

Physical Education Policy

Introduction

Physical Education (PE) is a National Curriculum foundation subject and an entitlement for all pupils in Key Stages 1 and 2. It is also an important part of the Foundation Stage curriculum through the Physical Development area of learning.

At Lakes Primary School, we recognise the importance of physical education in supporting children's physical, social, emotional and personal development. We aim to provide a broad, balanced and progressive programme of PE that enables all pupils to develop their skills, confidence and enjoyment of physical activity.

Our Aims and Objectives

At Lakes Primary School, we aim to provide a broad and balanced physical education programme that promotes participation, enjoyment, progression and achievement for all pupils.

Through our PE curriculum, we aim for all children to:

1. Develop confidence, competence and a range of physical skills across a variety of activities.
2. Develop a positive attitude towards physical activity and an enjoyment of being active.
3. Experience and participate in competitive sport and physical activities.
4. Begin to understand the importance of physical activity as part of a healthy lifestyle.
5. Develop the ability to participate in physical activity for sustained periods of time.
6. Learn to work cooperatively and collaboratively with others.
7. Develop an understanding of fair play, teamwork, respect and sporting behaviour.
8. Develop the knowledge and skills needed to participate safely and confidently in physical activity.
9. Recognise and celebrate their own progress and that of others.
10. Develop the confidence to participate in a range of physical activities both within and beyond school.

Inclusion and Equal Opportunities

The school recognises that equality of opportunity is a fundamental right of every pupil. PE provision will promote inclusion, participation and achievement for all.

- Racial, gender, cultural, religious and individual differences will be recognised and considered when planning and delivering PE activities.
- The needs of pupils with special educational needs and/or disabilities (SEND) will be considered carefully when planning activities, with appropriate adaptations and support provided where necessary.
- Pupils who demonstrate particular strengths, talents or high levels of ability in PE will be appropriately challenged and supported to further develop their skills and potential.
- All pupils will be encouraged and supported to participate fully in PE, regardless of background, ability, gender, culture or individual need.
- Through the PE programme of study, all pupils, regardless of gender, will have access to a broad, balanced and varied range of physical activities.
- The school recognises and respects pupils' ethnic, cultural and religious beliefs and observances, including considerations relating to dress, diet and modesty. Appropriate arrangements and adaptations will be made where necessary to ensure that these considerations do not prevent pupils from participating fully in PE.
- Activities will be adapted where appropriate to ensure that all pupils, including those with additional needs or disabilities, are able to participate safely and meaningfully.

Non-Participation in PE

As a general principle, if a pupil is well enough to attend school, they should normally be expected to participate in PE. However, there may be circumstances where a pupil is unable to take part.

The following exceptions may apply:

- **Medical conditions or injuries:** Where a pupil has a medical condition or injury that prevents participation, medical advice or appropriate supporting evidence may be requested where necessary.
- **Genuine parental concerns:** A parent or carer may inform the school of a temporary injury or condition, such as a sprained ankle, which may prevent the pupil from participating fully.

Where a pupil is unable to participate physically, they should remain involved in the lesson wherever possible. They may be asked to observe activities, contribute verbally, support their peers or undertake an appropriate alternative learning activity.

Where appropriate, pupils in Key Stage 2 should complete the '**KS2 Non-Participants in PE' observation sheet** to record their observations and learning from the lesson.

Safety in Physical Education

The PE Leads work closely with the School Sports Partnership to ensure that the planning and delivery of PE meets the appropriate safety standards outlined in *Safe Practice in Physical Education and Sport*, published by the Association for Physical Education (afPE). A copy of this guidance is stored at Ryehills School by the School Sports Partnership and is available for staff reference.

All staff must be aware of the medical conditions and individual needs of the children they teach and understand how these should be managed during PE lessons.

Children with asthma may need to have access to their inhaler during PE lessons. Where appropriate, pupils should be encouraged and taught to take responsibility for ensuring that their inhaler is readily available.

Children are expected to wear appropriate clothing and suitable footwear for all PE activities. For safety:

- Ear studs should be removed or covered with tape where removal is not possible.
- All other jewellery must be removed before participation.
- Long hair must be tied back.
- Staff should check that pupils are appropriately dressed before taking part in physical activity.

PE Kit Arrangements

Children from Key Stage 1 onwards should arrive at school wearing their PE kit on their designated PE days. This ensures that pupils are ready to participate in PE safely and efficiently, maximising the time available for physical activity and learning.

From Key Stage 2 onwards, boys and girls should change separately in order to respect pupils' privacy and dignity.

Where dedicated changing facilities are not available, alternative arrangements should be made. For example, at the beginning of the afternoon, boys could change in one classroom and girls in another, or boys could use the cloakroom area while girls change in the classroom.

All arrangements should be age-appropriate and take account of pupils' privacy, dignity and individual needs.

Teaching

A range of teaching styles and approaches will be used according to:

- The age, ability and individual needs of the children.
- The nature of the activity and subject being taught.
- The intended learning objectives.
- The physical development and capabilities of individual pupils.

Teachers will provide activities that are appropriate to pupils' levels of physical development while providing sufficient challenge to extend and develop individual skills and competencies.

Teachers will ensure that lessons provide appropriate opportunities for pupils to develop their knowledge, skills and understanding progressively. They will monitor the continuity and progression of learning, as well as the pace at which pupils make progress through planned units of work.

Lessons should be inclusive and provide appropriate adaptations and support to enable all pupils to participate safely and successfully.

Assessment, Recording and Reporting

Assessment in PE

Assessment is an integral part of the teaching and learning process and takes place throughout PE lessons.

Teachers use observation of pupils' responses to tasks and challenges to assess their understanding, identify strengths and areas for development, and determine the progress they are making. This ongoing assessment is used to inform future planning and teaching as part of an Assessment for Learning (AfL) approach.

Assessment should be used to:

- Identify pupils' existing knowledge and skills.
- Recognise strengths and areas for development.
- Inform future planning and teaching.
- Ensure appropriate challenge and support.
- Monitor individual progress over time.

Records of Progress in PE

At the beginning of each unit of work, teachers assess pupils' existing capabilities to establish a baseline and inform planning.

At the end of the unit, the same or a comparable task is used to assess progress and identify development in pupils' knowledge, skills and understanding.

In the Foundation Stage, children's physical development and progress are monitored regularly. Where appropriate, additional support or interventions will be put in place to ensure that children make appropriate progress.

Children's individual progress in the Foundation Stage is also recorded through their online learning journal, *Evidence Me*.

Resources and Equipment

All PE equipment is stored safely around the hall and within the PE cupboard. Children are taught where equipment is stored and how to handle and use it safely and appropriately.

Teachers are responsible for ensuring that all equipment is returned tidily and safely at the end of each lesson.

All children will be taught to:

- Treat PE equipment with care and respect.
- Collect equipment safely.
- Use equipment appropriately.
- Return equipment to the correct storage area after use.
- Report any damaged or unsafe equipment to an adult.

If equipment is found to be damaged, faulty or unsafe, it must be removed from use immediately and reported to the PE Manager.

Additional PE and physical activity resources are available to children during playtimes and lunchtimes. Children are expected to use these resources safely and responsibly.

If you want, I can also **combine this with the previous “Strategies for Ensuring Continuity and Progress” section into one complete, professionally formatted PE policy** .

Strategies for Ensuring Continuity and Progress in Physical Education

Planning in Physical Education

Planning for Physical Education (PE) is a collaborative process involving all teachers. It is designed to ensure continuity, progression and consistency in the teaching and learning of PE across the school.

- Individual teachers or teaching teams plan for each half term in accordance with the requirements of the National Curriculum.
- Teachers follow the appropriate PE curriculum map for their year group, using core tasks and relevant schemes of work to support and inform their planning.
- Planning is monitored by the PE lead to ensure that learning is appropriately sequenced, progressive and meets the needs of all pupils.
- Teachers are encouraged to adapt planning where necessary to meet the needs, abilities and interests of their pupils.
- Assessment and monitoring information is used to inform future planning and ensure that pupils build progressively on previously acquired knowledge, skills and understanding.

The Role of the PE Lead

Two designated members of staff are responsible for leading and supporting the development of PE across the school. The PE Leads will:

- Lead the development and improvement of PE practice throughout the school.
- Act as the main point of contact for information, guidance and developments relating to PE.
- Coordinate and manage PE resources, ensuring that they are appropriate, accessible and effectively maintained.
- Advise staff on resource requirements and identify priorities for future investment.
- Provide direct and indirect support to staff to promote high-quality teaching and learning in PE.
- Identify staff development needs and highlight relevant training and professional development opportunities.
- Develop and maintain links with sporting organisations and the wider community to enhance opportunities for pupils.
- Monitor PE planning to ensure that it is appropriately sequenced and provides high-quality learning experiences.
- Monitor the teaching and learning of PE through focused lesson observations, in line with the school's agreed monitoring and evaluation programme.
- Coordinate and develop extra-curricular and after-school PE and sporting opportunities in consultation with the Headteacher.
- Monitor expenditure of the School Sport Premium to ensure that funding is used effectively to support improvements in PE, physical activity and school sport.

- Review the impact of PE provision and use monitoring and evaluation findings to identify priorities for further development.

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