch Time and Break Time Activities Policy

At Aycliffe Drive Primary School, we recognise the importance of promoting active, inclusive, and enjoyable lunchtime and break time experiences for our students. This policy outlines our commitment to providing a safe, engaging, and supportive environment during these periods, fostering physical well-being, social interaction, and personal development.

Objectives:

1. **Promote Physical Activity:** We aim to encourage regular physical activity during lunchtime and break time, contributing to students' overall health and well-being. We provide a variety of active play opportunities to cater to different interests and abilities, ensuring inclusivity for all students.
2. **Foster Social Interaction:** We value the importance of positive social interactions and the development of interpersonal skills. Our lunchtime and break time activities aim to create an inclusive and supportive environment that promotes friendship, cooperation, and positive communication among students.
3. **Enhance Personal Development:** We believe that lunchtime and break time activities play a significant role in nurturing personal development. Through engaging activities, we aim to develop students' confidence, resilience, leadership, and decision-making skills, fostering their holistic growth.

Policy Guidelines:

1. **Supervision:** Trained staff members will be assigned to supervise lunchtime and break time activities, ensuring student safety and well-being. Staff will actively monitor and encourage inclusive participation, addressing any behavioural issues promptly and appropriately.
2. **Varied Activities:** We will provide a range of age-appropriate activities, including sports, games, creative play, and quiet areas for relaxation or socialising. Activities will be rotated regularly to offer diversity and cater to different interests.
3. **Inclusivity:** Lunchtime and break time activities will be designed to accommodate students of all abilities and backgrounds. Support will be provided to ensure that students with specific needs or disabilities can actively participate and enjoy the activities.
4. **Equipment and Facilities:** We will ensure the availability of suitable equipment and facilities to facilitate various activities. Equipment will be regularly inspected for safety and proper maintenance.
5. **Communication and Engagement:** Students will be involved in the decision-making process for selecting activities and providing feedback on their experiences. We will promote open communication with students, parents/guardians, and staff to address any concerns or suggestions related to lunchtime and break time activities.

6. Positive Behaviour and Respect: We expect all students to demonstrate respect, inclusivity, and good sportsmanship during lunchtime and break time activities. Clear behaviour expectations will be communicated to students, emphasising kindness, cooperation, and responsible conduct.

Activity and supervision at break and lunchtimes

Competitive contact games: Competitive games that have a higher risk of contact between pupils (football, basketball, dodgeball and other invasion games) will require a trained adult to supervise closely and 'referee' the game.

Competitive non-contact games: Competitive non-contact games that have less risk of contact between pupils (netball, volleyball and similar games) will require a sports leader to 'referee' the game and a trained adult to oversee the running of the session.

Non competitive activities: These games (skipping, catching and throwing and similar activities) will require the supervision of sports leaders to actively engage pupils and encourage participation alongside a trained adult to supervise the running of the session.