



P.E. Policy

2022-2023

St Thomas' CofE Primary Academy

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Statement of intent

The intent of our PE curriculum at St Thomas' is to offer a wide and varied sports package which will develop children's skills and confidence; ensuring there is a progression of knowledge and evidence of sequential learning. It is our intention for **all of** our children to enjoy physical activity and are therefore able to adopt a healthy lifestyle - one where they can discover their talents and have a life-long love of sports, **physical activity and healthy well-being**. Our principles will also positively encourage children to share, respect, support, trust, **lead** and work together, **collaboratively**.

PE lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy and active lifestyle
- Encourage physical activity and exercise for sustained periods of time
- Develop competence to excel in a broad range of physical activities, including competitive inter-school or intra-school opportunities
- Build self-esteem, confidence and resilience
- Provide all pupils with equal opportunities access to the lesson
- Develop pupils' academic, social and physical ability
- Encourage positive behaviours and respect amongst pupils
- Promote teamwork and co-operation amongst pupils
- Develop leadership and problem-solving skills

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.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE (2013) 'Physical education programmes of study – key stages 1 and 2'
- DfE (2013) 'National curriculum in England: PE programmes of study'
- DfE (2021) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Health and Safety Policy
- Adverse Weather Policy
- First Aid Policy
- School Uniform Policy
- Pupil Code of Conduct
- Staff Code of Conduct
- Suspension and Exclusion Policy
- Behaviour Policy

Roles and responsibilities

The principal is responsible for:

- Appointing an appropriate PE subject lead.
- 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.
- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the PE coordinator regarding the spending and impact of the PE and sport premium funding.
- Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.

The PE coordinator is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.

- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of PE at the school and ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments.
- Maintaining records relating to the teaching of PE, including lesson plans, accident logs and risk assessments.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- Liaising with the SLT and other relevant staff members regarding the use of the PE and sport premium.
- Providing the principal with an annual summary report regarding the teaching of PE at the school.

Teachers are responsible for:

- Acting in accordance with the school's Health and Safety Policy.
- Reporting accidents and other incidents in the accident books
- Participating in any necessary training or CPD.
- Keeping up-to-date with changes within the subject area.
- Acting in accordance with the Staff Code of Conduct.
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Ensuring that privacy is given to pupils whilst they change for PE lessons or extra-curricular activities.

Parents are responsible for:

- Sending children to school in an appropriate PE kit on PE days.
- Providing their child with appropriate footwear for PE classes.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.

Pupils are responsible for:

- Following the school's golden rules.
- Adhering to the Behaviour Policy at all times.

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.

Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastic apparatus, floor mats and sporting equipment, such as bats and balls.

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

- Demonstrating strength, balance and coordination when playing.
- Negotiating space and obstacles safely, with consideration for themselves and others.
- Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Participating in physical activities which enhance fine motor skills.
- Working and communicating together to promote respect and fairness in games and to develop trust with each other.

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 two PE lessons per week, one which will be outdoor play, weather permitting, and the others which will 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 to demonstrate if they are working at age related expectations in PE.

Curriculum

During KS1, pupils will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using 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 dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

In relation to swimming, pupils within 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 and learning

All lessons will be planned and taught in line with 'the Power of PE' scheme and assessment and the PE coordinator ensures that potential for pupils' progression is planned into the scheme of work.

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

The school follows a progressive PE curriculum built on 'big questions'. These are then developed as part of the 'Power of PE scheme'. This is split into half-termly blocks where children build on knowledge and skills that are progressive and build year-on-year.

The school focuses on a strategy of developing skills for sports (rather than teaching sports for skills) since we believe the fundamental physical skills taught here need to be transferrable to other types of physical activity outside of school and beyond.

The PE subject lead is responsible for reviewing and updating long-term and medium-term plans, and communicating these to 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, particularly when considering STEP principles.

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 as well as being given the trust to become leaders within

the lessons. Pupils are also taught to demonstrate respect and fairness with each other and within team games.

The PE subject lead 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 PE coordinator prior to use.

Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being an umpire/referee or supportive coach.

Assessment and reporting

Pupils will be assessed through observations made during lessons and other sporting opportunities. Pupil voice is also taken termly to ensure knowledge are being gained and can be retrieved following guidance in the book study book by Alex Bedford.

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives and the PE lead will monitor this to ensure assessments are accurate.

Individuals' assessment information will be recorded to help pupils' future teachers plan appropriate work for them and assist in the assessment of pupils' progress each year.

Pupils will be assessed as working towards, working at or working above age-related assessments. Annual assessments of each pupil will be used to inform parents of their child's progress and attainment.

Parents will be provided with a written report about their child's progress during the Summer term every year. This will include information on pupils' attitudes towards PE and where they are working at in line with age-related expectations.

Verbal reports will be provided at parents' evenings during the **Autumn** and **Spring** terms.

The progress of pupils with SEND will be monitored by the SENCO.

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.

PSHRE

- 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.

Cross-Curricular Orienteering

- Recently utilised by St. Thomas', Cross-Curricular Orienteering is a programme that provides one of the most comprehensive school orienteering platforms in the UK.
- It provides the resources, mapping and training to ensure that the opportunities for high-quality outdoor active learning is effective is maximised and impact of OAA is effective.
- The programme includes a varied range of differentiated outdoor active learning opportunities, with maps across a range of school subjects: Maths, English, Science, Geography, History, PSHRE and Phonics.
- All classes from KS2 have the opportunity to partake in cross-curriculum orienteering through mapping of our progressive PE curriculum but also through topical key questions across the wider curriculum.

Extra-curricular activities

The school 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 co-operation, respect, trust and fairness among pupils, whilst introducing a competitive element to team games.

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

- External sports coaches will lead activities and clubs, where appropriate.
- At the beginning of each term, parents will be made aware of the extra-curricular activities on offer at the school via the school communication platforms.

- Regular sporting events against other schools (pupils and parents are be made aware of these fixtures with advanced notice).

Participation and success of extra-curricular events, such as sporting competitions, are celebrated during celebration assemblies. All teaching staff will actively encourage pupils to be physically active outside of school.

PE kit and changing rooms

St Thomas' use a PE kit which is practical, comfortable, appropriate to the activity involved and affordable.

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

- Black/grey shorts or jogging/tracksuit bottoms
- White T-shirt
- Red school jumper
- Black pumps or trainers

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:

- Appropriate swimwear
- Swimming cap for pupils with long hair (depending on the requirements of the pool)
- Goggles (only with a note from parents taking responsibility for their wear)

Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and joggers.

All potentially dangerous jewellery, such as earrings, will be removed before PE lessons. Jewellery which cannot be removed will be taped over. 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.

The school will stock spare hair bands and PE kits for pupils who forget theirs. In the event that a pupil repeatedly forgets their PE kit, a letter will be sent home.

The school will make adequate and sensitive arrangements for changing which take into account the needs of pupils with disabilities and pupils from different religions, beliefs, cultural backgrounds or gender identity.

Where staff members need to change, this will be done privately and never in the same space as pupils.

If there is a need for a staff member to enter the changing rooms while pupils are changing, the staff member will alert pupils to this and give pupils the opportunity to cover up if they want to. Where possible, only staff members of the same sex as the pupils will be allowed in the changing rooms.

Where a pupil who requires additional support needs assistance changing, the school will adhere to the Intimate Care Policy. All staff will be aware of any intimate care issues for individual pupils.

Behaviour

Pupils will act in accordance with the school's Pupil Golden Rules and Behaviour Policy at all times.

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 Behaviour Policy.

In the event of severe behaviour, such as purposely hurting another pupil, the offending pupil will be sent to the Principal, and may be subject to the school's Suspension and Exclusion Policy.

In the event of misbehaviour causing harm or serious disruption, the pupil's parents will be notified of the incident at the end of the school day or by a telephone call within the school day.

Health and safety

Staff and pupils will adhere to the Health and Safety Policy at all times.

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 boxes and individual pupil medication 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 PE subject lead is responsible for reporting any concerns to the school's health and safety officer or the principal.

In order to minimise risk during PE lessons, teachers will carry out a visual check of the space and equipment being used.

Where pupils will be attending an off-site sporting or PE-related event, the PE subject lead is responsible for completing a risk assessment for the event.

The PE coordinator will check the conditions and appropriateness of PE resources on a termly basis, restocking equipment as required.

Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the PE subject lead as soon as possible. All PE equipment and resources will be safely stored, within a secure storage area, within the school hall or PE changing rooms. Damage to PE equipment will be reported to the PE coordinator as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use.

Pupils will not have access to PE resources and sporting equipment unless appropriately supervised. Pupils will be taught how to handle PE equipment and resources safely. Pupils will help staff members to move and set up PE equipment.

Swimming lessons will always be taught by a specialist swimming teacher. 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

All accidents and near-misses will be recorded in writing.

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.

Treatment to injuries will only be administered by staff members who are first aid trained. Where required, further medical attention will be sought from the local doctors or hospital.

In the event that a pupil has an accident causing a minor injury, such as a bruise or scrape, the school will notify the pupil's parents of the incident at the end of the school day. In the event that a pupil has an accident causing potentially serious or major injury, such as a broken bone or concussion, the school will notify the pupil's parents immediately and Staffordshire health and safety documents will be completed.

Equal opportunities

Teaching staff will work closely with the PE subject lead to ensure that planned activities for lessons are accessible to all pupils, including pupils with 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 SENCO, where necessary, in order to meet the needs of pupils.

Pupils will not be grouped together based on gender, race or disability.

Monitoring and review

This policy will be reviewed on an annual basis by the principal and PE subject lead, 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 PE coordinator, including the planning, assessment and reporting arrangements in place.

Approved and signed off by:

Principal: Louise Fry

Chair of Governors: