

# ***Tow Law Millennium Primary School Physical Education (P.E.) Policy***



## **Introduction**

This policy document outlines guidance in relation to:

- The provision of physical education.
- How it is taught and learned.
- How it contributes to the physical, cognitive, creative, social and personal development of all pupils.
- The care, guidance and support of pupils and the framework through which all school leaders, teachers, and other adults supporting learning, understand and manage their roles and responsibilities in the provision of safe practice.

All advice and information contained in this policy and guidance, regarding safe practice, is taken from the [Association for Physical Education \(afPE\) handbook on Safe Practice in Physical Education and School Sport, 2019 edition](#), and [DCC Health and Safety Policy and Guidance](#).

## **Rationale**

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child: physically, socially and mentally. Through a high-quality physical education programme pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and well being, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and

evaluate actions, ideas and performances to improve the quality of their work.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality physical education, pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

## **Aims**

Through a high quality, safe and challenging physical education programme, the school aims to develop successful learners, confident individuals and responsible citizens who develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

## **Objectives**

- Provide a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk.
- Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Educate pupils about, and involve them in, the process of risk management, so that they understand their responsibility in this, in order for them to participate independently in physical activity and to establish good habits and awareness of safety and personal hygiene.
- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves by challenging pupils to select and use skills, tactics and compositional ideas.

- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group.
- Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Develop an environment in which pupils have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school
- Provide an out of school hours programme of activities which *extends* and *enriches* curriculum provision and provides opportunity for activities to *enable* pupils to make sufficient progress to access curriculum sessions with greater success
- Provide opportunities for competition appropriate to the stage of the individual pupil's development
- Provide links to other areas of the curriculum and wider school, county and national agendas

## PE Curriculum Planning

All pupils are entitled to a progressive and comprehensive physical education programme, which embraces the current National Curriculum and takes into account individual interests and needs.

Pupils should have access to all components of current National Curriculum programmes of study, which should include dance, gymnastics, athletics and games type activities at Key Stage 1 and with the addition of swimming at either KS1 or KS2. In addition, we include OAA activities throughout their primary education so that a realistic attempt is made to achieve the expected levels. We plan in phases long-term and short-term. The long-term plan is created by the PE co-ordinator to provide a balanced curriculum. Festivals and competitions are embedded in our curriculum and we use core tasks as the basis of different activities for children. The exception to this is our dance curriculum where we use 'Dance By Chance' cards to support the children's learning.

## **Teaching and Learning Style**

- Lessons will be planned to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress.
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed.
- A variety of teaching styles will be used to engage the variety learners, providing them with the opportunity to learn from visual, auditory and kinaesthetic activities.
- Lessons will provide appropriate activities, which enable pupils to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

## **The Foundation Stage**

In EYFS, pupils are taught physical skills within the Prime Area of Learning - Physical Development. We encourage the physical development of our children in our Foundation Stage as an integral part of their work. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills both gross and fine motor. Children access our outdoor provision on a daily basis where a range of equipment develops their physical skills. Our outdoor play structure supports and extends our children's balancing, climbing and jumping skills. Children also regularly access the hall to carry out specific basic skills activities to further develop their physical skills.

## **Assessment & Recording**

Teachers should ensure that when evaluating and improving performance, connections are made between acquiring, developing, selecting and applying skills, evaluating and improving performance as well as demonstrating a knowledge and understanding of health and fitness and performance in different roles.

### **Assessing Progress**

To assist in formative assessment, teachers could use the following:

- QCA core tasks and progression documents helping them understand where they are at the beginning of a unit of work, and identify what they need to do to make progress.
- Watch children work, talk to them about what they are doing and listen to them describe their work.
- Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets.
- Use IT to develop examples of children's work in physical education to show progression and quality of performance, such as analysing video evidence with the children and other staff.
- Use floor books to support progression along with self and peer assessment.
- EYFS record movement on Tapestry as part of the weekly update.

### **Recording & Reporting**

Records need to be focused and directed on the progress and needs of the child. Significant achievements or weaknesses may be noted on an evaluation of the lesson and these are used to:

- Inform future planning for themselves or a new class teacher.
- Form part of the statutory annual reporting process, and in discussions with parents.
- Help children as a basis for future target setting.
- Inform during transfer between classes and key stages to ensure continuity of progression.

### **Out of School Hours Learning (OSHL)**

The aims of the out of school hours learning programme are to extend and enrich the work being done during curriculum PE and to provide some pupils with opportunities to enable them to develop the skills they need to access curriculum PE to help achieve the Active 30. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

A weekly programme will be provided which suits the needs of all pupils. Out of school hours learning can take place both before and after school, and at lunchtime, in conjunction with the extended schools programme.

All out of school learning opportunities are developed in consultation with pupils and the programme will:

- Provide a balance of competitive and non-competitive activities through intra and inter school events
- Provide specific movement/general physical activity clubs, which develop fitness
- Ensure that every pupil is offered the opportunity to attend a minimum of one OSHL activity throughout the year (Key Stage 1 and Key Stage 2)

To ensure the quality and sustainability of the OSHL programme, the school will:

- Ensure that the link teacher/subject leader will continue to forge strong local community club links.
- Inform pupils and parents of the range of OSHL opportunities

## **Equality, Diversity and Accessibility**

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils, including those who have diverse special educational needs, disabilities, gifted and talented pupils and those who have English as an additional language.

Lesson planning, delivery and assessment tries to ensure that pupils are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

The needs of individuals are met by providing dedicated support staff, a range of equipment, appropriate groupings, safe spaces in which to work and differentiated tasks, which enable all pupils to make progress.

## **Differentiation**

Planning for differentiation should be based on the S.T.E.P. principles ie. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils

- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

## **Adults Supporting Learning (ASL)**

*ASL include classroom assistants, teaching assistants, HLTA, learning mentors, visiting coaches and volunteer parents but not trainee teachers.*

Additional support staff will be used during curriculum and non curriculum time in order to:

- Support the delivery of high-quality PE
- Enrich or enhance an activity pupils are undertaking
- Provide training opportunities for staff
- Provide additional opportunities for OSHL

All ASL and coaches will receive appropriate access to School, LA and training and support to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice.

*The head teacher will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport licence, where relevant, and confirming authenticity of all ASL and coaches.*

*The class teacher will always maintain overall responsibility for what is taught and the conduct, health and wellbeing of the pupils.*

No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL.

## **Changing Provision**

Dignity, decency and privacy, where needed, will be maintained. The following will be taken into consideration when deciding the necessity of constant direct, intermittent direct or distant supervision:

- Age of the pupils
- Joint gender
- Behavioural issues
- Potential bullying
- Location of staff
- Safety aspects of the changing space
- Religion

## **Leadership & Management**

The Subject Leader is responsible to the Head Teacher and will ensure that the following points associated with the role are considered and carried out where appropriate:

- Developing good classroom practice.
- Auditing, ordering and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well taught and protected.
- Accessing any funding available that may enhance the quality of PE within the school.
- Attending courses to further own professional development and providing information and support for colleagues.
- Monitoring classroom practice and planning, auditing needs for CPD to ensure high quality delivery and setting future targets.
- Make all resources available to all staff, including policy, schemes of work, assessment materials, resources to support learning.
- Carry out risk assessments in line with local authority procedures
- Extending relationships and contacts beyond the school and in the local community.

- Keeping up to date with and implementing any Local Authority developments where appropriate.

## Monitoring & Evaluating

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the Headteacher where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- Observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs.
- Assessment of pupil progress and achievement- through progression documents.
- Pupil interviews/ pupil voice.

## Safety Issues – Safe Teaching, Teaching Safety

Safe Practice in Physical Education & School Sport (afPE 2022 edition) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety

The PE policy is in line with school, EDS and DCC guidance. The subject leader should work alongside any staff responsible for health and safety within school.

Governors must be involved in the process - it is the governing body that is held responsible. Any policy must be agreed by staff and approved by the head teacher and governors.

## Risk Assessment/Managing Risk

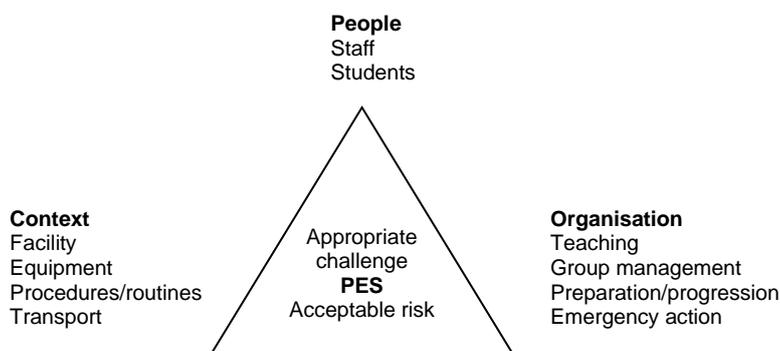


Figure 1: The triangle model for safe practice/managing risk in PES  
(courtesy of Beaumont, Eve, Kirkby and Whitlam)

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

During the thorough risk assessment of the school (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the head teacher. Also, teachers carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

In summary, schools should consider the following process:

- Decide what requires a risk assessment.
- Identify the hazard - anything that can cause harm.
- Decide who is at risk.
- Evaluate the risk.
- Record the findings.
- Devise control measures to minimise the risk (risk management).
- Inform those affected.
- Periodically review the assessment.

***Pupils' involvement in, and responsibility for, their own safety***

From the youngest age, pupils will be encouraged to look around them and identify what they perceive could harm them. Continuously, the teacher needs to identify general considerations and question with the pupils, whether a situation is safe and what considerations have been addressed. The pupils will have learning experiences, appropriate to their age, that enable them to plan and manage their own activities safely. These will, of course, be managed remotely by the teacher who maintains duty of care.

## **Clothing & Personal Effects – (afPE recommendations)**

- Clothing and correct attire for a particular activity represent important features of safe practice that apply in equal measures to both staff and pupils.
- Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.
- Pupils from the earliest ages should change into suitable clothing for PE so that they can participate safely. Although vests and pants were in the past, an acceptable option for the youngest children, contemporary views on safeguarding, personal development and hygiene mean this is no longer advisable practice. In addition, changing is an important life skill and part of the Early Learning Goals.
- Clothing for PE and school sport should be well suited to its function. It should be light and allow good freedom of movement, but will also need to offer some insulation from cold weather in the winter months. It should be understood that pupils who are insufficiently warm and experiencing discomfort will not be sufficiently focused and may lack concentration.
- Footwear that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as dance, if worn. Bare feet should be used for gymnastics.
- Personal effects, such as jewellery, religious artefacts, watches, hair slides, sensory aids etc, should always be removed by pupils before participating in physical activity ( if this is not possible then this should be part of the risk assessment prior to the lesson). Staff also need to be mindful of their own adornments. The wearing of rings for instance, has been responsible for unnecessary injury in the past and represents a hazard to both staff and pupils involved in the lesson. Any exception to the recommendation of complete removal needs to be carefully considered and always comply with a suitable risk assessment.
- Clear expectations should be established throughout the school and with parents, about the management of personal effects.

The wearing of sensory aids such as spectacles or hearing aids will usually be determined by:

1. The nature of the activity
2. A balanced judgement as to whether wearing the item constitutes a greater or lesser risk to the wearer in those activities where physical contact is absent

Where sensory aids need to be worn for safe participation by the individual then the staff need to apply the procedure set out above in order to determine whether participation with the sensory aid is safe for the wearer and for the others in the group.

Long hair worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

## **Indoor footwear**

- Suitable indoor footwear is crucial to safe participation and supervision. Security of footing is essential. Staff may need to respond quickly to prevent a potential injury to a pupil, making effective mobility essential. Pupils need footwear that is capable of transmitting feel for the movement and the surface they are working on.
- Children should work in bare feet for indoor activities such as gymnastics and dance (unless movement includes e.g. lots of skipping actions), providing the floor is of good quality and clean. Where any doubt exists about the suitability of the working surface, however, appropriate footwear becomes a requirement.
- Pupils should never participate in socks on polished surfaces.
- Training shoes on which the soles provide good traction, will often prove effective for a range of indoor games, but should not be worn for gymnastics activities for the reason of feel described above.

- Some form of footwear is preferable for indoor games activities due to the higher frequency of sudden stopping and changing direction quickly.
- Staff need to avoid situations often found in games lessons when organising wet weather indoor activity in which some pupils wear training shoes and others are obliged to resort to bare feet.

## **Outdoor footwear**

- Where a group presents a variety of footwear for outdoor lessons, the adult with the group has to determine whether the lesson can proceed as planned or whether some conditions need to be applied to enable maximum participation in safety.

Pupils should know that:

- Clothing used for PE and school sport should be suitable for the activity and designed with safe participation in mind. We have a school PE kit, which is a yellow t-shirt, blue jogging bottoms and blue shorts. The children will come to school in their PE kit on their PE days.

## **Equipment & Resources**

The majority of PE equipment is stored in the PE cupboard. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

In addition to this each class has a class set of PE equipment for lessons and movement work.

Pupils are encouraged to:

1. Look after resources.
2. Use different resources to promote learning.
3. Return all resources tidily and to the correct place (Staff to supervise).
4. Be told of any safety procedures relating to the carrying or handling of resources.

If you require this information summarised in another language or format please contact the school office on:



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**Signed: N Mawson**

**Date: Spring 2026**

**Date to be reviewed: Spring 2028**

