

Sacred Heart Hindsford R.C. Primary School

Physical Education Policy



Policy written by I. McDermott

PE Lead

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signed (chair)
signed (Head)

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'With Christ as our guide, we inspire and thrive'

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Statement of intent

Sacred Heart RC Primary School aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We offer pupils the opportunity to compete in sports and other activities, in order to help build character and reinforce values such as fairness and respect.

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
- Develop competence to excel in a broad range of physical activities
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson
- Develop pupils' academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Promote teamwork and cooperation amongst pupils

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 'National curriculum in England: PE programmes of study'
- DfE 'Early years foundation stage statutory framework'
- DfE 'Enhancing physical education provision and improving access to sport and physical activity in school'
- DfE School sport and activity plan

This policy operates in conjunction with the following school policies and risk assessments:

- Health and Safety Policy
- Adverse Weather Policy
- First Aid Policy
- School Uniform Policy
- Pupil Code of Conduct
- Intimate Care Policy
- Staff Code of Conduct
- Suspension and Exclusion Policy
- Behaviour Policy
- PE and Sports Hall Risk Assessment
- PE lesson Risk Assessment
- Swimming Risk Assessment

Roles and responsibilities

The headteacher is responsible for:

- Appointing an appropriate PE 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 (including external servicing and monitoring of equipment).
- 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 lead regarding the spending and impact of the PE and sport premium funding. Moving forward, Autumn 2026, a new PE Lead will be appointed.
- Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.

The PE Lead is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Ensuring access to GetSet4PE for staff.
- Ensuring GetSet4PE is followed and provides a suitable curriculum.
- 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 general 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.
- Ensuring that the details of any PE-related accidents are recorded in writing, including the action taken and the health and safety procedures followed.
- 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.
- Utilising ATSA to support enhance provision for all pupils.

- Liaising with SLT and other relevant staff members regarding the use of the PE and sport premium.
- Providing the headteacher with an annual summary report regarding the teaching of PE at the school.

PE teachers are responsible for:

- Acting in accordance with the school's Health and Safety Policy.
- Reporting accidents and other incidents in writing.
- 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.
- Providing an appropriate level of assistance, where necessary, to pupils changing for PE lessons (swimming).

Parents are responsible for:

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for PE classes.
- Ensuring that, where necessary, communication is provided when their child cannot participate in PE lessons (at times a professional note may be required).

Pupils are responsible for:

- Acting in accordance with the Behaviour Policy at all times.
- Wearing the correct PE kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.

EYFS

The school recognises the importance of pupils' physical development as one of the prime areas of learning and development. Staff will ensure that educational programmes in the early years develop pupils' all-round development, and enables them to pursue happy, healthy and active lives.

In line with the Early Learning Goals (ELGs) for physical development set out in the DfE's 'Statutory framework for the early years foundation stage', teaching staff will organise a range of activities and experiences to promote and develop pupils' gross and fine motor skills, 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.

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.

The weekly forest school session will be used to further develop the above gross and fine motor skills.

An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

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 Year 4 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 scheme of work (GetSet4PE), as developed by the PE lead, ensuring 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 creates long-term, medium-term and short-term plans for delivery of the PE curriculum – these are as follows:

- Long-term: Includes the PE topics studied in each term during the key stage
- Medium-term: Includes the details of work studied each topic
- Short-term: Includes the details of work studied during each lesson

The PE lead is responsible for reviewing the appropriateness of the chosen scheme / curriculum.

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.

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.

The PE 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 lead prior to use.

Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter, equipment manager or referee.

Timetabling

The DfE challenges schools to deliver a minimum of two hours PE in the curriculum during the school week.

PE staff will be aspirational for the subject's necessary inclusion in the overall school curriculum. PE staff will devise and deliver positive messaging about the benefits and impact of PE throughout the school.

Senior leaders will support the PE Lead in their aspiration to deliver two hours of PE per school week, including wider school curriculum.

Senior leaders and other PE staff will conduct regular audits of school facilities and determine what physical activities are deliverable in the spaces available. Senior leaders will also strengthen relationships with such organisations as ATSA, sports clubs and the Local Authority to improve access to sports facilities beyond the school day.

The school will use its PE expertise to raise whole-school standards in delivering high quality PE.

Assessment and reporting

Pupils will be assessed through observations made during lessons.

Teachers will record the progress of pupils against the learning objectives for the lesson.

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

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 emerging, expected or exceeding. 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.

Verbal reports will be provided at parents' evenings during the autumn and spring terms where appropriate.

The progress of pupils with SEND will be monitored by the SENCO in addition to the class teacher and PE Lead.

A record will be kept of when a pupil is unable to participate in a lesson, along with any evidence supplied. If this becomes a regular occurrence, a meeting will be set up between the teacher, the pupil and their parents.

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.

PSHE

- 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.

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 cooperation 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, including the following:

- **Dancing**
- **Football**
- **Netball**
- **Rugby**
- **Netball**

External sports coaches and other staff 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 newsletter and website.

The school participates in regular sporting events (ATSA) against other schools –pupils and parents will be made aware of these fixtures with due notice. Participation and success of extra-curricular events, such as sporting competitions and taster sessions will be shared on social media.

All teaching staff will actively encourage pupils to be physically active outside of school.

PE kit and changing rooms

The schools will choose a PE kit which is practical, comfortable, appropriate to the activity involved and affordable.

During PE lessons, pupils are expected to wear the correct PE kit:

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

- Appropriate swimwear as dictated to by The Pelican Centre
- Swimming cap for pupils with long hair
- Goggles (optional)

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.

Children come into school wearing their PE kit on the day of their PE lesson.

Swimming:

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 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 headteacher, 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 earliest moment (ideally before the next 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 bags 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 lead is responsible for reporting any concerns to the school's health and safety officer.

In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned. All completed risk assessments will be given to the PE lead for authorisation; the headteacher will also be provided with a copy.

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

The PE lead will check the conditions and appropriateness of PE resources on a regular 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 lead as soon as possible. All PE equipment and resources will be safely stored, within a secure storage area, within the school hall cupboard. Damage to PE equipment will be reported to the PE lead 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 via Medical Tracker. 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 complete the local authority form.

Equal opportunities

Teaching staff will work closely with the PE 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.

Staff, including TAs and unqualified teaching staff, will be trained and supported to implement specific teaching and learning strategies for pupils with SEND and additional needs.

Teaching staff will liaise with the SENCO, where necessary, in order to meet the needs of pupils.

The school will continue to ensure that equal sporting opportunities are offered to pupils of all genders. While sex separation may be employed in certain circumstances, e.g. for competitive sports teams, the school will make a concerted effort to offer every sport to all pupils regardless of gender wherever possible. Where this is not feasible, e.g. due to differences in demand for certain sports along gendered lines, the school will endeavour to offer comparable sports which use similar tactics and objectives.

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

The school will utilise pupil voice to understand the needs of inactive pupils. The school will also identify how girls and boys perceive PE within school.

Schools will provide inactive/underrepresented pupils with more informal physical activities to remove those barriers of inclusion and ensure equality of access for all pupils (use of ATSA opportunities)

Monitoring and review

This policy will be reviewed on a bi-annual basis by the headteacher and PE 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 lead, including the planning, assessment and reporting arrangements in place annually.

The spending and impact of the PE and sport premium is monitored by the governing board.

Appendix 1 – Reporting an accident form

Date of incident	
Name of person completing the form.	
Place of accident	
What happened	
Who was involved	
Next Steps	

Appendix 2 – ATSA

- What does ATSA stand for?
 - Atherton, Tyldesley, Sports Association. It is currently undertaking a rebranding review exercise.
- What is its primary aim?
 - Friendship through sport.
- What is the purpose of ATSA?
 - Its purpose is to offer all pupils in the local primary schools opportunities to participate in a range of; traditional, new, and adapted sports and active mind sessions.
- What provision do they offer?
 - taster sessions in new sports
 - taster sessions in traditional sports
 - competitions in new sports
 - competitions in traditional sports
 - Access to Success sessions – adaptive sports (inclusion)
 - Active Mind Sessions (e.g. First Aid, Highway Code)
- How often do ATSA events take place?
 - Most weeks in the school year. Less so during Christmas period, Exam weeks and end of year.
- What recognition do they have?
 - 2 x Y6 Sports Councillors – attend meetings and have some say in the events which school participates in.
 - Bronze, silver, and gold awards based on participation levels.