



### **PE Intent**

At The Elms, we use the GetSet4PE approach and additional sports-based units to develop every child's learning behaviours and fundamental movement skills. Our approach helps ALL children develop the physical literacy, emotional and thinking skills needed to achieve in PE, sport and life. We place the learner at the heart of our practice.

At The Elms, we intend to inspire life-long learners who enjoy and engage with physical education. We create an enabling environment in PE where young people feel included, valued, challenged and supported to achieve their maximum potential.

We offer pupils the opportunity to represent the school in sporting events during their time at The Elms through festivals and competitions.

### **PE Implementation**

Teaching staff are trained in GetSet4PE and our Subject Lead has attended additional GetSet4PE training. The PE Subject Lead supports staff to implement our PE curriculum. PE is taught twice a week at The Elms.

GetSet4PE is a progressive scheme that helps develop children's fine and gross motor skills in a competitive and learning environment.

Children in Early Years develop their motor skills and communications through games. KS1 continue will continue to develop their motor skills and start to learn and develop basic sports skills such as throwing, catching and teamwork. In KS2, the children will continue to develop and improve on the skills they learnt in KS1 in a more competitive sporting environment.

### **Roles and responsibilities**

The P.E. leader is responsible for maintaining a high standard of PE across the school by supporting colleagues and sharing expertise, arranging opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

The P.E. leader also ensures that the P.E. resources are kept well-stocked and are relevant to the planning as well as keeping up to date with local and national developments within the PE curriculum.

They are also responsible for reviewing annually the impact of the primary school sport funding. Year group teams are responsible for ensuring P.E. is taught in the order set out on the long term plan and for ensuring that they use a range of the resources available to ensure children progress within the key elements of P.E.

Staff are also responsible for providing challenge (e.g. through the different coloured FUNS tasks) and support to those children that need it, based on prior knowledge of the children and regular

formative assessment in lessons. Staff may also promote further opportunities within school, after school and within the wider community through clubs and festivals.

Links to the school values are made where appropriate in order to enhance children's understanding of the values associated to physical health and sport.

The governors are responsible for meeting at least once a year with the P.E. leader, to discuss subject strengths and areas for development, and to then report these to the governing body.

### **Teaching and Learning**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities (mainly led by the fundamental movement skills). Teachers draw attention to good examples of individual performance as models for other children and we encourage the children to evaluate their own work as well as the work of others. Within lessons we give the children the opportunity both to collaborate and to compete with other children, and they have the opportunity to use a wide range of resources.

Children in EYFS and KS1 receive 2 hours of physical activity per week (some of this will be through outdoor activities and play). Children in KS2 receive 2 hours of physical education per week. A broad and balanced programme is provided through Real PE and other sports units which compliment the scheme.

During their time at The Elms, pupils will also take part in swimming lessons to enable as many as possible to be swimmers when the move on to secondary school.

### **Cross-curricular links**

English - Links between PE and English include writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths - Links between PE and Mathematics include measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

PSHE – There are a wide range of links between PSHE and PE including following rules, living healthily, co-operating with others and understanding fairness and equality. Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance and the school values are regularly reinforced too. PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and cooperative work, while gaining a better understanding of themselves. The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity.

### **Wider opportunities/enrichment opportunities in PE**

The school provides a range of PE-related activities after school. These encourage children to further develop their skills in a range of activity areas. The clubs are led by different members of staff and outside coaches.

The school also takes part in tournaments and festivals organised by the Faringdon Learning Trust and the Vale school sports Partnership. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

## **Local links**

In P.E. we have local links with Faringdon Community College, local sports clubs and venues. Taster sessions are often offered by outside coaches and children are signposted to outside clubs if they show an interest or excel in a particular activity.

## **Sports Premium**

Schools receive PE and sport premium funding based on the number of pupils in the school. This funding is used to make additional and sustainable improvements to the quality of PE and sport we offer. We use the premium to develop or add to the PE and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

As part of the funding criteria we publish details on our website of how we plan to spend the grant and a review of the impact on pupil outcomes.

## **PE Impact**

### **Assessment and Recording**

Teachers constantly assess children's progress throughout lessons and intervene with appropriate feedback at the point of learning wherever possible to ensure the child can make progress within a sequence of lessons.

We will assess children's progression using the GetSet4PE assessment wheels to track and record evidence on each class.

### **Monitoring and Review**

The P.E subject leader creates an annual action plan for the development of the subject and provides a review of the subject to the headteacher annually.

The PE Subject Lead monitors teaching and learning in PE through staff questionnaires (to gauge staff confidence), pupil voice (to gauge pupil engagement, enjoyment and progress) and lesson drop ins. Further training and support is given to staff where needed through focussed staff meetings and 1:1 targeted assistance.

### **Health and safety**

(Also See BAALPE 'Safe Practice' document, Health and Safety policy and Oxfordshire Guidelines).

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety. Reference should be made to the school's Risk Assessments. We encourage the children to consider their own safety and the safety of others at all times.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher.

- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over. Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings. They should not engage in physical activity without correct kit and teachers are expected to set a good example by wearing appropriate clothing when teaching P.E.
- All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE
- If an activity is to take place at another venue a risk assessment will be carried out to ensure that activity is safe and appropriate for all pupils.
- Inhalers for pupils suffering from asthma are made readily accessible and kept in individual classrooms
- Regular checks are made on all equipment. All staff are responsible for reporting to the subject leader if any items show wear and tear. All large items of equipment are inspected annually by an independent safety expert. Any items constituting a danger are taken out of use immediately.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.

Policy written September 2024  
To be reviewed September 2025

Mr Rob Smith  
The Elms Primary School