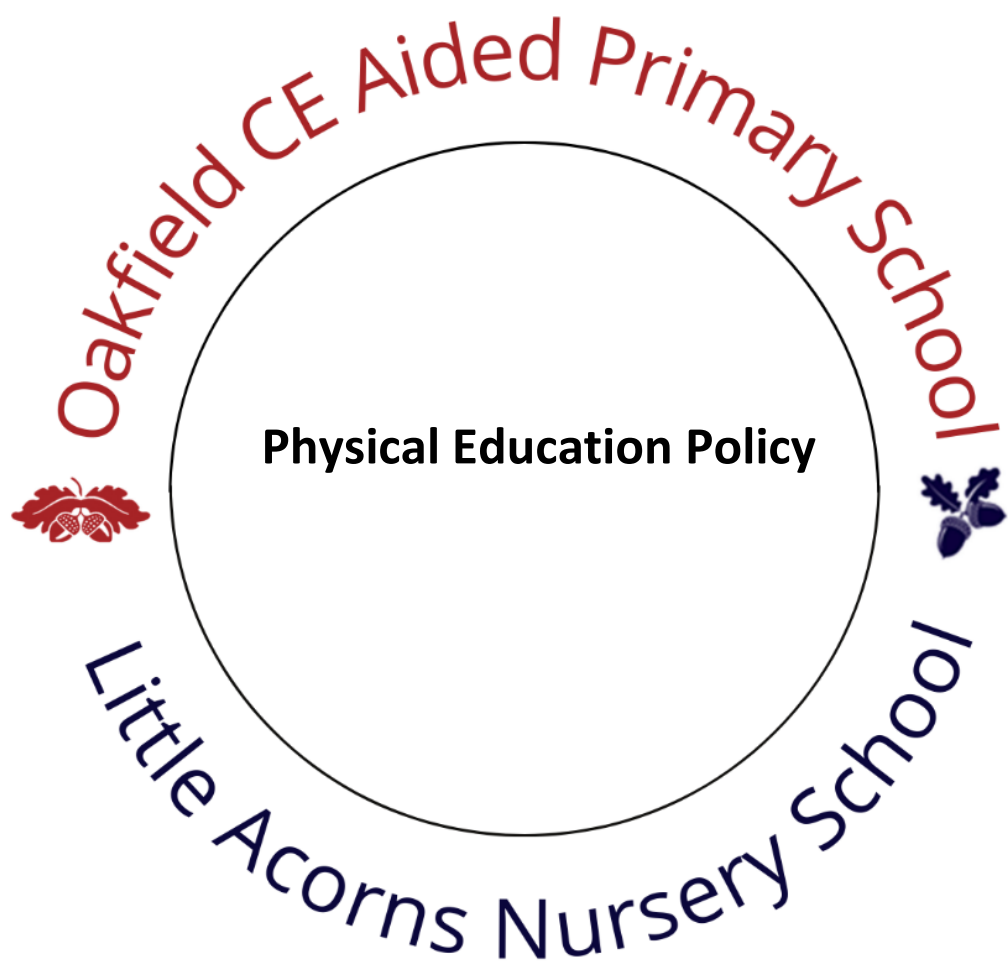




Date of Approval:	24 th March 2025
Responsible:	Vikki Reader – Headteacher
Review Date:	March 2026

Signed:

Chair of Governors

Signed:

Headteacher

Date: 24th March 2025

REVISION No:	Date issued:	Prepared by:	Approved by:	Comments:
2	18/01/23	MLG	FGB	Changed front page to new format and defederated
3.	25/04/2024	VR	FGB	7. Amended to correct spelling "GetSet4PE" 13. Penultimate bullet point updated to reflect the current process for wearing PE kit on PE days. 14. Final sentence deleted as no longer current.
4	19.3.25	HD	FGB	5. Updated to show alignment of planning to competition and festival schedule and include examples beyond scheme that our coach and teachers use for activities. 6. Removed bullet point 2 as children no longer complete a self-assessment at the start of a unit. 10. change of wording to 'an adaptive teaching approach' 8. addition of contextual information with regards to school improvement 'if connected to physical activity and/or wellbeing'

1. Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit and positive competitiveness and we aim to teach these alongside our Christian values to positively encourage children to share, respect, support, trust and work together. Children must engage in a programme of PE that encourages fitness, improves their strength & fitness, and teaches them the skills and rules of games.

Aims

2. In order to promote active and healthy lifestyles all children should:

- be physically active
- develop an ability to select, link and apply skills, tactics and compositional ideas
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance
- understand the need for personal hygiene in relation to vigorous physical activity
- understand safe practice, and develop a sense of responsibility towards their own and others' safety and well-being

3. In order to develop positive attitudes all children should:

- follow the conventions of fair play, sportsmanship and honest competition
- cope with success and limitations in their performance
- persevere with and consolidate their performances
- be mindful of others in their environment

Curriculum

4. The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the Early Years Foundation Stage Curriculum and National Curriculum 2014. The school also follows the guidance from the Association for Physical education. The PE curriculum is based on these requirements and developed through planned activities. Each year group will learn PE in accordance with the long term planning. This will ensure continuity and progression through school in order to continue to improve standards in PE and deliver up to 2 hours of physical activity for every child, every week. In early years, PE will focus on moving, handling, health and self-care, developing fine and gross motor skills, through both dedicated PE lessons and daily physical activity as part of the wider EYFS curriculum. In KS1 the PE units of work develop skills, contextual application of skills and the ability to perform reflectively. In KS2 these skills are put to increasing use in structured games including developing core skills in attacking, defending, invasion, striking and fielding. Additionally, the KS2 curriculum includes adventurous activities and swimming. Dance and gymnastics will be taught to all year groups. The development of skills should be continuous and progressive.

Planning, Assessment, Recording and Reporting

Planning

5. The long-term overview for PE is designed to complement the competition and festival calendar. The GetSet4PE scheme is followed across the school. Our PE coach also uses resources and activities from the School Games Association, FA and Chance to Shine.

Summative and formative assessment

6. Summative and formative assessment in PE is carried out by class teachers:

- Informally during the course of teaching through observations and questioning for understanding
- At the end of each unit of work, teachers complete pupil assessments in order to update the children's attainment and progress in that area of PE. These are used to assist in reporting to the parents and passed on to the following class teacher
- To inform future planning

7. Get Set for PE has a comprehensive tool for teachers to use to aid their overall assessments in PE.

Role of PE Subject Leader

8. The PE subject leader key responsibilities are as follows:

- The monitoring and evaluation of the PE curriculum throughout the school.
- To encourage other members of staff in their teaching of PE and to give support where appropriate.
- To encourage staff to work within the guidelines laid down in the PE policy.
- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the Policy and Scheme and resources on a regular basis.
- To assist the Headteacher and Governors in the development of the School Improvement Plan if connected to physical activity and/or wellbeing.
- To make budgetary recommendations to the School Business Manager regarding purchases in line with the school's needs.
- To support members of staff in the use of effective planning, assessment and recording systems.
- To oversee an annual inspection of all PE equipment with external agency.
- To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.
- To liaise with other schools and sporting providers and identify opportunities for inter and intra-school competitions.
- Ensure curriculum across the school is aligned with school games/competition calendar.

Inclusion

9. In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil.

10. **More Able and Talented** pupils and children with **Special Educational Needs and Disability** will be supported through an adaptive teaching approach. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum. Competition and festivals are chosen carefully

Equality

11. Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

Health and Safety

12. Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies.

Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety. The Association for Physical Activities contains detailed guidance for activity types. The school can also refer to the school's Risk Assessments and the **British Association of Advisers and Lecturers in Physical Education** (Baalpe) safe practice document which outlines specific PE guidance. All staff have a copy of the **Health and Safety Policy** and the Association for Physical activities guidelines are available in the Head of School office.

13. Prior to a lesson;

- Staff should discuss risks with the children at the start of PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance through the lesson
- All jewellery should be removed and stored safely before each lesson
- 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 (although adults may support younger pupils or those with physical support needs). If taping still makes the earrings a potential hazard teachers should consider alternative involvement in the lesson.
- All long hair should be tied back
- Suitable clothing should be worn for each lesson. Children should not engage in physical activity without the correct kit
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE
- For gymnastics when the apparatus is being used children should be barefoot only (unless medical needs apply)
- All children with a verruca should wear pumps
- Every child must wear their school PE kit to school on the day of their PE lessons.
- Sports kit appropriate for inter-school matches, sporting activities and competitions must be worn (eg shin pads for football or gum shields where necessary).

14. Class teachers are to ensure clean spare PE kit is available for occasional circumstances where a child does not have their own in school. If a child does not have their PE kit in school, if there is time the school will first contact parents and ask if it could be brought in (by text/telephone). If spare PE kit is available/to be used the child will be expected to wear it and return it clean to the school after use. If a child is without PE kit and some/all of the PE activity can be undertaken safely then they are to do so.