

# RAVENSCLCOTE JUNIOR SCHOOL

## PE AND SCHOOL SPORT POLICY

2024 - 2025



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March 2024		July 2025	
Signed	Amy Wells Headteacher	Signed	Emily Gibson Chair of Governors



## RAVENSCOTE JUNIOR SCHOOL PHYSICAL EDUCATION POLICY

Physical Education is an important part of the curriculum at Ravenscote and its aims complement and support the teaching and learning policy of the school. A balanced programme is essential to the development of the whole child: intellectual, social, emotional, spiritual and physical. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and self-esteem.

### POLICY STATEMENT AND CURRICULAR AIMS

Ravenscote aims to provide high quality Physical Education. We aim to ensure that children at Ravenscote are:

1. Committed to PE and sport and make them a central part of their lives – both in and out of school.
2. Know and understand what they are trying to achieve and how to go about doing it.
3. Understand that PE and sport are an important part of a healthy active lifestyle.
4. Have the confidence to get involved in PE and sport.
5. Have the skills and control that they need to take part in PE and sport.
6. Willingly take part in a range of competitive, creative and challenge activities both as individuals and as part of a team or group.
7. Develop decision making in physical activities and games to achieve a desired outcome.
8. Show a desire to improve and achieve in relation to their own abilities.
9. Have the stamina, strength and determination to keep going.
10. Enjoy PE, school and community sport.

We aim to deliver the requirements of the National Curriculum through a balanced programme which provides children with opportunities to promote physical development and competence and to develop artistic, aesthetic and linguistic understanding through movement.

### CURRICULUM PLANNING

The school provides all children with two hours of high-quality curriculum Physical Education each week. This is delivered through two 60 minutes lessons; one delivered by the specialist PE teacher and the other by the class teacher.

The time-table and scheme of work is centrally planned by the specialist PE teacher. In each year, children access gymnastics, dance, athletics, games and outdoor adventurous activities.

Children in Year 4 also take part in a 10-week school swimming programme. Swimming is taught by a local club provider. Information on progress, assessment of attainment is provided to parents. Records are kept as to how many children can swim 25m by the end of Year 6.

The Specialist PE teacher is responsible for creating a comprehensive scheme of work based on current



best practice and national governing body guidelines. Each year group has a designated PE team member who can support planning and teaching and learning. The PE team meet termly to discuss and evaluate the curriculum and attainment and progress. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

## SAFE PRACTICE

All indoor and outdoor sports and play apparatus are subject to an annual inspection report by a certified play and sports inspection company.

All teachers should ensure they follow current guidelines on Health and Safety in PE. Where they are unsure, they should refer to the Safe Practice in PE and School Sport Manual (found in PE Subject Leader's room) or speak directly with the specialist PE teacher.

Procedures for dealing with an accident:

1. All classes have a medical box in the classroom carrying individual children's inhalers and the red circle for first aid assistance. These boxes are to be taken to every PE lesson.
2. Children should be sent to the office for treatment of minor injuries, accompanied by a child.
3. In the event of a more serious injury, staff will radio the office to ask for a first aider to help. All injuries are recorded by the office staff.

Daily Safety procedures:

- All playing surfaces and activity areas should be checked for safe use before each lesson.
- Gym mats are to be positioned where jumping/rolling is actively encouraged, i.e. at the end of benches, besides trestle tables, underneath the beam.
- All equipment needs to be checked before and after use reporting any concerns to the PE lead and school office.
- Equipment should be returned to the appropriate storage area and stowed safely.
- See 'Foul Weather' for details on wet playgrounds.

## Hair

Safety and hygiene require that hair that is long enough to cover the face should be tied back.

## Footwear

Bare feet are essential for indoor dance & gymnastics lessons as feet become stronger and more sensitive as footwork develops.

For Games lessons taking place indoors & outdoor PE lessons rubber soled trainers should be worn with laces properly secured to avoid accidents.

In the case of foot complaints such as athlete's foot or a verruca then footwear must be worn. They must also be reminded that all others are working barefoot and that by stepping on others feet they may cause injury.

## Jewellery

In the interest of safety to all children, all items of jewellery should be removed for PE. The class teacher should not take responsibility for the safe keeping of valuables. Children should not wear jewellery on their PE days. This includes the wearing of earrings. If earrings must be kept in (due to their just having their ears pierced), earrings are permitted to be taped over if the activity is felt to be safe enough to do so. This is in line with school and county regulations.

## SCHOOL PE KIT

A Ravenscote polo shirt

Black PE shorts / skort

Trainers



Water proof jacket  
Track suit bottoms & sweatshirt (dark colours)  
Spare dry socks

Children should be discouraged from wearing their school jumpers or cardigans outside to ensure they stay clean and dry.

If children are wearing tights these need to be removed and socks worn. This enables the foot to be better gripped by the item of footwear, and promotes good hygiene.

Children participating in dance and gym should not work in plimsolls or trainers, unless a written note is produced. T-shirts must also be tucked in for both dance and gymnastics as this allows for safe movement around equipment. It also allows the teacher/observer to ascertain whether good posture is being achieved.

Sports kit should not to be borrowed from other children, as this does not present a good standard of hygiene.

If children forget kit, or are unable to take part in physical exercise (a letter must be provided), they should take on an evaluative, coaching or officiating role in the lesson being taught.

### **Staff**

When possible, teachers should where an appropriate sports kit for PE lessons. Sports Polo shirts, sweatshirts and jackets are provided by the school. Suitable footwear that reflects the activity must be worn.

## **TEACHING AND LEARNING**

The teaching of PE at Ravenscote is based around 4 key elements outlined in the National Curriculum:

- Acquiring and developing skills
- Selecting and applying skills
- Knowledge of health, fitness and well being
- Evaluation of performance

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and promote greater learning.

The standards of teaching and learning will be monitored, evaluated and assessed regularly.

## **PE ASSESSMENT**

Children will be assessed against a set of clear learning objectives and attainment recorded on a PE assessment tracker. A range of summative assessment and assessment for learning methods will be used.

The PE assessment tracker will record children's progress in PE and aid identification of future learning targets. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

In accordance with the school's policy parents will receive a written report on all aspects of a child's school work at the end of the summer term. This will include attainment & effort grades for PE. Comments will also be made in regards to a child's level of participation in extra-curricular activities. Any concerns about a child's health or performance during PE will be discussed immediately between the class teacher and



parents/guardians.

## EQUIPMENT AND RESOURCES

Resources are kept in the school hall, PE container & storage shed. While children are not permitted into the storage areas they may be required to assist in the collecting & returning of equipment from outside these areas. Children should be encouraged to:

- Look after the resources
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the Specialist PE teacher as soon as possible. Any damaged apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

## INCLUSION

PE in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to the diverse learning needs of each child
- Strive to overcome potential barriers to learning and assessment for individuals and groups of children.

A valuable tool to help plan and deliver accessible, inclusive and aspirational PE lessons for all learners is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs.

Our inclusive PE curriculum engages and inspires our children to lead healthy and active lifestyles and broaden their experience of sport and fitness activities. The PE curriculum is accessible regardless of a child's disability or needs. We have a broad variety of sports and physical activities in place which provide new, exciting experiences that will motivate learners to be more physically active and enjoy the associated health and social benefits this can bring.

Any classroom support provided must extend into PE lessons as appropriate. Teachers and adults other than teachers (AOTTs) working with the children will be made aware of any children who have special educational needs or medical conditions. Class teachers will be responsible for ensuring all children's needs are met in relation to teaching and learning in PE.

## EQUAL OPPORTUNITIES

Every child has equal access to the school PE curriculum. Learning experiences are adapted in such a way as to meet the needs of all children.

All children in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. All children will be given access to the full PE curriculum, regardless of gender, race, cultural or social background.

## SPORTING VISITS

To give children the necessary experience in outdoor and adventurous activities we offer a residential visit in



year 6 at an educational outdoor learning centre. We run a water sports activity day in year 5 to help develop water confidence and team work through raft building, kayaking & canoeing sessions. Where possible we will invite local sports clubs and elite athletes into school to engage and inspire children to foster a passion for PE and sport.

### **STAFF CONTINUED PROFESSIONAL DEVELOPMENT (CPD)**

All staff should take part in professional development to ensure secure subject knowledge, current best practice and an awareness of health and safety procedures. CPD opportunities will be signposted by the specialist PE teacher and support accessed through the National College Programme, The Youth Sport Trust, The Association for PE, Active Surrey or Sporting National Governing Bodies. All staff who attend any CPD course are expected to provide feedback/ disseminate the information. A record of all PE CPD will be kept by the subject leader.

### **FOUL WEATHER**

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class-based activities around the activity, or ideally, rescheduling the physical activity for another day. Sports quizzes, game understanding, game creation, fitness diaries, sports history and cultural lessons are possible alternatives. A classroom-based PE lesson is a good opportunity assess the current knowledge and understanding of a curriculum area. Online resources can also be accessed and where possible physical challenges completed in the classroom.

### **EXTRA CURRICULAR ACTIVITIES**

Ravenscote believes every child should have the opportunity to participate in a broad and diverse range of recreational and sporting activities. We have an extensive programme of extra-curricular sports clubs for all year groups before and after the school day. These are led by class teachers and linked sports clubs / coaches.

We are committed to providing sporting opportunities to disadvantaged children and target specific groups to participate in a range of on and off-site physical activities and sporting events.

Ravenscote is a member of the Surrey Heath Primary School Sports Association (SHPSSA) which together with other junior schools across the district organises a range of inter school sports competitions and events.

To promote long term participation in sporting activities, children are introduced to local clubs who can offer specialised coaching through a range of school-club links.

Working collaboratively with a variety of local community sports clubs and NGB projects we aim to provide additional curriculum and extra-curricular opportunities to extend and progress learning in PE & sport.

