

Physical Education policy

Welsh House Farm Community School and Resource Base



“Inspired to grow and flourish”

Approved by	Governors	Date: January 2023
Last reviewed on:	January 2023	
Next review due by:	January	

OUR VISION

As a school and a PE department, we recognise the importance of embedding the fundamentals of a healthy lifestyle within a student's life, inspiring students to lead a physically active lifestyle through providing opportunities to positively influence their physical, mental and social health. Students have been encouraged to develop their knowledge in a physical, cognitive, affective, social and healthy learning domain. This will be achieved via a high-quality provision, providing opportunities to develop understanding of health, fitness and values of physical activity. Through a high quality, safe and challenging physical education programme, the school aims to develop successful learners, confident individuals and responsible citizens. Who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators. Creating opportunities and events to inspire them and to nurture each individual student's talent to allow them to grow and flourish.

Intent

At Welsh House Farm, we recognise the importance PE plays in the curriculum and are committed to providing all students with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop students' basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage students to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all students:

1. Develop competence to excel in a broad range of physical activities.
2. Are physically active for sustained periods of time.
3. Engage in competitive sports and activities.
4. Lead healthy, active lives.

PE and sport is a fundamental part of the student curriculum at Welsh house farm, it is extremely popular and delivers a platform for the children to be "Inspired to grow and flourish". An extensive, detailed curriculum allows the students to experience a wide range of sports, and develop life skills to allow them the chance to flourish in competitive situations and attain knowledge of a healthy physical lifestyle. The learning and teaching of Physical Education at Welsh House Farm aim to develop students' knowledge of a healthy body, and how physical activity contributes to a balanced healthy lifestyle. PE provides opportunities for students to develop intellectually, socially, emotionally and physically through a range of team, group and individual experiences and opportunities.

Our aim is to inspire students through sport, and we give students a range of sporting opportunities and experiences. We aim to ensure all our students have the opportunity to represent the school in intra-school sport competitions and compete in our inter-school sports competition. At Welsh House farm, we encourage students to participate in out-of-school sports activities, and we celebrate their achievements and success.

We ensure all students have access to sporting experiences, including providing them with the opportunity to attend events and witness top-level athletes competing in a range of sports, as well as providing them the chance them to meet and learn from athletes who are top of their sporting field, and participate in activities run but outside agencies and professional clubs to ensure that every student has a positive experience of sport.

Primary school experiences are pivotal to the student's future perception of physical activity, and we believe that students leave our school equipped to enjoy sport, as well as

understanding its health and social benefits. For those who relish the competitive element, they gain the skills, confidence and relevant experience to succeed at their chosen level and develop discipline in order to progress.

Implementation

- Within PE at Welsh House Farm, we put a lot of emphasis within the curriculum of the students enhancing their individual and team skills with the focus being: Inspiring them to grow and flourish.
- PE will be utilised at EYFS to reinforce learning through play, this is broken down to skill and decision-making strands.
- PE within key Stage 1 will have an emphasis on mastering basic movements including; running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities whilst maintaining the emphasis of enjoyment.
- PE within key stage 2 students will start to develop their own identity in sport, whilst building a teamwork ethos. They will start to develop a knowledge of how exercise has an impact on their body and become more innovative with their work. They will start to apply learnt skills to competitive situations and take leadership within their own ability. Students will be encouraged to develop their knowledge in a physical, cognitive, affective, social and healthy learning domain. This will be achieved via a high-quality provision, providing opportunities to develop physical confidence, understanding of health, fitness and values via competition in; Invasion games, athletics, net/wall, gymnastics, dance, Striking and Fielding and Outdoor Education. Participation and learning through the physical element of PE is a focus, however we provide opportunities for students to develop in their leadership skills taking on roles such as a coach, official or activity organiser.
- We assess students each term, with a bespoke assessment package, which tracks progress throughout the year in two strands of our PE curriculum – Skill and decision-making. The emphasis of our PE curriculum is inclusion for all students regardless of sporting ability.
- We provide suitable learning opportunities for all students, including those with SEND.
- A qualified Primary PE specialist teaches all the students.
- Students in Years 2, 3,4,5,6 all attend Swimming lessons for one term each year to ensure they achieve their swimming target the end of year 6.
- We promote both participation and competition through P.E and sport. We ensure all students experience competition at some level, individually or in a team, within lessons.
- Students participate in workshops/whole school events, sourced by School and delivered by outside Providers, covering a variety of sports throughout the year. Providing the students with an opportunity to experience new activities, learn new skills, and improve their fitness and to try something new.
- All students in KS1 and KS2 have the opportunity to participate in extra-curricular sports activities throughout the year before both school and afterschool.
- We offer a Residential OAA experience for students in Years 4 and year 6 each year.
- We have an annual Sports Day for students from Nursery to year 6 and including our resource base with the emphasis on participation and achievement for all.
- All students participate in whole school weekly sessions of “The Daily Mile “to promote health, fitness, mental wellbeing and personal challenge and resilience. Students compare their performances with previous ones and strive to improve their personal best. Competing with others nurtures a sense of team spirit and cooperation amongst our children.

- Students are encouraged to stay active at break time and lunchtimes by accessing a variety of equipment to use and playing within the intra school competition the Welsh cup.
- All Year 2 and year 5 students can become Play Leaders for the school. The Play Leaders develop into sporting role models for the younger students, assisting with and organising games at break times. Nominated members of the Sport Crew meet with Mr Jones to develop our work as an active school along with helping to make decisions about whole school events.
- Students are invited to attend competitive sporting events and festivals within the local area and beyond. This is an inclusive approach, which endeavours to encourage not only physical development but also mental well-being. These events develop teamwork and leadership skills and enjoyed by students in KS1 and KS2 and SEND students.

Impact

At Welsh House Farm, we ensure that our PE curriculum is progressive and inclusive and allows all students the opportunity to acquire and develop fundamental knowledge, understanding, skills and techniques and apply these to a wide variety of different sports and activities. We aspire for students to enjoy PE and develop a love of sport and physical activity, which becomes part of their future life. PE lessons are fun, enjoyable and challenging and all children can achieve, to the best of their ability, in a supportive, safe and stimulating environment

PE promotes an understanding in students of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the students to make informed choices about physical activity throughout their lives. Students understand competition, teamwork and the sporting values of friendship, courage, excellence, determination, respect and equality and these become embedded in their lives to promote a healthy perspective and sense of fair play which will continue to develop and blossom throughout primary school and the rest of, not just their learning journey, but their lives.

The impact of our curriculum design will lead to outstanding progress in their performance, competition and social and mental development. Children will therefore be expected to leave Welsh House a well-rounded individual physically, socially and mentally and will have reached at least their expected level in PE. We hope the children will understand the importance of physical activity, sport and PE and motivate children to become confident, resilient and disciplined, so that they become independent and take responsibility for their health and fitness throughout their life.

All students are provided with the necessary skills and given opportunities to demonstrate improvement to achieve their personal best. Our students are physically active, and this has a positive impact on their learning in the classroom. Students understand how to lead a healthy lifestyle and understand the importance of regular exercise. They leave primary school with the skills to competently swim at least 25m and have the skills to self-rescue in the water, which are key life skills. We aim for our teaching of PE to have a great impact on the lives of our children not only through the development of the whole child physically & socially.

As a result of our broad and balanced curriculum offer we envisage the students will become skilful, intelligent performers who can apply their physical, social, cognitive and emotional skills gained through PE to be effective leaders, communicators and team players in all areas of their lives.

- They will gain and develop skills performing with increasing physical awareness.
- They will learn how to select and apply skill, tactics and compositional ideas to suit activities.

- that need different approaches and ways of thinking.
- To develop ideas in different ways and show creativity and understanding of the principles of the sport/ skills learned.
- Understand what it takes to persevere succeed and acknowledge the success of others.
- Respond positively to a variety of challenges being resilient and determined in the process.
- Take initiative, lead activities and focus on improving performances.
- Develop competence to excel in a broad range of physical activities.
- Lead healthy active lives.
- Develop positive attitudes to participation in physical activity.
- Engage in competitive sports and activities.
- Embed the values of fairness and respect.
- Through student voice, children talk enthusiastically about PE lessons and confidently talk about why PE is important. They enjoy active lessons, break, and lunchtimes contributing to a healthy outlook.
- Students can link skills techniques and ideas and apply them accurately and appropriately. Pupils show good control in their movements.
- Students can compare and comment on skills, techniques and ideas that they and others have used,
- Students use observations to improve their work.
- Students can explain important safety principles when preparing for exercise.
- Students can explain what effect exercise has on their body and why it is important

The pupils' progress is evident through intra and inter competitions such as the Welsh cup. They also take part in a Girls and Boys Harborne Football league, Netball league and Basketball league. They regularly compete within a wide range of School games competitions as well as indoor and outdoor Athletic events. Their understanding of their roles within games is evident, applying tactics and show casing their skills using such events to thrive and learn from.

Objectives –

To provide a broad, balanced and relevant curriculum that satisfies the needs of the current national curriculum and provide students with appropriate challenges. To develop a whole school approach to physical development which takes students through progressive stages of learning and challenges, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport. Ensure students have the opportunity to demonstrate skills and by challenging pupils to select and use skills, tactics and compositional ideas in game-based situations. Provide students with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group. Ensure students understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind. Develop students' stamina, strength and the mental capacity of determination and resilience to keep going. Develop an environment in which students have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school. Provide an out of school hours programme of activities which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make progress. Provide opportunities for competition appropriate to the stage of the individual student's development. Ensure that students enjoy PE and school sport and establish community links and pathways for students to engage in life-long participation.

Curriculum

All students are entitled to a progressive and comprehensive physical education programme which embraces current national curriculum and considers individual interests and needs. Students should have access to all components of current national curriculum programmes of study, which should include developing fundamental movement and basic skills in a broad range of activities in both KS1 and KS2 to ensure expected levels of performances are met. The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

1. Acquire and develop new skills.
2. Select and apply appropriate skills, tactics and compositional ideas.
3. Evaluate their own and others' performance in order to improve.
4. Gain knowledge and understanding of how PE and sport contributes to physical, mental and emotional health.
5. Experience a range of roles – performer, coach, official and leader.

There will be opportunities in the curriculum to link with other areas of the such as ICT, literacy, numeracy, PSHE and science.

Each Key Stage will be expected to cover the following aspects -

- Invasion Games
- Gymnastics
- Dance
- Striking and Fielding
- Net and wall
- Athletics

The Foundation Stage physical development is a prime area in the EYFS, and subsequently we encourage the physical development of our students as an integral part of their learning. We use the guidance set out for early years foundation stage as a basis for planning the physical development of the students. We encourage the students to develop confidence and control of the way they move, and the way they handle and use the equipment. We give all students the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

In Key Stage 1 students should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive both against self and against others and cooperative physical activities, in a range of increasingly challenging situations.

Students should be taught to:

- Master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

In Key stage 2 students should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Students should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.

- Play competitive games, modified where appropriate and apply principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Resource Base & SEN

We ensure PE is an inclusive environment, that PE and sport is for everyone. The PE specialist provides opportunities for all students to participate in and engage with as wide a range of activities as possible and modify the curriculum to remove barriers for students. The PE specialist works closely with the schools SENCO and the Resource base teacher. The school is committed to ensure parity between the provision of mainstream students and those on the SEN register. Our Resource base has a PE lesson each week involving the whole class, a select number of students will be integrated in mainstream KS1 and KS2 PE lessons. When approaching these lessons, the PE Specialist must anticipate what barriers to taking part and particular activities may pose for students with particular SEN and/or disabilities and put in place alternative measures.

PE and sport in school can be the first step into a lifetime's enjoyable participation.

We set suitable learning challenges which respond to students' diverse learning needs, and to overcome potential barriers to learning and assessment for particular individuals and groups of students. To overcome potential barriers to learning in physical education, some students may require adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities in the programmes of study. To enable the students to make progress or join in with movements that require specific support careful management steps will be put in place to allow for their specific medical conditions.

We encourage staff to consider how PE can be adjusted to be made more user-friendly for students with physical or sensory needs. This includes the lightings, the floor markings for students with cognitive difficulties, range of type of equipment with adjustable heights and widths. The use of adapted sports such as Boccia, Kurling and Goalball. Identifying an area where a small group could work with a TA separately from the main class for part of a lesson. Ensure we are mindful of the accessibility of the swimming pools.

PE curriculum planning

We plan the PE activities so that they build upon the prior learning of the students. Whilst there are opportunities for students of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that students are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases long-term, medium-term and short-term. The long-term plan maps out the PE activities covered in each term during the key stage. The PE specialist works this out in conjunction with teaching colleagues in each year group linking this to cross circular activities. Medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The PE specialist follows the short-term plans for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. We remove barriers to the primary physical education curriculum for students with SEN and/or disabilities by ensuring all our physical education lessons are inclusive. We believe everyone's success is valued.

Assessment

The PE specialist assess students in PE by observing them during lessons, using the same assessment framework throughout the school. They record the progress made by students against the learning objectives for the lesson and the development stage.

At the beginning of a unit a baseline assessment is made of where the student is in their development stage involving skill and decision making. At end of a unit of work the PE specialist make a judgement as to whether the child has met, exceeded or is working towards the expectations according to age and stage of each individual unit. They record the information in their assessment files and use the information to plan the future work of each child. These records also enable the PE specialist to make an annual assessment of progress for each child. Swimming Assessments are to be completed on the Swimming Assessment record sheet at the end of each block.

When assessing pupils with SEN, disabilities and children in the resource base careful consideration is undertaken to give the students every opportunity to demonstrate what they know and are able to do, using alternative means where necessary. Some pupils who are unable to use equipment and materials, including pupils with visual or hearing impairments, may not be able to achieve certain aspects of the level descriptions. We advise that, when a judgement against level descriptions is required, your assessment of the students' progress should be adapted to incorporate the students' needs and in the context of the activities they are doing.

The students have recently started their journey in gaining their SLQ sport leadership awards. Students undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, older generations and within the community. The courses involve both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people. The students will become confident, healthy leaders through sport and physical activity. The students will aim to complete qualifications in Sports Leadership at Level 1, 2 & 3 to ensure the students have a structured leadership pathway that helps them develop along the way.

Leadership & Management

The PE specialist is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

1. Take a leading role in developing, implementing, monitoring, reviewing and updating the P.E. policy and guidelines.
2. Ensure that PE is high focus throughout the school.
3. Manage the sport premium budget based on the needs identified through the monitoring and evaluation of the subject and the whole school development plan.
4. Reporting on the allocation of the sports premium and complete action plan.
5. Organise and manage the effective running of after school clubs including sending out club letters, creating accurate attendance registers, updating medical needs.
6. Be available to advise in the development of schemes of work designed to ensure continuity and progression in P.E. throughout the school.
7. Responsible for ensuring that the policy is implemented and co-ordinating the monitoring of progress and providing reports to the Head Teacher and Governors.
8. Monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and setting future targets.
9. Support colleagues with planning, teaching and assessing.

10. Ensure all resources are available to all staff, including policy, schemes of work, assessment materials, resources to support learning.
11. Monitor teaching and learning in P.E. and advise the Head Teacher of development needed.
12. Help to arrange Staff Development in conjunction with head teacher.
13. Order, organise and monitor equipment and resources for safety and replacement.
14. Liaise with other members of staff to identify needs for key stages.
15. Instigate and co-ordinate applications for funding from supporting organisations to use to extend P.E. and Sports Provision.
16. Keep up-to-date with new developments and disseminate information to colleagues as appropriate.
17. Liaise with other P.E. Co-ordinators, outside organisations and the local community.
18. Co-ordinate visits by guest coaches and organisations.
19. Have the responsibility to ensure that high quality PE teaching is achieved and to work with outside agencies to further develop their skills.
20. Plan and provide opportunities for competitive sport in and outside of school.
21. Responsible for arranging events, sports weeks and sports day throughout the school year
22. Identify gifted and talented children and supporting them by offering additional training and resources.
23. Carry out risk assessments in line with local authority procedures
24. Attend courses to further own professional development and providing information and support for colleagues.

Teaching Assistant and support staff

Teaching assistants and support staff play a vital role in PE. Staff need to be aware of their responsibilities in providing quality experiences for students with difficulties or disabilities. TAs will offer support to the PE specialist and other professionals to ensure high quality teaching is achieved. TAs can take many steps before, during and after PE lessons to facilitate student participation by:

1. Clarifying and explaining instructions, rules, tasks and overseeing the setting up of equipment.
2. Monitoring behaviour and keeping pupils on task.
3. Encouraging and praising students.
4. Keeping the PE specialist informed of a student's strengths, difficulties and limitations
5. Monitoring progress.
6. Will fully participate themselves in PE with enthusiasm and encourage students to do the same.

Professional Development

Professional Development is ongoing, bespoke and continuous. A skills audit is conducted yearly with all teaching staff, to establish a programme of professional development. The programme sets out to reflect the needs of staff in order to up-skill, and develop confidence and competence in delivering the requirements of the National Curriculum for PE. Where possible we encourage school based professional development, to ensure that any training and support reflects the individual teachers learning environment. We also encourage teachers who have benefited from a training or mentoring opportunity, to disseminate new practise with colleagues where it is appropriate.

PE kit

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below. PE kit will be worn to school on days that children have PE or an extracurricular activity.

All children should have for PE:

1. A purple school jumper or cardigan with the school badge.
2. A plain white polo or white t-shirt.
3. Black jogging bottoms or leggings in winter with the option of plain black shorts in the summer.
4. Pumps are expected in EYFS with trainers worn in KS1 and KS2, no school shoes on PE days.
5. Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

Failure to produce appropriate kit

Spare kit and trainers are available for children who for a range of circumstances do not have PE kit on PE days.

Swimming kit

Children are required to provide their own swimming kit which includes a towel, their kit bag should include:

Girls:

1. One-piece swimming costume
2. Swimming cap (for children with long hair)
3. Towel

Boys:

1. Swimming trunks or shorts
2. Swimming cap (for children with long hair)
3. Towel

Any medication or cream used at swimming must be authorised by the parent or guardian of the student and agreed by the PE specialist before use at swimming.

Competition kit

The children will be provided with kit for competitions, for all competitions the children will be provided with a black logo hoodie.

School games kit –

1. Plain purple t-shirt
2. Black leggings, black jogging bottoms or black shorts
3. Trainers

Table tennis kit –

1. Purple logo polo top
2. Black leggings, black jogging bottoms or black shorts
3. Trainers

Basketball kit –

1. Plain purple t-shirt
2. Purple logo singlet

3. Purple logo shorts
4. Trainers

Football kit –

1. Shin pads (will be provided if children do not own)
2. Football boots (will be provided if children do not own)
3. Full kit provided, top, shorts, socks

Swimming

We will provide swimming instruction in Key Stage 1 and Key Stage 2 and resource base. All students will be expected to participate unless medical reasons are given. There will be assessments on the student's swimming at the end of each term done by the swimming teachers. Our swimming sessions are planned, taught and assessed by an ASA trained teacher employed by the Council by arrangement with the local pool. Lifeguards are always on duty during our lessons: they are provided by the pool. School staff supervising the students should make themselves aware of the fire procedures and ensure the students are also aware. The teacher responsible for the teaching of swimming should hold at least a pool rescue certificate. At the pool students should be counted in and out. They must be made aware of safety procedures. Goggles should not be worn unless medical advice states to the contrary. They should never be worn for diving. Earrings must be removed for swimming, taping over is not safe as the tape may become dislodged and cause further hazard.

We expected Pupils in **Key Stage 1** should be taught to:

- Enjoy being in the water and become more confident.
- To be able to keep afloat.
- To use backstroke and front crawl.
- To swim at least 10 metres.

Pupils in **Key Stage 2** should be taught to:

1. Swim competently, confidently and proficiently over a distance of at least 25 metres
2. Use a range of strokes effectively this includes, front crawl, backstroke and breaststroke.
3. Perform safe self-rescue in different water-based situations

Pupils in the **Resource Base** will :

1. Go swimming with the mainstream class they are integrated where possible
2. In summer term Resource Base go swimming as a class.

Staff Dress

It is expected that the PE specialist is correctly dressed for the safe delivery of a PE lesson. This should include suitable footwear. TA and teachers delivering PE should be dressed appropriately with jewellery being removed if possible to set a positive example.

Outdoor Adventurous Activities

Students have the opportunity to participate in outdoor adventurous activities during their Year 4 and Year 6 residential visits, as well as through specific units in our PE curriculum. These experiences include canoeing, team-building, hill-walking, climbing, caving and orienteering. Throughout their time on residential visits, the students are able to focus on teamwork, pushing themselves physically, leadership, risk-taking, resilience and experiencing new challenges and environments. These are hugely valued and eagerly anticipated learning opportunities for all of our students during their time in these year groups.

School sport links

We work with the wider community in order to provide children and young people a pathway for their participation in sport and physical activity. We form links and partnerships with local community sports clubs to strengthen these pathways and provide sustainable school to club programmes.

Athletics	Birmingham Athletics Association
Ballet	Royal Birmingham Ballet
Bikeability	The Active wellbeing society
Cricket	Edgbaston cricket
Cheerleading	Fireworks
Dance -EYFS	Happy Feet
Dance	Ace Dance
Girls Football	BCFC Ladies
Football	West Bromwich Albion
Football	Harborne District Boys and Girls
Football SEND	Aston Villa Foundation
Gymnastics	Revolution
Gymnastics	Postive PE
Netball	England Netball
Netball	Birmingham City Netball
Rugby	Bournville Rugby Club
Swimming	Harborne Swimming Baths
Staff CPD	Steve Groves sports
Tig Ball	Active sport
Tennis	The Edgbaston Priory
Yoga	Barefoot Yoga

Out of school hours learning (OSHL)

The aims of the out of school hours learning programme are to extend and enrich the work being done during curriculum PE and to provide students with opportunities to enable them to develop the skills they need to access PE curriculum. Allowing students, the opportunity to broaden their experience and to take part in competitive sport. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle. A diverse programme is provided to suits the needs of all students. Out of school hours learning takes place both before and after school. To ensure the quality and sustainability of

the OSHL programme, the school engages: pupils and parents in discussions over the range of OSHL opportunities. The programme will:

1. Provide a balance of competitive and non-competitive activities through intra and inter school events.
2. Provide specific movement and general physical activity clubs, which develop fitness
3. Ensure that every student is offered the opportunity to attend a minimum of one OSHL activity each week in both Key Stage 1 and Key Stage 2.
4. Ensure that the school regularly participates in school sport partnership and county-wide events which promote physical activity and support links to community clubs.

Equality, Diversity and Accessibility

Equal Opportunities in the teaching and learning of PE means every student has the right to equal opportunities regardless of their gender, ethnicity, physical or academic ability. We ensure the individual is educated in an environment where he/she feels respected and valued ensuring equal access to equipment. Delivering a curriculum free from stereotyped ideas; not using exist or racist language and having equally high expectations of students regardless of their gender, ethnicity or ability. STEP principles for inclusion Lesson planning, delivery and assessment tries to ensure that students are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum. The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks which enable all pupils to make progress.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and students in line with school, Local Authority and Health & Safety Policies. Our effective management of safety has 2 main components:

A. Risk Assessment and planning before a lesson.

B. Organisation of routines before, during and between lessons to include:

1. The use of appropriate kit including the correct footwear. Students who do not have a PE kit will have one found if this cannot be actioned they will take part in the lesson as an observer rather than a participator. Parents will be informed after two consecutive occasions of no PE kit.
2. All children taking part in indoor PE should be barefoot or wear suitable foot covering for indoor PE. For gymnastics, particularly when the apparatus is being used, there should be barefoot only.
3. Jewellery that might carry a risk to the pupil, including earrings, should be removed and stored safely before each lesson. If the removal of jewellery is not appropriate out of respect for religious reasons, then the jewellery should be covered/taped. If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently.
4. All long hair should be tied back.
5. All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher. Students should be given health and safety guidance through the lesson.
6. Location of safety equipment should be known by all staff teaching and supporting the lesson.
7. Reporting accidents is the responsibility of all staff in the PE lesson, this should be reported following the school's first aid protocol.
8. Regular safety checks on all equipment indoor and outdoor by the PE specialist and caretaker, once a year an outside agency will commence a safety tour of the school sport equipment.