

Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:	Date of Next Review:
February 2018	A Castro	C Robinson-Jones		

Article 28: Children have a right to a good quality education

Article 29: Children have the right to an education which develops their interests, talents and abilities

Rights Respecting Schools

As a Rights-Respecting School, we use children’s rights to underpin everything we do and learn. Marlborough Primary School has been working closely with [UNICEF](#), and is a 'Rights Respecting' School. The term is bestowed on those schools who, in the eyes of UNICEF, put the '[UN Convention on the Rights of the Child](#)', (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit for this Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration / Admissions Data	Name D.O.B. Address Telephone Medical Issues Parental Details	Legally Required to For Admission to School Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed on Paper Then Entered Onto School’s Information Management System Paper Version is Shredded	Held on File Throughout Child’s Time at School Passed onto New School When Moving Computer Retains Copy of Records in ‘Archive’

As such, our assessment is that this policy:



Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		

1. Philosophy:

At Marlborough Primary School our vision is to create and develop active experiences in order to provide current and future healthy lifestyles. We recognise the contribution of physical education, physical activity and school sports enhance a child's physical, cognitive, social, and emotional development as well as the role it can play in a child's health, well-being, spiritual, moral and cultural development.

2. Objectives:

PE in Marlborough:

1. Physical Development

- To develop an awareness of fine and gross motor skills with an emphasis on the understanding of the progression of skills and how these can be transferred.
- To challenge all children regardless of ability to aspire to be the best they can be.

2. Social Development

- To develop a positive attitude towards a healthy and a physically active lifestyle.
- To encourage a lifelong involvement in physical activity through engagement as a participant or as an informed spectator.
- To develop the ability to work cooperatively and with enjoyment.

3. Cognitive Development

- To enable children to develop their problem solving skills.
- To develop and increasing ability to select, link, and apply skills, tactics, and compositional ideas.
- To develop observational skills and the ability to make judgements on their own work and the work of others, leading to further development of skills.
- To enable children to develop their creative and expressive abilities through improvisation.

4. Emotional Development

- To develop a positive attitude towards physical endeavour, including perseverance, fair play, sporting behaviour and the ability to embrace sporting success and disappointment.
- To develop self-awareness and self-esteem.



PE Curriculum (DfE, 2013):

Department for Education (2013): *The National Curriculum in England: Key Stages 1 and 2 framework document.*

Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

- a. Develop competence to excel in a broad range of physical activities:
 - Develop strength, flexibility, endurance and speed through PE and school sports.
 - Develop agility, coordination and balance.
 - Physiological stability and posture, according to a health patterns.
- b. Are physically active for sustained periods of time:
 - Children are encourage to be active within the school and outside.
 - Enjoy and spend leisure time with physical activity and sports.
 - Understanding physiological and psychological changes due to be heathy, active and hygienic.
- c. Engage in competitive sports and activities:
 - School and borough encourage children to participate in intra-competitions and inter-competitions.
 - Achieve their personal best.
 - Assess and progress in PE.
 - Promote school and sports values.
- d. Lead healthy, active lives:
 - Participating and/or leading physical activity games in PE and extra-curricular time.
 - Wide range of PA and sports extra-curricular opportunities.
 - External clubs offering and providing sessions in the school and borough.

PE and Sports funding:

The funding supports the quality and quantity of school PE, sports and physical activity. We use the PESP funding to achieve and develop the PE and school sports standards:

- Encourage 60 minutes of physical active everyday recommend by NHS.
- Improvement and sustainability of health and well-being of all pupils.
- Increase the offer and participation of sports in the school.
- Enhancement in physical, cognitive, social and affective skills.

More information about the PESP and impact is available on the school website.

5. School

Staff:

Indoor PE lessons are taken by specialist gym instructors. Outdoor PE lessons are taken by the PE Teacher. Both lessons are supported by learning support assistants when required. During lunchtimes and after school physical activity sessions are delivered by professional coaches and teachers.



- i) PE Coordinator:
 - To encourage good practice, high standards and meet the objectives for all children in the school.
 - Critical thinking about the use of PE methods and/or approaches in indoor PE, outdoor PE and sport clubs, in order to meet the standards.
 - To ensure that the needs all of children are met and be committed to equal opportunities.
 - To ensure that playground and hall equipment is update and ready for safe practice.
 - Monitor and code attainment in PE and school sports, in order to provide equal opportunities and challenge to all children.
 - Link secondary school with primary through sports, in order to provide a smooth transition.
 - To organise intra-competitions and inter-competitions.
 - Organise and prepare school based INSET.
 - Work as a link with parents and governors.
- ii) Outdoor and Indoor PE teaching:
 - Ensure provision of PE are at the highest level.
 - Support preparation and teaching of high quality PE lessons that will develop the PE holistic curriculum skills (physical, cognitive, social and affective).
 - Use of questioning in lessons, plan a Question for Learning for each lesson.
 - Meet the pupils PE needs and thus, develop and challenge them.
 - Support and delivery of Gift and Talented sport clubs.
 - To organise and attend sport fixtures, events and festivals.
- iii) Physical Activity coaches:
 - To ensure EYFS, KS1 and KS2 are focussed and active during break and lunch times, providing a wide range of safe physical activities and sports.
 - To support the preparation and teaching of Change 4 Life programme to promote physical activity and wellbeing
 - Support and advice Playground Leaders when they delivery their activity lessons.

Resources:

- i) Outdoor PE and school sports is delivered in the small playground for EYFS/KS1 and main playground KS2. Indoor PE is delivered in the school hall. Sport competitions are often developed at Bannisters Stadium and/or local schools or parks.
- ii) Wide range of outdoor PE equipment is stored in a playground shed in order to meet curriculum needs.
- iii) Gym equipment is stored the hall in order to meet the curriculum needs.
- iv) Music system is equipped within the hall in order to meet dance curriculum skills.
- v) The school uses Harrow Leisure Centre for swimming lessons.
- vi) EYFS has different shapes, and colours for curriculum and playtime.
The big playground provides the lines of a futsal, netball and tennis pitches. These are used to meet curriculum abilities, clubs and playtimes.



Wet weather provision:

In case of wet weather or any accident in the playground, Outdoor PE is taught in the small hall or the classroom belonging to the class.

PE time in the school:

Each year group has an allocated session of indoor and outdoor PE each week. Year 4 attend swimming lessons in at local pool.

Non participants:

In case, PE kit is not worn or physical injury/illness is suffered, pupils are provided with resources to carry out observations, plan layouts or other paper based activity relating to PE. Parents have to inform to the teachers why the child is not participating, in writing. Children in Year 6, who do not have the PE kit will be given a red on the Going for Green behaviour log.

Curriculum map:

- a) EFYS: PE is delivered for physical development as a whole.
- b) KS1: PE is delivered to master these fundamental psychomotor skills and an introduction to cognitive, social and affective skills through gymnastics, dance, games and athletics.
- c) KS2: PE is delivered as a whole of psychomotor, cognitive, affective and social skills through gymnastics, dance, sports, athletics, OAA, swimming and borough competitions.

In addition, Curriculum overview can be found on the school website.

6. Health and safety

PE lessons follow the school Health & Safety policy for clarification of duties and responsibilities, codes of practice, safety procedures and first aid. All adults working with children hold DBS certificates.

All the guidelines used for safety in PE lessons and school sport are taken from Association for Physical Education (2016): *Safe Practice in Physical Education, School Sport and Physical Activity*. Worcester: AfPE. There is a copy in the staffroom.

Suitable clothing and footwear:

- i. Children participating in PE must wear school PE kit. All jewellery must be removed and hair tied back. Refer to Faith Matters: guidance for school leaders- policy for physical education which is inclusive of families from religious backgrounds.
- ii. Children must change before and after PE lessons back into the school uniform, in order to follow the school dress code.
- iii. Children taking part in indoor PE must wear well fitting school shorts, T-shirt and/or tracksuit. In addition, children must do Gymnastics in barefoot which allows natural grip on the apparatus.
- iv. Children taking part in outdoor PE must wear well fitting school shorts, T-shirt and/or tracksuit. In addition, children must wear trainers during outside lessons which provide a good grip for the school playground.



- v. For swimming, children must wear trunks and hats. In addition, goggles should not be worn unless there is a valid medical reason.
- vi. For competitions, children must follow the indication of the organiser (e.g. shin pads, sock and astro-boots during football competitions).
- vii. Staff will also wear suitable clothing and footwear, which allow freedom of movement and safety for the environment.
 - a) PE staff will not need to change when moving into classroom based teaching, no shorts (except PE staff).
 - b) PE staff must put on tracksuit bottoms (or equivalent) over shorts when teaching in classrooms.
 - c) PE staff will not need to change trainers when moving into classroom based teaching

The removal jewellery and the tying back of hair:

- i. All jewellery and watches worn on PE days are to be removed and stored by the child. The teacher will not take the responsibility for any jewellery. Soft, close-fitting religious wristbands may be taped in place or covered with a sweat band. Earring should be removed or covered with a sweat band.
- ii. Long hair will be tied back by the child.

Environment, playground and organisation:

- i. Posts, goals and furniture in the playground will be removed after the lessons in order to have a safe playground during break times.
- ii. In the hall, the equipment will be placed in a safe place after the lesson. The surface will be checked before the lesson. It must be clean and with no hazards for the practice of PE.
- iii. Equipment is stored in an organised manner both in the hall and the playground.
- iv. Outside gymnastics apparatus will be only allowed to use in case of event or competition.

Risk assessments:

- i. Risk assessment are mandatory before of each lesson of PE, as a legal requirement under “Management of health and safety at work regulations 1992” in order to provide safety PE lessons.
- ii. Before lessons areas will be inspected and any potential hazard removed. Regular checks of the surface and equipment will be made by the educators. If it is necessary, boundaries will be made with a safe distance from walls and/or obstacles. Safety expectations will be provided to pupils before the activity.
- iii. If any hazard is identified it should immediately be taken out of use and reported to the Head Teacher.

PE as a physical activity:

- i. Heart rate elevation will be mandatory before any physical activity. On cold days this may require longer than usual. Cool-downs will be necessary at the end of the lesson.
- ii. All the educators delivering lessons in the school will challenge every child to move forward in physical, cognitive, affective and social skills.



- iii. Educators have to be aware of any medical conditions and make provision for these pupils in the planning and implementation of the activity.
- iv. Water breaks will be given to pupils when needed.

First Aid:

- i. The playground, hall and every classroom in the school has a first aid kit checked regularly ready to use.
- ii. There is a welfare room which is supervised by the welfare office, in case any child requires more complex treatment.

Swimming:

- i. In case of an emergency during swimming lessons, procedures are followed as outlined by the pool.
- ii. Medicines will be kept at the school and taken with the supervision of an adult.
- iii. Goggles cannot be worn during swimming lessons unless there is a valid medical reason.

Photographs and videos:

- i. Photographs or videos of children participating in PE and sport competitions may only be included on the school website, school displays and/or social media if parental permission has been given.
- ii. PE lessons may require the use of electronic devices with the purpose, of enhancing PE learning and link skills with other subjects. Videos or photographs, in this case, will not be published and removed at the end of the lesson from the device used.

7. Inclusion

Equal Opportunities

- i. All areas of physical education aim to promote equal opportunities in accordance with the school inclusion policy which recognises that each pupil should have access to the curriculum regardless of gender, race, disability or learning difficulty.
- ii. Within PE, all pupils have equal access to all areas of the curriculum with due regard to ethnicity, gender, background and special educational needs and taking into account the need to be sensitive to any specific individual circumstances and to make provision for them.
- iii. Activities and programmes will enable all pupils to develop qualities and skills relating to sensitivity, respect, co-operation, fair play, the acceptance of decisions and rules and the handling of success and failure with dignity.
- iv. Activities will be planned to be acceptable to pupils of all religious affiliations, taking into account cultural norms and religious observances, including fasting and the celebration of particular Festivals (as per FAITH MATTERS IN HARROW - SACRE guidance 2015).



Targeted pupils and SEN:

- v. Pupils with learning difficulties, such as physical conditions and/or skills, confidence, English as additional language and PP are identified and provided challenging lessons in order to meet their learning needs.
- vi. Educators should be aware of the pupils' statement of education needs and plan, using material in the lessons which enable inclusion for all.
- vii. Guidelines on the front sheet of the progression of skills units focuses on the STEP principle changing Space, Task, Equipment, or People to add challenge or to support a child who is not meeting expectations.

8. Behaviour

PE lessons follow the school behaviour policy *Going for Green* behaviour log.. Children are given warnings according to the traffic system. For more information, please see behaviour policy on the school website.

9. Assessment

Observation and peer/self-assessments are used to gather the data and achievement of the pupils based on the National Curriculum standards (See above). There are a pre-assessment at the beginning of the unit and post-assessment at the end. The aim is to capture the progress of the pupils in the four learning demands: physical, social, affective and cognitive. These four abilities are encouraged and challenged through PE lessons and school sports to achieve the best progress possible in each requested demand. Assessment data will be kept in folders and ready to track by any member of the PE department.

Evidence of knowledge is also gathered by using peer-assessment task sheets, whiteboards and videos that the pupils have to complete in order to achieve the Question for Learning.

10. Professional Development Plan

Areas for development are identified within the curriculum action plan and school improvement plan. In addition to this, provision will be made to provide staff with adequate training and information to enable them to deliver the curriculum successfully.

