



PE & ACTIVITY POLICY

INTENT

Wickersley Partnership Trust aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness, with a clear focus on personal best. As well as our enriched and progressive curriculum, we offer pupils the opportunity to compete in extra-curricular sports and offer alternative provision including outdoor adventurous activities and swimming. This helps build character and reinforce values such as self-belief, teamwork and respect.

PE lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy lifestyle
- Encourage physical activity and exercise
- Build self-esteem, confidence and resilience
- To challenge all pupils during physical education
- To break down perceived barriers to physical activity and sport
- Develop pupils' academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Introduce pupils to competition in a structured environment
- Promote team work and cooperation amongst pupils
- Promote the School Games and the School Games Values
- Create lifelong habits by introducing pupils to a variety of different activities
- Encouraging pupils to move into extra-curricular / external clubs

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

FRAMEWORK

This policy will be implemented in conjunction with the following school policies, documents and procedures:

- Health and Safety Policy
- Accident Reporting Procedure Policy
- Adverse Weather Policy

- First Aid Policy
- Primary School Uniform Assistance Policy
- Pupil Accident Log
- Pupil Code of Conduct
- Staff Code of Conduct
- WPT PE & School Sport Development Plan
- WPT PE & School Sport Risk Assessment
- WPT Extra-Curricular Competition Risk Assessment
- WPT OAA (land and wet) Risk Assessment
- WPT Swimming Risk Assessment
- WPT Covid-19 Procedures (including adaptations of all of the above)

ROLES & RESPONSIBILITIES

The School is responsible for:

- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken, including those for specific children.
- Liaising with the WPT Sports Development Manager regarding the spending and impact of the PE and sport premium funding.
- Ensuring that pupils are dressed appropriately for PE lessons in order to ensure pupil safety and the safety of others. This includes appropriate kit, footwear and the removal of jewellery.
- Making sure the WPT team are aware of additional medical needs (e.g. inhalers/epipen) which should be accessible at all times during PE.
- Registering pupils at the beginning of the school day and dismissing at the end. WPT Sports Coaches should NOT release pupils to parents for safeguarding reasons.

Ensuring the WPT PE Team are informed of any risk assessments and procedures in place for pupils with mobility difficulties and/or disabilities.

- Ensuring appropriate school staffing support is in place for pupils with additional needs in accordance with school's usual practices. This includes any challenging pupils who receive 1 to 1 support throughout the school day.

The WPT Sports Coach is responsible for:

- The overall implementation of this policy.
- Acting in accordance with the school's Health and Safety Policy.
- Acting in accordance with the Staff Code of Conduct.
- Understanding the WPT medium and long term plans and delivering them across the year groups.
- Maintaining and replacing WPT PE team equipment and indicating to school when school equipment is defective.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards before commencing lessons.
- Ensuring pupils are appropriately attired to ensure their own safety and the safety of others and ensuring all potentially dangerous jewellery, such as earrings and watches, are removed before PE lessons.

Children who are wearing jewellery will not be allowed to participate in lessons. Jewellery and clothing worn as part of religious beliefs also needs to meet the standards and if not, will be discussed with parents / guardians.

- Ensuring individual risk assessments are read and adhered to bringing attention to the school of any pupil who may require an additional risk assessment before participating in a particular activity.
- Ensuring that the details of any PE-related accidents are recorded in accordance with school procedures and WPT Sports Development Manager also informed.
- Maintaining records relating to the teaching of PE, including lesson plans.
- Attending any necessary training, in order to help inform future developments of the subject.
- Keeping up-to-date with any changes in the subject area.
- Providing the headteacher with an annual summary report regarding the teaching of WPT PE at the school (to link with assessment)
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Knowledge of where the nearest first aid kit is and the procedure to report any injuries that happen during the lesson.
- Assessment using the WPT model, including assisting the wider teaching staff with assessment.

In order to ensure PE is as inclusive as possible, we will implement:

- Standard planned activities, differentiated for pupils with various needs.
- Adapted activities in line with pupils' Individual Health and Care Plan (IHCP).
- Where possible, alternative physical activities for pupils who are injured or otherwise risk assessed as unable to take part in standard activities.
- Non-physical alternatives where required.

Parents are responsible for:

- Providing their child with the necessary and correct PE kit.
- Providing their child with appropriate footwear for PE lessons.
- Removing jewellery prior to PE lesson or ensuring children know how to remove this independently.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.
- Jewellery and clothing worn as part of religious beliefs meet the standards set out in the guidelines.

Pupils are responsible for:

- Acting in accordance with the Pupil Code of Conduct at all times.
- Making themselves familiar with this policy.
- Bringing their PE kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.
- Making sure they know how to remove jewellery and tie hair up on PE days.

EYFS

Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons using the progressive WPT model.

Particular areas of focus will include movement, balance and the use of PE equipment; including gymnastic apparatus, floor mats and different size and shape balls.

Pupils' physical development will relate to the objectives of the early learning goals, which are set out in the DfE's 'Statutory framework for the early years' foundation stage', including:

- Developing good control and coordination of large and small movements, moving confidently in a range of ways and negotiating space safely.
- Handling equipment and resources effectively.
- Developing an understanding of and talking about good health, including exercise and healthy diets.
- Managing basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Playing co-operatively, taking turns with others.
- Participating in new activities and verbally explaining why they like some activities more than others.
- Independently choosing the resources they need for their chosen activities.
- Working as part of a group and independently, understanding and following rules.
- Demonstrating an ability to follow instructions involving several ideas or actions.
- Counting reliably with numbers from one to 20, such as keeping score during sporting activities.
- Demonstrating an understanding of measurements, such as the use of metres during races.

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

EYFS classes will have a minimum of 2 active lessons per week, one which could be outdoor play, weather permitting, and the other which could take place in the school hall.

An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five (preparation for Y1 assessment).

CURRICULUM

During KS1, pupils will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination. They will also know how to apply these in a range of different activities.
- Participate in team games, developing simple tactics for working as a team and achieving a common goal.
- Perform simple movement patterns.

During KS2, pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform using a range of movement patterns.
- Participate in outdoor adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.
- Be a good leader and role model for others looking at sportsmanship and the spirit of the School Games.

In relation to swimming, pupils within KS1 and KS2, will be taught to:

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

TEACHING & LEARNING

All lessons will be planned and taught in line with the WPT schemes of work, as developed by the Sports Development Manager. Pupils' progression is planned into the scheme of work and is consistent from EYFS through to Y6.

Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

The Sports Development Manager creates long-term, medium-term and short-term plans for delivery of the PE curriculum – they are as follows:

- Long-term: Includes the PE topics studied in each term during the key stage
- Medium-term: Includes the details of work studied each month
- Short-term: Includes the details of work studied during each lesson

The Sports Development Manager is responsible for reviewing and updating long-term and medium-term plans, and communicating these to sports coaches and teachers.

Teachers are responsible for reviewing and updating short-term plans and building on the medium-term plans, taking into account pupils' needs and identifying the methods through which topics could be taught.

All relevant staff members are briefed on the school's planning procedures as part of their staff training. Where appropriate, a sports coach will lead the lesson or teach alongside the teacher. Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities. Pupils will be encouraged to evaluate their own performance, as well as the performance of others. Pupils will be given the opportunity to both collaborate and compete with each other during lessons.

The Sports Development Manager will act as the first point of contact for staff members planning PE lessons or sporting events. A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times. PE resources will be booked in advance and authorised for use by the Sports Development Manager prior to use. Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

ASSESSMENT & REPORTING

Pupils will be assessed through observations made during lessons and if they can achieve set statements for each sport (I can). This process can be done weekly, or during any intra-school competition that takes place during the end of a block of work.

The Sports Development Manager will collate the data for assessment at the end of the academic year, and send out to staff as an end of year review.

CROSS-CURRICULAR LINKS

Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils are encouraged to describe what they have done and to discuss how they might improve.

Mathematics

- Pupils further develop their counting skills by keeping score during team games.
- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

PSHE

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

Spiritual, moral, social and cultural development

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.
- WPT team will focus on personal best throughout delivery, to ensure all pupils achieve.

EXTRA-CURRICULAR ACTIVITIES

WPT PE provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.

Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.

There are a variety of PE-related extra-curricular activities for pupils to participate in outside of school hours including the following:

- Athletics
- Football
- Netball
- Cheerleading

WPT PE Team coaches will lead activities and clubs, where appropriate.

WPT PE Team organises participation in regular sporting events against other schools (participation in the School Games and the wider competition calendar).

Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during assemblies.

PE KIT AND CHANGING ROOMS

During PE lessons, pupils are expected to wear the following:

- School PE kit or appropriate clothing to ensure safety is not compromised during the lesson.

During cold weather, pupils will be allowed to wear their school jumpers, or coats, as appropriate.

During swimming lessons, pupils are expected to wear the following:

- One-piece bathing suit
- Swimming cap for all pupils
- Goggles (optional)

WPT PE team will lead by example by wearing appropriate clothing when teaching PE. All potentially dangerous jewellery, such as earrings, should be removed before PE lessons. Children who are wearing jewellery will not be allowed to participate in lessons. In relation to swimming lessons, if a child's jewellery cannot be removed, they will not be able to participate in the lesson. All long hair is tied back for PE lessons. Activities such as gymnastics and dance will be undertaken in bare feet. Hair covering worn as part of religious beliefs also needs to meet the standards and if not, will be discussed with parents / guardians.

BEHAVIOUR

Pupils will act in accordance with the school's Pupil Code of Conduct. Pupils will be made aware of the expected behaviour for handling PE equipment and resources. Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous. During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures outlined in the Behavioural Policy and school will be informed. In the event of misbehaviour causing harm or serious disruption, the school will be asked to remove or support the pupil for the remainder of the lesson.

HEALTH & SAFETY

Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times. First aid kits will always be accessible during PE lessons.

All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction. The Sports Coach is responsible for reporting any concerns to the school (safeguarding, injuries, etc.) In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned. Where pupils will be attending an off-site sporting or PE-related event, the school is responsible for completing a risk assessment for the event.

Swimming lessons will always be taught by a specialist swimming teacher with a qualified first aider also present.

Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the school as soon as possible. Damage to PE equipment will be reported to the school as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use. All PE equipment and resources will be safely stored, within a secure storage area, within the school. Pupils will be taught how to handle PE equipment and resources safely. Pupils will help staff members to move and set up PE equipment. In relation to swimming lessons or a lesson where bare feet are required, if a pupil has a verruca or wart, they must notify the staff member leading the lesson of this prior to the start of the lesson.

REPORTING ACCIDENTS

Accidents will be reported in accordance with the Accident Reporting Procedure Policy. Staff members are responsible for identifying the cause of the accident and taking any necessary action in order to minimise the risk of an accident reoccurring.

EQUAL OPPORTUNITIES

Teaching staff will work closely with the Sports Development Manager to ensure that planned activities for lessons are accessible to all pupils, including pupils with special educational needs and disabilities (SEND).

All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language. Teaching staff will liaise with the special educational needs coordinator, where necessary, in order to meet the needs of pupils. Pupils will not be grouped together based on gender, race or disability.

MONITORING & REVIEW

This policy will be reviewed on an annual basis by with any changes made to the policy being communicated to all teaching staff and the governing board.

The curriculum plan will be monitored and evaluated by the Sports Development Manager, including the planning, assessment and reporting arrangements in place.

| | SPORT | SKILL | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--------------------|--|---|--|---|--|--|--|---|---|
| SKILLS & KNOWLEDGE | FOOTBALL | Dribbling Passing Tackling Shooting Ball Control Teamwork | Ball familiarisation - moving with a ball Ball familiarisation -throwing and rolling Ball familiarisation - swapping equipment Ball familiarisation -kicking Ball familiarisation -Keeping control Ball familiarisation - relay games | | Keeping control with just feet Throwing and rolling with a partner Taking a ball from your partner Shooting towards a target Control with just feet Relay Games - feet only | Introduction to dribbling Passing using feet Tackling safely Shooting towards a goal Introduction to ball control 1 v 1 | Dribbling at different paces Passing different distances Tackling in small game situations Shooting from different angles Control with both feet 2 v 2 | Dribbling and turning Passing different heights Clearing the ball from danger Shoot from different distances / angles Control from the air 4 v 4 | Dribbling then passing Passing under pressure Shielding the ball Shooting under pressure Control from the air - different body parts 7 v 7 |
| | HOCKEY | Dribbling Passing Tackling Matchplay Teamwork Ball Control | KS2 ONLY | | | Moving with the ball - straight line (open stick) Push Pass Basic stick tackle (open stick) Basic rules and how to hold your stick Relay Games Introduction to reverse stick | Moving with the ball - diagonally (open stick) Passing and moving in pairs Moving and tackling (open stick) Marking another player 1 v 1 Reverse stick to stop and change direction | Reverse stick dribbling Passing and receiving on the move Moving, passing and tackling (open stick) Outnumber in attack 2 v 1 / 3 v 2 4 v 4 Close control (open and reverse stick) | Dribbling under pressure (open and reverse) Hitting Defending (when to tackle / close down) Team formation and short corners 7 v 7 Close control under pressure (open and reverse stick) |
| | TAG RUGBY | Passing Tackling Attack Match play | Swapping different objects Moving into space | Introduction to a rugby ball Tag scarecrow | Simple passing - how to hold the ball Bulldog | Passing backwards Rats and rabbits Scoring a try (relays) 1 v 1 | Passing - moving forwards / passing backwards Stuck in the mud Knock on 2 v 2 | Passing and moving to score a try Offside Restarting play 3 v 3 | Passing and moving - avoid being tagged Tackling during a game Lining up to start / restart play 7 v 7 |
| | NETBALL | Passing Shooting Defending Attacking Rules | Ball familiarisation -throwing and rolling Ball familiarisation -throwing and rolling Ball familiarisation -relay games Ball familiarisation -relay games N/A | | Chest pass Throwing to a target Role of a defender Role of an attacker Not moving with the ball | Shoulder and bounce pass Introduction to shooting Introduction to marking Introduction to attack v defence Standing still with the ball | Passing into space Correct technique Marking the player with the ball - contact / obstruction Getting free from marker Basic footwork rule | Passing recap Shooting at a net Marking a player without the ball Dodging Actual footwork rule | Centre pass tactics Timed Shooting Marking with and without the ball Decision making Footwork - landing, turning in the air, pivoting |
| | GYMNASTICS | Movement Balancing Jumping Rolling Apparatus | Like a creature Musical statues 1 foot to 1 foot 2 feet to 2 feet Log / egg roll Benches | Stepping - straight / bent leg Large body part balances Jump with shapes Teddy Bear roll Hoops (hand) | Spin in travel Small body part balances 1/2 and full turns Side roll Small apparatus | Pairs sequences Headstands - correct and safe technique Leaping - difference between a jump, hop and leap Progression towards cartwheels - sideways bunny jump Low level pairs sequences | Sequences - key steps 2 Pairs balancing - matched / mirrored with POC Bunny jumps (progression towards handstand) Forward rolls Introduction to vaulting | Whole class sequence Pairs counter (push) counter tension (pull) balances Squat / straddle Backwards rolls Hand apparatus | Sequences - key steps 3 Pairs balancing - Linking balances together Round off dismount Progression towards walkovers / round-offs Vaulting - squat through straddle over |
| | DANCE | Movement Choreography | Starting and stopping Standing still (freeze) Starting / stopping to music | Standing and moving into space Freeze in a big / small shape Creating shapes to music | Moving slow and fast Freeze on different parts of body Working as a duet | Moving and changing levels Personal space (spacial awareness) Moving different parts of the body with music | Using pathways when dancing Starting and stopping with control and strength Partner work - creating pathways | Mirroring in pairs Creativity - move in your own way Short dance sequence - mirroring | Leading and following partners Starting and stopping with control, strength and coordination Motif - same actions at the same time |
| | CHEERLEADING | Motions Stunts Jumps Choreography | Basic shapes Ending position only (no stunts at EYFS / KS1) 1 foot to 1 foot 2 feet to 2 feet Simon Says | Pin, tuck, star Jump with shapes Mexican Wave (introduction to cannon) | Arm motions - Big & Little E's Basic Jumps (resource card) Moving together (introduction to unison) | Arm motions 1 - 8 (resource card) Stunting positions Introduction to jump prep (7 steps) Cannon - creating different movements | Arm Motions 1 - 12 (resource card) High stand Jump prep 1 - 7 (resource card) Cheer, cannon, jumps, stunts | Adding arm motions to a routine Levels Advanced jumps (resource card) Formation and transitions | Arm motion sequencing Advanced high stand and ending position Jumping in cannon / unison as part of a routine Group performance |
| | CRICKET | Bowling Batting Fielding Game play | Under arm throwing (bean bags) N/A Ball familiarisation - in hands N/A | Over arm throwing (bean bags) Catching (birds nest) | Under and over arm target throw Throwing and catching | Under arm bowling (grip) Batting (how to hold and how to stand) Chase and pick up Keep running cricket | Under arm bowling (to target) Batting (straight drive) Catching and collecting the ball Continuous cricket | Overarm bowling (drawing the 6) Batting (forward / backward defence) Long distance flat catching / overarm throwing Pairs cricket | Overarm bowling (running up to bowl) Batting (the pull shot) High catch / long barrier Diamond cricket |
| | ROUNDERS | Batting Fielding Game play | N/A Ball familiarisation - in hands N/A | Catching (birds nest) | Soft play rounders bat Basic throwing and catching (pairs) Basic hit and run | How to hold a bat / stand Throwing and catching (different distances) Fielding 1st base 4 ball rounders | Running Bowling - underarm technique Fielding - beat the ball Batter, bowler, fielder - groups of 6 | Running / stopping at bases Underarm and overarm recap (distances) Long barrier Non-stop rounders | Batting & fielding tactics Fielding - fumble game Fielding - positions in the field Full format rounders |
| | ATHLETICS | Running Jumping Throwing Relays | Moving at different speeds Bunny Hops 1 foot to 1 foot 2 feet to 2 feet Under arm throwing (bean bags) Running 1 at a time | Slow, medium, fast Jumping and landing on 2 feet Hopping and skipping Over arm throwing (bean bags) Relay races | Running in straight lines Jump from standing still Stepping then jumping Transition to tennis balls Introduction to holding a baton | Sprints - 40m (introduction to starting position) Long Jump (bent knees / arms swinging) Triple Jump (hop and skip) Ball Throw (overarm technique) 40m (holding a baton) | Sprints - 60m (importance of lanes) Long Jump - (landing safely) Triple Jump (hop, skip and jump) Ball Throw (safety and throwing straight) 60m (effective changeover) | Sprints - 60m (photo finish) Long Jump (for distance) Triple Jump (Y4 recap) Ball Throw (shot put technique) 60m (recap Y4) | Sprints - 80m (personal best) Long Jump (competition) Triple Jump (competition) Shot Put (2.72kg competition) 60M - (how you could get DQ'd) |
| TENNIS | Forehand Backhand Volley Serve Matchplay | Bounce, catch Changing direction Throwing and catching Super aimer Surfer Dudes | Forehand - roll to roll Backhand - roll to roll Catching in cones Throw to target Basketball | Forehand -introduction to throw to throw Backhand - introduction to throw to throw Introduction to the racket Serve - throw to racket Golden Shot | Forehand - throw to throw Backhand - throw to throw Volley - throw and volley Serve to target Scoring | Forehand - rolling rallies Backhand - rolling rallies Volley - Living wall Serve to catch Matchplay scoring | Forehand - throw, bounce, hit, catch Backhand - throw, bounce, hit, catch Volley - keepy ups Serve - court markings Role of the umpire | Forehand - rallies Backhand - backhand Volley - moving towards the net Serve then valley Mini Tennis | |