

Physical Education (PE) and Performing Arts Provision Policy (Primary)

Presented to:

**Trustees Standards Meeting
13 March 2025**

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¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus three years

- Headteacher also means Head of College and Principal
- School also means College, Academy or Academies
- References to School are taken to mean any school within the Four Cs Multi-Academy Trust

PHYSICAL EDUCATION (PE) PROVISION

1.0 Our Vision

The Trust wants children to leave our schools with the ability to live the rest of their lives as healthy free moving individuals with a love of exercise and sport. Through a positive caring environment, we provide the opportunity for every child to aspire to reach their full potential.

2.0 Introduction

In the Four Cs Multi-Academy Trust (MAT) we are committed to providing all children with learning opportunities to engage in Physical Education. This policy reflects the Trust's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and Trustees and Governors.

3.0 Whole School Vision – Enjoy, Involve, Inspire

In the Four Cs MAT we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community.

- We aim to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.
- We aim to promote our values through sports and positively encourage children to share, respect, support, trust and work together.

4.0 Curriculum Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

5.0 Curriculum Planning and Organisation

The Trust provides a wide range of sports and activities to develop the children physically as well as a way of engaging the children in PE and sport. Over the school year, students can select from a range of sports such as:

- Traditional Sports: Athletics, Basketball, Boxercise, Cricket, Football, Gymnastics, Hockey, Netball, Rugby, Tennis, Volleyball.
- Other Sports: Archery, Artificial Caving System, Curling, Dodgeball, Fencing, Handball, Mini-Trampolining, Mountain Biking, Roller Skating, Scooting, Skateboarding, Indoor Soft-play area, Table Tennis.

Each class is timetabled so that they can access the hall / sports facilities at least twice a week regularly.

- The playground areas, field, 3G pitch and grounds are used to facilitate activities such as outdoor activities and games.
- Specialist teaching staff deliver high quality PE activities/lessons for 1.5 - 2 hours per week.
- Swimming lessons are provided by qualified instructors.
- Our extensive PE team and network regularly provide additional opportunities for extending the PE curriculum.
- A range of after school sessions will run for all children. These are organised and offered by each individual school and their staff.
- Lunchtime activities and facilities provide focused activities for Key Stage 2 (KS2) / Key Stage 1 (KS1) / Early Years Foundation Stage (EYFS) children helping to establish healthy lifestyles.
- The children are given regular opportunities to participate in competitive sporting activities. Staff accompany the teams to these events.
- The MAT has strong links with Stanground College and local secondary schools who specialise in sports coaching.

6.0 Early Years Foundation Stage (EYFS)

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

Expected

- Moving and handling – children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding

- Moving and handling – children can move confidently whilst manipulating a piece of equipment.
- Health and self-care – children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lessons where they use our climbing areas, caving system and soft play areas.

Key Stage 1 and 2

The Trust uses the PE Schemes of Work as set out in national guidelines – these have been adapted to meet the needs of the children and are supplemented with ideas and activities from other sources. The schemes are in accordance with the current National Curriculum guidelines.

- Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.

- Currently swimming lessons take place weekly.

7.0 Contribution of PE to teaching in other curriculum areas:

Literacy

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

Mathematics

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

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

Personal, Social, Health Education (PSHE)

PSHE and PE links include following rules, living healthily, cooperating with others and understanding fairness and equality.

8.0 Life Skills

Through sport, children are taught the values of respect, trust, honesty, friendliness and perseverance. We use Holistic Intelligence guidance to ensure such life skill values are covered.

9.0 Healthy Eating

The Trust recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

10.0 Social, Moral, Spiritual and Cultural (SMSC)

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.

11.0 Inclusion

- Schools ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

12.0 Assessment and Recording

- Assessment is usually carried out by the PE team in the course of the normal class activity.
- This is done mainly through observations and sometimes through discussion with children.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Levels of attainment are recorded on skills grids for KS1 and KS2 pupils.
- Physical Education / physical development is included as part of the end of year reports to parent/carers.

13.0 Health and Safety

All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:

- Pupils are taught how to improve their own abilities to assess risks.
- 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.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader and Site Team make termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity (eg not lifting Hockey stick above the waist, not jumping or running in front of others, etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- 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 wear suitable footwear when travelling to and from the hall.
- If a child has no trainers for outdoor PE they use their shoes if the activities are on the playground.

14.0 Resources

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
- Large equipment/ mats and some indoor PE resources are stored in the hall, sheds or outdoor storage facilities.
- Outdoor equipment is stored in the outdoor store.

15.0 Administration Arrangements for Extra Curricular Sporting Events

- The School Office Administration Assistant liaises with teachers/support staff and sports coaches to arrange After School Clubs/ Holiday Sports clubs/ attendance of teams at external sporting competitions.
- Where necessary contact is made with the Educational Visits Coordinator to ensure that the appropriate paperwork is completed.

16.0 School Sports Premium

The Trust has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed regularly by Governors at Governor Curriculum Meetings. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds. This is spent to enhance and offer sustainability to the PE Curriculum within each school.

17.0 Monitoring and Review

The subject leader will oversee the continuity and progression within annual and medium term plans. They will also monitor the quality of teaching and learning through observations. The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

PERFORMING ARTS PROVISION POLICY (Primary)

(Music, Dance, Drama and Art)

1.0 Aims and Objectives

The Arts are a unique way of inspiring, motivating and communicating ideas. They are a vehicle for personal expression, and play an important part in the personal development of people. The Arts reflect the culture and society we live in, and so the teaching and learning of the Arts enable pupils to understand better the world they live in.

Besides being creative and enjoyable subjects, the Arts are also highly academic and demanding areas of the curriculum. They play an important part in helping pupils develop their SMSC skills, enabling them to find their place in the world.

The Trust provides opportunities for all children to create, reflect, share, participate in and enjoy the Arts. These skills will enable the pupils to appreciate a wide variety of artistic forms, and to begin to make informed judgements about the quality of artwork, and their responses to these.

1.1 The Trust's objective in the teaching of Performing Arts is to: Ensure learning opportunities, linked to our topics are identified and taught to the highest standard. Each term pupils will:

- Participate in a wide range of arts activities.
- Be an audience member to a wide range of arts activities.
- Research and investigate visual and performing artists from a range of genres and historical times.
- Share their arts skills with others.

Through the above, pupils will develop their ability to appreciate, create and evaluate their own and others' artistic practice at a deep level. Through effective teaching, pupils will enhance and progress learning in other curricular areas as well.

2.0 Teaching and Learning

2.1 In the Four Cs MAT, we make the Arts an enjoyable learning experience. The Trust encourages pupils to participate in a variety of artistic experiences through which we aim to build up the confidence of all. The Arts form an integral part of learning and developing arts appreciation.

Teaching focuses on developing the children's ability to participate in the Arts through high quality experiences. As children get older, they are expected to maintain their concentration for longer, and to experience and participate in more extended art forms. They are taught disciplined skills of recognising and participating in a wide variety of art forms. They are also taught to create together, to understand the processes involved in the creation of new works, and to share and review these with others.

2.2 The Trust recognises that in all classes, children have a wide range of abilities, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

The Trust achieves this in a variety of ways:

- Setting projects which are open-ended and will have a variety of responses.
- Allowing pupils to set their level of challenge and difficulty which is monitored and supported by adults.
- Providing resources of different complexity, depending on the ability of the pupil.
- Using classroom assistants to support the work of individuals or groups of pupils.
- Providing specialist support where individual pupils have particular gifts or talents, or in the completion of special projects.
- Providing quality educational visits and in-school events for pupils to review and utilise as inspiration for individual projects.

3.0 Additional Enrichment Opportunities

Pupils are provided numerous opportunities to participate in arts enrichment activities. All pupils in KS2 are able to enrol in music tuition.

Every year there is the opportunity to participate in local dance festivals, individual Music tuition and performing arts related clubs.

4.0 Engagement and Communication

Through engaging in the Arts, pupils develop their ability to communicate ideas effectively.

5.0 Personal, Social and Health Education (PSHE) and British Values

The Arts contribute significantly to the teaching of PSHE and Values. Through the common goal of creating and participating in creative activities, pupils learn to work effectively with other people and to build good relationships. The Arts has a vital role to play in building self-confidence. Participation in successful public performances is sometimes one of the most memorable events pupils participate in during school years.

6.0 Spiritual, Moral, Social and Cultural Development

Creating, participating in, and viewing artistic events can be a moving experience. The Trust encourages pupils to reflect on the important effect the arts have on people's moods, senses and quality of life. Children have the opportunity to encounter the arts from many cultures and, through their growing knowledge and understanding of the arts, they become more accepting towards other cultures and societies.

7.0 Assessment

Assessment against our bespoke curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs. Children demonstrate their ability in the arts in a variety of different ways. Teachers will assess children's work by making informal judgements as they observe them during lessons and performances. All pupils are encouraged to make judgements about how they can improve their own work, as appropriate to their age and development level. We use all of this as the basis for assessing the progress of the child.

REVIEW

Policy Review - The Trust will review this policy in line with the procedure for policy review.

Date for Review - This policy to be updated every three years by the Trustee Standards Committee.