



# Griffin Primary School

## Physical Education Policy

| Reviewed By                    | Approved By | Date of Approval | Version Approved |
|--------------------------------|-------------|------------------|------------------|
| Nicola Kendall and Alex Knaggs | Governors   | 5.5.21           | 3.0              |
|                                |             |                  |                  |
|                                |             |                  |                  |
|                                |             |                  |                  |
|                                |             |                  |                  |

## **Introduction**

At Griffin Primary we believe PE & Sport plays an important role in making our vision statement a reality for every pupil, with the potential to change young people's lives for the better. Creating a legacy for children to be successful and have enjoyment in sport for years to come. Lastly, as a school we want to improve the levels of obesity in our children and promote a healthy lifestyle and well-being. Therefore, it is important that we strive to create an engaging, purposeful, challenging and vast curriculum for all children at Griffin.

## **Curriculum Intent**

The curriculum meets the expectations of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance. It is inclusive and every pupil has equal access irrespective of their age, gender, cultural or ethnic background. Whilst retaining its unique contribution to a pupil's movement education, PE has considerable potential to contribute to wider areas of learning and it is considered important that it is integrated into whole school planning to develop pupils' English, Maths, science, PSHE and ICT skills, knowledge and understanding.

## **Curriculum Implementation**

PE is delivered throughout the school day with 1-hour PE slots and we aim to:

- Develop competence to excel in a broad range of physical activity
- Children are physically active for a sustained period of time
- Engage in competitive sports/activities
- Lead healthy and lives

We assess children's development against Age-Related Expectations and through achieving our learning intentions. PE is delivered by a specialist coach which enables children to access high quality PE lessons. Teachers will be gathering photographic evidence of the PE lessons whilst also helping to highlight good examples of individual performances. The PE coach and teachers will discuss the assessment criteria to decide the outcome for each child.

Griffin are a member of Hull Active Schools which allows the children to have access to extra-curricular competitions across a wide range of events.

## **Curriculum Impact**

The impact of PE at Griffin Academy is to inspire the next generation of sports stars whether it is to compete competitively through their teenage and adult years or to continue an active and healthy lifestyle through a variety of sports. By delivering high quality teaching through a wide range of sports that every child has the opportunity to access through PE and the opportunity to progress their skills in PE further through our after-school clubs and competition's that run in line with our PE curriculum. Therefore, PE at Griffin is to have a lasting legacy to be successful and enjoyment in sport for many years to come.

## **Subject provision across the school**

### **EYFS**

- Multi-skills (kicking and receiving)
- Striking/fielding
- Dance
- Gymnastics
- Athletics
- Multi-skills (throwing and catching)

### **KS1**

- Invasion games (passing and receiving)
- Dance
- Gymnastics
- Athletics
- Orienteering
- Tennis

### **KS2**

- Football
- Badminton
- Dance
- Gymnastics
- Netball
- Cricket or athletics

## **Clothing, Footwear and personal effects.**

### **Clothing for pupils/teachers**

- Black t-shirt, black shorts
- Appropriate footwear (trainers/plimsolls)
- PE kit remains in school to be washed
- Teachers to wear appropriate clothing to be a good role model
- Swimming kit should be brought on the day of lessons and should be taken home to be washed daily (Y4/6)
- If the child is well enough to be in school, they are encouraged, unless on health grounds (broken bone), to take part. They should only miss PE lessons if this is requested by their parents, either by direct contact with the school or in a note to the teacher. Non-participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper etc.

### **Personal effects, including jewellery and cultural or religious adornments**

Personal effects, such as jewellery, (including body piercings), religious artefacts, watches, hair slides and sensory aids should ideally always be removed to establish a safe working environment. Glasses should be removed only if this still enables the

pupil to take part fully in the lesson. Staff should be mindful of their own adornments and remove them prior to teaching PE.

## **Equipment/safe practice**

### **Managing equipment**

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly.

All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Where equipment is deemed unsafe, but repairable, it is moved well away from the working area and clearly labelled as unsafe until made good. Equipment condemned following an inspection is completely removed and disposed of.

### **Mats/gymnastics equipment**

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling). Mats should never be used to protect against foreseeable outcomes of poorly developed skill such as anticipating that pupils will fall while suspended from a horizontal ladder or similar apparatus.

## **Inclusion**

All pupils are entitled to access a full programme of PE as possible in line with the Equality Act 2010. To enable all pupils to enjoy suitable and safe participation and to demonstrate optimum inclusion as appropriate we try to gain as much knowledge of the specific learning difficulty, disability, medical condition or emotional or behavioural disorder and understand how the individual's condition affects them.

## **Medical needs**

Parents will need to speak to a member of the Senior Leadership Team and provide any relevant medical documents. A member of SLT will then disseminate the information to the class teacher and PE Team explaining the child's condition. The appropriate action will be taken to ensure their own safety and to aid recovery. Once the child has recovered this needs to be communicated to a member of the Senior Leadership Team, who will then disseminate this to the class teacher and the PE Team, resulting in participation in PE and all physical activity (including break times/lunchtimes).

## **First Aid**

The PE subject leader works with the appointed person/people to plan first aid arrangements for sporting events off-site if they themselves are not trained. It is considered good practice by the school to have at least one of the PE personnel

trained so they can take control of first aid arrangements when taking part in physical activities and school sport off-site.

### **Social Media Content**

At Griffin Primary School all staff are clear about when and who can photograph students (parents' consent) and how images might be used to promote sport at Griffin.

### **Enrichment opportunities**

We provide a diverse and quality assured extra-curricular programme with links, where possible, to local opportunities. Griffin is a member of Hull Active Schools which enables us to access a wide variety of leagues, fixtures, events and festivals. A record of who represents the school is stored on the school drive.

Healthy competition is central to both curricular and extra-curricular programmes. Fair play, tolerance, leadership and other values are taught through both.

### **COVID-19 annex**

During this unprecedented time, PE lessons will run differently. Pupils may be split up into smaller groups (sports coach to deliver one half of the class, class teacher to deliver other half) to ensure children are at a safe distance from one another.

Contact sport is prohibited until government guidelines change; once the government give the go ahead on their ruling, PE lessons will allow contact sports to run. However key skills in such contact sports (e.g. football) can be taught during PE lessons.

All PE lessons will take place outdoors until government guidance allows the use of indoor facilities for sports groups. All equipment will be cleaned and sanitised after use and children will not touch the same equipment with their hands.