

Horsford C of E VA Primary School



Physical Education Policy 2026-2027

PE Policy at Horsford C of E VA Primary

Introduction

This policy outlines the teaching, organisation and management of the Physical Education Curriculum at Horsford CE VA Primary. It has been drawn up as a result of staff discussion and it has the agreement of the Senior Leadership Team. The implementation of this policy is the responsibility of the teaching staff, subject leader and Senior Leadership Team.

Whole School Vision

To foster children's interest in physical wellbeing in order for them to pick up positive habits for their future; enabling them to lead healthy and active lives.

Rationale

This policy recognises how Physical Education (PE) is an integral part of education and plays an important role in the total development of each pupil. Physical Education, along with sport and physical activity, can bring about whole school improvement, influencing attendance, behaviour and pupil attainment.

At Horsford C of E VA Primary School, we are committed to providing all children with opportunities to engage in Physical Education. This policy reflects our School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework which gives teaching and non-teaching staff guidance on planning, teaching and assessment.

Aims

We aim to:

- Ensure the consistent delivery of high quality PE and Games lessons which are exciting, challenging and enjoyable.
- Inspire and engage children's interests, knowledge, skills and understanding across a range of sporting activities through providing varied opportunities within school, after school and within the wider community.
- Provide opportunities for children to participate in sports and activities at both a competitive and collaborative level through inter and intra sporting events within the Nebula Federation as well as other county events e.g. city sports and cross country.
- Use sport to build pupils self-confidence and self-esteem.
- Develop the skills of sportsmanship, fairness and respect, through the sports and activities they undertake.
- Promote an understanding of safe practise, and develop a sense of responsibility towards their own and others' safety and well-being.
- Develop staff competence and confidence in the delivery of high quality PE lessons.
- Promote Christian values through sports through encouraging children to share, respect, trust and work together with their peers.

Participation in PE

We aim for full participation in every PE lesson and aim to do this by:

- Using a wide range of imaginative resources and teaching strategies to actively encourage participation in lessons.
- Considering the range of pupils needs to ensure continuity and progression in learning.
- Ensuring that pupils of all abilities can access the PE curriculum by providing alternative, or different resources to develop new skills and encourage a positive relationship with physical activity from an early age.
- Pupils who are unable to participate in a PE lesson are engaged purposefully with other roles such as observation, feedback, video recording, evaluation, coaching, umpiring and refereeing.
- Asking to receive contact from parents/carers if a child is not participating for any short or long term health reason.

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.

Indoor clothing

- Plain white T-shirt
- Black shorts
- Trainers or black PE pumps to walk to the sports hall

Outdoor clothing

- Plain white t-shirt
- Black leggings/ shorts/ tracksuit bottoms
- Black sweatshirt (this must be additional to their school jumper in case of adverse weather conditions)
- Trainers or black PE pumps
- School shoes are not permitted to be worn.

We will always endeavour to provide spare kit for pupils that cannot access their own designated school PE kit, to ensure that children do not miss PE lessons.

Children are not permitted to wear jewellery during PE lessons. Earrings should not be worn during PE sessions and long hair should be tied up. In accordance with the Association for Physical Education (AfPE) guidance 2012, earrings should be removed. If this is not possible (due to a new piercing), teachers need to make them safe. This will be through the use of Micropour (thick white tape) to cover the earrings.

Should a child be wearing hooped earrings that cannot be removed, they will not be able to take part in the PE lesson. Hooped earrings cannot be made safe, and parents/carers will be spoken to at the end of the school day to remind them of the policy. The parents/carers will be asked to remove the earrings for future PE lessons.

Health & Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

- All staff have due regard for the current Association for Physical Education (AfPE) guidance 2012 when preparing and delivering PE lessons.
- Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma.
- First aid equipment is available and designated staff are trained in what action to take, including calling for assistance in the event of an accident.
- Regular checks and risk assessments are made on all equipment.

- The subject leader makes visual checks for wear and tear and security of major items every term. All staff are responsible for reporting to the subject leader if any items show wear and tear. Any items constituting danger should be taken out of use immediately.
- Pupils are taught to consider their own safety and the safety of others before and while undertaking any activity. (e.g. not lifting a hockey stick above the waist, not jumping or running in front of others).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Staff teaching PE should consider their own and their pupils' safety with regard to their own additional personal clothing, footwear and jewellery when involved in the teaching of any sporting activity.

Handling Apparatus

- Apparatus will be stored consistently and always returned to the same place.
- Apparatus will be to be easily accessible for all children.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- Children are taught how to lift apparatus correctly. They should know:
 - ✓ never to touch apparatus unless instructed to do so by the teacher
 - ✓ how many children should be holding it
 - ✓ where they have to grip the apparatus
 - ✓ to carry apparatus – never drag it across the floor
 - ✓ to have knees bent, back straight and head up ready to lift.
 - ✓ they must walk when carrying apparatus
 - ✓ only to lift when everyone is ready. When ready lead child to say 'one, two, three lift' and when it is in place 'one, two, three down'
 - ✓ when the apparatus has been positioned, children must sit on the floor to await instructions
 - ✓ The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.

Entitlement and Inclusion

We comply with the Equality Act 2010 and are proactive in ensuring that all pupils, including those with special needs or disabilities are provided with a comprehensive programme of physical education. For pupils with disabilities or health conditions we will adapt activities to suit their individual needs. Where appropriate, this may mean providing specialised equipment, differentiating activities or setting a challenge appropriate to their skill level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given the opportunity to develop their skills independently and in groups; enhancing their own confidence and self-esteem.

- Class teachers will 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.

Curriculum Planning and Organisation

- Each class is timetabled so that they can access the hall and outside areas regularly.
- The playground and school fields are used to facilitate activities such as outdoor activities and games.
- Teaching and trained support staff deliver a one-hour high-quality PE lesson and a one-hour Games lesson each week for KS1 and KS2. This meets national statutory guidance.
- In KS2 swimming lessons are provided by qualified instructors from Drayton Junior School.
- Coaches from local sport clubs regularly provide additional opportunities for extending the PE curriculum.
- Through the Nebula Federation school's link, the children are all given regular opportunities to participate in competitive sporting activities and events. School staff accompany the children to these events.

Physical Education in the Early Years Foundation Stage

Physical Development is a prime area in the EYFS, and subsequently we encourage the physical development of our children as an integral part of their learning. Teachers in EYFS plan a full, challenging and engaging curriculum. They make assessments of the children's physical development and incorporate this into their planning. For the children to achieve the QLD (Good Level of Development) they must achieve the Early Learning Goal for gross and fine motor skills. We encourage the children to develop confidence and control of the way they move and the way they handle tools and equipment. We give all children the opportunity to undertake activities both indoors and outdoors, that offer appropriate physical challenge, using a wide range of resources to support the development of physical skills. Physical development includes both fine motor skills and gross motor skills including, developing upper body strength, stamina, co-ordination and core muscles. The children have the opportunity to practise and develop these skills through planned activities and continuous provision.

Physical Education in Key Stage 1 & 2

The school follows a PE long term plan and progression map. These documents have been created by the School Subject lead to ensure progression and consistency from Reception to Year 6. PE teachers use these to support their individual planning for their class. The documents are in accordance with the National Curriculum guidelines. Lessons are blocked into units of work to promote a greater depth of understanding, the development of skills, application of skills and the ability to perform reflectively.

Contribution of PE to teaching in other curriculum areas:

English

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

Maths

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

Science

The science curriculum recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. The children are taught from Year 1 to Year 6 the functions of our body parts and understanding the "good health balance" of nutrition and physical activity.

Computing

Links between PE and Computing include: Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills.

PSHE/RSE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality. 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 co-operative work, while gaining a better understanding of themselves.

Christian Values

Through sport, children are taught the school values of responsibility, courage and compassion.

Assessment and Recording

Formative assessment is usually carried out by teachers in the course of the normal class activity. This is done mainly through observations and through discussion with the children. Photographs and videos are sometimes used to document some of the pupil's work.

In EYFS, teachers monitor the children's physical development levels throughout the year through observation, these are recorded in our online learning journey platform, Tapestry. This could be in the form of a recorded video or a picture. The teacher will assess the children based on these observations. At the end of the year, the children will be levelled against the 'Early Learning Goal' as either 'below' or 'at' age related expectations.

In KS1 and KS2 children will be assessed during their lessons and will be levelled as either Working Towards, Expected or Exceeding, in line with age related expectations. Levels of attainment are recorded on an assessment sheet for each topic and Swimming will be assessed by the relevant instructor. Physical Education and physical development is included as part of the end of year reports to parents for all children.

Monitoring and evaluation of Physical Activity

The PE Lead Teacher and members of Senior Leadership Team are responsible for the overall monitoring of the quality of PE and physical activity provision.

We also monitor PE in the curriculum through subject reviews and self-evaluation in order to provide an accurate perspective on how it is being delivered and how it can be further improved.

Physical Education is monitored and evaluated through:

- Lesson observations
- Monitoring of lesson planning
- Monitoring of equipment
- Pupils Assessment data
- Feedback from staff
- Children questionnaires
- Feedback from pupils/school council about PE and general physical activity
- Pupil attendance and achievement in sporting competitions
- Attendance at after school sports clubs

Extra-curricular Clubs

Where possible, the school will offer a range of extra-curricular sporting activities and clubs to complement the PE curriculum, develop pupils' interests and provide opportunities for participation in sport beyond the school day. Activities may be delivered by school staff or, where appropriate, by external providers. Where activities are provided by an external company, an additional charge may apply.

Sporting Events

The School Office Admin Assistant liaises with the subject leader, teachers, support staff and sports coaches to arrange after-school clubs, sports clubs and the attendance of teams at external sporting competitions. Where necessary, they liaise with the Educational Visits Co-ordinator to ensure that the appropriate paperwork is completed.

The school endeavours to provide opportunities for a wide range of pupils to represent the school in sporting events and competitions. Events and competitions may take place during the school day or after school. Selection will take into consideration the nature of the event and the opportunities available. Where competitions are highly competitive, pupils may be selected based on their sporting ability, skills and suitability for the level of competition. For team-based events, priority may be given to pupils who regularly attend practices, demonstrate commitment and work effectively as part of the team.

The school maintains a record of pupils who have represented the school at sporting events and competitions. This helps to ensure that, where appropriate, opportunities are distributed as widely as possible and that as many pupils as possible have the experience of representing the school. The school will aim to provide a balance of opportunities across the year, enabling pupils with a range of abilities and interests to participate in school sport.

Participation in extra-curricular activities and sporting events is subject to pupils meeting the school's expectations for behaviour. Where a pupil's behaviour results in a consequence that prevents them from attending an event, or where their behaviour is deemed to present a concern in relation to the safe or successful running of the event, the school reserves the right to withdraw the pupil from participation. Any decision will be made in line with the school's Behaviour Policy and will take into consideration the individual circumstances.

Sports Day

We organise an annual multi-sport circuit Sports Day event at the end of the summer term. Parents and carers are actively encouraged to attend and support their children. We have a wide range of sporting activities on the day to encourage participation and success for all children.

School Sports Premium

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated annually and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds. Please see the School Sports Premium policy for further details.

Review

This Physical Education Policy was formally adopted by Horsford C of E VA Primary in September 2021.

Subject Lead Louise Fancote

This policy is to be reviewed every two years and modified as necessary.

Review Date: September 2028