



Physical Education (PE) Policy



Respect, Resilience, Kindness

Written by: Tonicha Kershaw

Date: December 2021

Approved by: Academy Improvement Board

Last reviewed on: January 2024

Next review due by: January 2025

Contents

Aims.....	3
Legislation and statutory requirements.....	3
PE Vision.....	4
PE Intent.....	4
PE Implementation.....	4
Paceball.....	6
National Curriculum.....	6
Early Years Foundation Stage:	6
Key Stage One:	7
Key Stage Two:.....	7
Key Stage Three:	8
Time allocated for PE	8
After school clubs at Barrow Hill.....	9
Physical activity at Barrow Hill.....	9
PE Kits.....	9
PE Impact	10
Assessment.....	10
Roles and Responsibilities.....	11
The Academy Improvement Board.....	11
The Head of Academy	11
Staff.....	11
Safeguarding in PE	12
Safe practice	12
Health and safety awareness.....	12
Accident procedure.....	12
Monitoring and Evaluation.....	13
How was this policy produced and when will it be reviewed?.....	13
Delivery of content for pupils with SEND.....	14
A whole school approach.....	14
Resources and support	14

Aims

'Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity'. John F Kennedy

This policy aims to:

- Provide a clear view of how we will approach physical education
- Define what we consider physical education to be and our intent
- Outline the content pupils will cover throughout school
- Guidelines on how to use assessment during PE
- Summarise the roles and responsibilities of different staff in the school community with regards to physical education

Legislation and statutory requirements

This policy is based on advice from:

- [The Equality Act 2010](#)
- [Equality Duty Guidance for Schools](#)
- [Human Rights Act 1998](#)
- [Keeping Children Safe in Education 2020](#)
- [Working Together to Safeguard Children 2018](#)
- [Public Sector Equality Duty](#)
- [Beyond 2021- Outstanding physical education for all](#)
- [National Curriculum \(2013\)](#)
- [Statutory framework for the Early Years Foundation Stage \(2021\)](#)
- [National Curriculum Framework Document \(2014\)](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Following the statutory guidance from the Department of Education issued under Section 80A of the [Education Act 2002](#) and Section 403 of the [Education Act 1996](#)
- behaviour policy and anti-bullying strategy online

There are also links to the behaviour policy and anti-bullying strategy as behaviour and social conduct in PE lessons are an integral part of creating a safe and nurturing environment where children feel comfortable enough to engage with Physical Education with their peers.

PE Vision

At Barrow Hill Primary Academy, we aim to provide opportunities for children to become physically confident in a way that supports their health and fitness, whilst boosting self-confidence, self-esteem and supporting the development of social skills; encouraging all children to become successful, lifelong learners. We aim to maximise the development of every child's ability and achievement in the area of PE enabling them to know more about physical activity and how it is a key component of a healthy lifestyle. We are aware that research has shown a direct link between children's physical and mental health and therefore we aim to provide experiences that will inspire pupils to not only develop physically but ensure mental wellbeing and a desire to succeed

PE Intent

Physical Education at Barrow Hill is instruction in physical exercise and games. Barrow Hill Primary Academy encourages all children to develop positive attitudes to PE and sport, improve health and well-being, cater for all abilities, allow every child to fulfil their potential, encourage lifelong participation, and provide competitive activities.

We aim:

- To engage all pupils in regular physical activity in line with the recommendations from AfPE and government guidelines, striving for our children to be active for 30 minutes a day in addition to their two timetabled PE lessons
- To increase participation in competitive sport
- To provide opportunities for children to participate in a broad range of physical activities, providing variety and an introduction to as many sports and activities as possible
- To develop the children's fundamental movement skills, enabling lifelong participation in physical activity
- To develop multi-ability skills through PE, enabling the children to use and develop cognitive, personal, social, creative and physical skills through physical activity.
- To encourage all children to achieve their personal best.

We are also working with SHAPE partnership to offer competitions, in school activities, CPD and leadership training.

Physical activity within the school day is also an important part of our Physical Education. This is separate to Physical Education. Physical activity is all movement including during leisure time such as break or lunch time, getting to and from school as well as movement during lessons or transitions.

PE Implementation

Barrow Hill Primary Academy PE curriculum is taught using the Real PE approach. This focuses on the importance of developing sound fundamental movement skills alongside multi-ability skills such as personal and social skills enabling children to apply these skills to any game or activities.

Real PE ensures fundamental movement skills are developed progressively and uses clear steps of progression at every level. Teachers use interactive resources to support their teaching. Real PE is a unique, child-centred approach to teaching PE that engages and challenges EVERY child.

Real PE provides fun and simple to follow Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 that helps deliver outstanding PE. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE.

The approach focuses on the following skills;

Physical

- For all children to be able to effectively transfer skills and movements across a range of activities.
- For all children to perform a variety of skills consistently and effectively in challenging or competitive situations.

Health & Fitness

- For all children to be able to explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event.
- For all children to be able to plan and follow their own basic fitness programme.
- For all children to be able to explain the basic fitness components and to know how long to exercise to keep healthy.

Creative

- For all children to be able to use variety and creativity to engage an audience.
- For all children to be able to respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.

Cognitive

- For all children to be able to review, analyse and evaluate their own and others' strengths and weaknesses.
- For all children to be able to read and react to different game situations as they develop.

Social

- For all children to be able to involve others and motivate people around them to perform.
- For all children to be able to give and receive sensitive feedback to improve their own and others' performance.

Personal

- For all children to be able to create their own learning journey and revise it when needed.

- For all children to be able to see all new challenges as opportunities to learn and develop.
- This is underpinned by agility, balance and coordination which are the fundamental movement skills that children need. This is achieved by using our PE scheme Real PE on the Jasmine Platform. This provides detailed lesson plans and activities for teachers that focus on the national curriculum content with agility, balance and coordination featuring in every lesson

Paceball

In school we identified a lack of confidence and enjoyment in competitive sport. We also noticed a lack of exposure to different sports for the children and sportsmanship. We knew we needed to develop these elements of PE.

Paceball is a sport we have chosen as a vehicle to develop the children's skills and confidence. Paceball is a fully inclusive, minimal contact game, which involves lots of personal and team skills/ ethics which in turn enhances the development of the whole child. This sport supports the children's physical and mental development. This game also promotes sporting behaviours in a safe and controlled environment.

Physical skills development:

Stamina, speed, strength, agility and flexibility.

Mental skills development:

Concentration, application, self-esteem, self-confidence, positive actions, encouragement and quick thinking.

Through weekly sessions delivered by a trained Paceball coach, children experience high quality, fun, fast paced and engaging PE lessons. The sport used by the coach varies overtime to demonstrate the adaptability of the skills learnt to other sports e.g. basketball, cricket.

Subject content as found in the National Curriculum (2013) : [National Curriculum \(2013\)](#)

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

National Curriculum

Early Years Foundation Stage:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability,

balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Key Stage One:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

Key Stage Two:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety: All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Key Stage Three:

During EYFS, Key Stage One and Key Stage Two we provide children with the fundamentals of physical education to lead children into Key Stage Three where they can become more confident within different sports and physical activities so children are more able to pay attention to the techniques rather than the fundamentals.

Key Stage Three Pupils will:

Build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- Perform dances using advanced dance techniques within a range of dance styles and forms
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs.

Time allocated for PE

PE is taught through two weekly lessons (or one two hour PE lesson). Real PE ensure fundamental movement skills are taught via non-traditional games and activities which enable all abilities to take part in lessons on a level playing field. Barrow Hill Primary Academy has a curriculum map which outlines when Real PE units are covered and which skills are introduced and developed.

Children in Year 5 and Year 6 attend the Healthy Living Centre every week for a 30-minute swimming lesson. Groups, assessment and curriculum is organised by qualified swimming instructors. School staff who support and teach swimming groups receive swimming training.

After school clubs at Barrow Hill

Barrow Hill provides a range of after school clubs. They are open to all children and are organised into class or key stage phases. These provide opportunities for the children to participate in a range of activities and develop their skills further. These clubs are funded using Sport's Premium to remove barriers and stigma for dis-advantaged children.

Physical activity at Barrow Hill

Physical activity is an integral part of Barrow Hill. We understand the importance and benefits of physical activity for children based on recent research that Public Health England, Every Student Active and the Youth Sport Trust have produced. Our ambition is to foster a love of physical activity at Barrow Hill to give children the best start to an active, healthy life that we can. This includes:

- Training for mid-day staff to incorporate physical activity into lunch times in a purposeful way
- Staff to make use of the School Games website to provide support with activities at break time.
- Developing our own competitions within the Trust with the other primary schools.
- Developing our own competitions in challenging the children to come to school in different ways such as walking, running, biking, roller blading.
- Incorporate physical activity into different parts of the school timetable
- Developing parental engagement in Physical activity
- Attend sporting events organised by SHAPE partnership
- Engage in national and international sporting events and focus curriculum time to develop an understanding of the history of sport and the difference sport can make in life
- Introduce and celebrate sporting ambassadors who inspire children

PE Kits

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.

Indoor Clothing

KS1 Appropriate clothing i.e. a T-shirt and shorts or jogging bottoms (no jeans).

KS2 Appropriate clothing i.e. a T-shirt and shorts or jogging bottoms (no jeans).

Outdoor Clothing

Sufficient, suitable clothing to be warm and comfortable in a games lesson. (e.g. tracksuit)
Footwear suitable for the task and weather (no jeans).

Jewellery should be removed before the lesson.

Long hair should be tied back.

PE Impact

- * Children will enjoy being active and be keen to take part in lessons
- * The profile and expectations of PE and school sport will continue to be high
- * Teams will perform well at competitive events.
- * Children will be eager to represent the school at events and competition for team places will be high.
- * Children's fundamental movement skills will continue to improve with more confident and physically skilled pupils overall
- * After school clubs will remain popular meaning children are keen to continue refining skills and have developed an enjoyment for being active.
- * Barrow Hill Primary Academy will continue to make good use of the School Sports Premium and use it to raise the profile and provision of PE.
- * Staff will feel confident to deliver high quality lessons
- * The mental health and wellbeing of children across school improves as a result of participation in sporting and wellbeing events
- * Year 6 children leave Barrow Hill Primary Academy with an awareness of water safety and able to swim at least 25 metres unaided.

Further details of the impact of the School Sports Premium can be found on the school website.

Assessment

Teachers use their professional judgement to observe children over the period of a term. They use the REAL PE assessment toolkit which focus on the National Curriculum objectives and skills developed throughout the approach which include demonstrating fundamental movements in isolation and also applying to sports and physical activities. Teacher's make a judgement based within age-related expectations, above or below at the end of each term.

Teacher's use the assessment wheels through the Real PE website <https://real.jasmineactive.com> to assess progress.

Children are assessed as:

Target - the children need to work on this element

Working towards - started work on this but learning needs to be consolidated

Secure - confident with this element

The assessment wheel shows class teachers shared examples so they know what this learning step looks like and has the option to upload evidence.

Roles and Responsibilities

The Academy Improvement Board

The Joint Academy Improvement Board for Barrow Hill Primary Academy, Dunston Primary Academy and Whittington Moor School is responsible for reviewing and approving the policy and content that will be covered in school.

The Joint Academy Improvement Board for Barrow Hill Primary Academy, Dunston Primary Academy and Whittington Moor School will also review this policy on Physical Education in conjunction with the Head of Academy and monitor the policy's effectiveness, holding the Head of Academy to account for its implementation.

The Head of Academy

The Head of Academy is responsible for reviewing this Physical Education policy in conjunction with the Joint Academy Improvement Board for Barrow Hill Primary Academy, Dunston Primary Academy and Whittington Moor School, the Head of Academy will also approve this policy.

The Head of Academy will ensure that the school environment encourages positive behaviour and that staff deal effectively with any concerns that arise in relation to content that is covered during Physical Education.

The Head of Academy is responsible for reviewing and approving this Physical Education policy.

Staff

Teaching staff will be expected to cover the content included in this policy making sure that PE has planned and timetabled lessons and that the Real PE scheme of learning is followed using the long-term plan.

Staff are responsible for:

- Implementing Physical Education through Real PE
- Modelling positive behaviour

- Providing a personalised approach to the specific needs of particular pupils
- Recording incidents using Safeguard software
- Covering the content included within this policy

The senior leadership team will support staff in responding to incidents, content coverage, CPD and using Real PE.

Safeguarding in PE

High standards of behaviour should be expected from pupils to ensure that a safe environment is established. If staff become aware of any signs of concern whilst teaching PE, they must log this immediately on Safe Guard and report this to a Designated Safeguarding Lead.

Safe practice

In all areas of P.E. safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines

Health and safety awareness

Staff need to be aware and consider the risks to their individual PE lessons when planning to ensure the safety of all pupils within the PE lesson. Pupils are taught to recognise and take some level of responsibility for their own safety and are taught to recognise and be aware of hazards that are present from an early age.

Accident procedure

For school-based activities staff should follow the guidelines in the Health and Safety Policy.

For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off-site visits.

For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use emergency drill. There should be frequent practices involving the children.

External venues used by the academy are visited by the leader and individually risk assessed with advice from the operators.

A plan of the pool area, emergency alarms and fire exits will be prepared and issued to relevant teachers with the facility Normal Operating Procedures.

Deep and shallow ends are clearly marked and ideally divided by a rope wherever possible. Lifesaving devices and at least one lifeguard is located around the poolside.

All teachers and students are made aware of facility Emergency Evacuation Procedures. This is refreshed following any change in teachers or students.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group.

Equipment to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader.

A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.

When the students are using PE equipment they **MUST** be supervised at **ALL** times.

Our Procedure in the event of an accident is as follows:

All staff are required to ensure that all accidents are reported to The Head of Academy (or designated responsible person) who will ensure that the accident is investigated and reported to the Governing Body and the Health and Safety Executive as appropriate.

All incidents or near misses -i.e. something which has the potential to cause harm although it doesn't do so on this occasion -must also be reported so they can be investigated and appropriate steps are taken to prevent a more serious reoccurrence.

1. Remove child from further injury/danger. Isolate and stop the class if serious.
2. Administer first aid as appropriate. If the injury is minor, send the child to a first aider alongside a responsible child who can act as a helper.
3. If serious send for a first aider for immediate attention. The first aider will assess the situation and call for further help if required.
4. Complete accident report, this can be found in the office.
5. At all times inform the member of staff who is in charge of Health and Safety.

Monitoring and Evaluation

This subject will be monitored by the lead teacher for Physical Education. Monitoring will consist of learning walks, observations and checking the policy and procedures. These will then be used to evaluate the status of Physical Education at Barrow Hill by using the evidence gathered to get a holistic view of the subject and what we need to do to move forward. This will allow the lead teacher to make judgements and provide specific support for the teachers in school and ensuring consistency and compliance across school.

How was this policy produced and when will it be reviewed?

This policy has been produced using the statutory guidance produced by the Department for Education through [Physical education programmes of study: Key stages 1 and 2. National Curriculum in England \(2013\)](#) and [Statutory framework for the early years foundation stage \(2021\)](#) . This policy will be reviewed at the end of the academic year 2021/2022. This will allow us to implement and evaluate the curriculum as a school community. Staff and parents will be highly involved with the process and this will allow us time to respond to feedback and revise the policy to best suit our school.

This Physical Education policy will be reviewed by the Head of Academy and Joint Local Governing Body for Barrow Hill Primary Academy, Dunston Primary Academy and Whittington Moor Nursery and Infant School every year. At each review, the policy will be approved by the Academy Improvement Board.

Delivery of content for pupils with SEND

As stated in the [SEND Code of Practice 2015](#) all pupils should have access to a broad and balanced curriculum. This will include Physical Education to all pupils. We will make use of assessment to adapt lessons if needed or provide essential content so that pupils with SEND can access Physical Education with their peers. We will identify areas of misconceptions or difficulties and address these in subsequent sessions and will remove barriers where possible to learning to allow pupils with SEND to access the curriculum.

A whole school approach

At Barrow Hill Primary Academy, we work hard to provide a safe and supportive environment for children and staff. This will be paramount when Physical Education will be covered around school. We are committed to Physical Education and providing good quality education. This is why we will make use of Real PE to support the teaching and learning in the PE curriculum to provide the best start to PE that we can.

Resources and support

Find below links to help support the teaching of Physical Education:

1. Real PE link: <https://real.jasmineactive.com/>
2. A report by OFSTED on outstanding teaching in Physical Education: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413187/Beyond_2012_-_outstanding_physical_education_for_all.pdf
3. National Curriculum guidelines for Physical Education Content: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf
4. Statutory framework which sets the expectations for Physical Development in the Early Years Foundation Stage: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Assessment wheel link: <https://barrowhillprimaryderbyshire.cdwheel.co.uk/>