



WARREN WOOD

PRIMARY SCHOOL

PE subject policy

Key Document Details:			
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Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

Our Vision

To be the most respected family of schools - trusted to provide the highest quality of educational experiences in our communities.

We believe that by working together, rather than in isolation, we can accelerate school improvement and embed our vision in our academies. In working and collaborating towards our common strategic objectives, we can create more opportunities for lifelong success for our students.

The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

Put simply we strive to:

- Develop and retain the best employees that know how to provide the best educational experience



- Support, motivate and reward our employees to go above and beyond for our students
- Be responsive to our students' and employees' needs so they are prepared for a rapidly changing world.

Our Mission

We want every one of our students, teachers, or Governors to be the best that can be. We will work tirelessly to support them to reach their potential.

Purpose

The Beyond Trust aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At the school, 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
- Develop our skills for life values and RECIPE
- Promote a healthy lifestyle
- Encourage physical activity and exercise
- 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 team work 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 legislation and guidance including, but not limited to, the following:

- Workplace (Health, Safety and Welfare) Regulations 1992
- 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 (2017) 'Statutory framework for the early years foundation stage'

This policy will be implemented in conjunction with the following school policies, documents and procedures:

- Health and Safety Policy
- First Aid Policy
- Uniform Policy
- Equality Policy
- Accident Log
- Staff Code of Conduct

Role and responsibilities

The headteacher is responsible for:

- Appointing an appropriate PE Subject Leader
- 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 Subject Leader 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 Subject Leader is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Ensuring a flexible and appropriate scheme of work is in place and accessible to staff.
- Supporting staff members in all aspects of the curriculum, including upskilling staff where necessary
- Ensuring that our school values are embedded in lessons.
- 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, ensuring that high standards are consistently



maintained

- Undertaking the necessary risk assessments and ensuring that the details of any PE-related accidents are recorded, including the action taken and the health and safety procedures followed.
- 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 senior leadership team (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.

Staff members involved in the teaching of PE are responsible for:

- Acting in accordance with the school's Health and Safety Policy.
- Dressing appropriately for PE lessons – where possible, wearing the school's staff PE top
- Demonstrating our school values whilst delivering the subject
- 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.

Parents are responsible for:

- Providing their child with the necessary PE kit – to be worn for the whole day
- 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:

- Acting in accordance with the school values at all times.
- Wearing their 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.



The Early Years Foundation Stage (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 goods, such as bats and balls.

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

- Developing good control and coordination of large and small movements, moving confidently in a range of ways and negotiating space safely.
- Handling equipment and resources effectively.
- Developing an understanding of and talking about good health, including exercise and healthy diets.
- Managing basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Playing co-operatively, taking turns with others.
- Participating in new activities and verbally explaining why they like some activities more than others.
- Independently choosing the resources they need for their chosen activities.
- Working as part of a group and independently, understanding and following rules.
- Demonstrating an ability to follow instructions involving several ideas or actions.
- Counting reliably with numbers from one to 20, such as keeping score during sporting activities.
- Demonstrating an understanding of measurements, such as the use of metres during races.

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 access to one PE lesson per week, this will take place in the school hall. EYFS have access to the outdoor spaces every afternoon which they can practice their fine, gross motor movements. While outside they also have access to the big wheel bikes, toys and board games, weather permitting.

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 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.

Supporting SEND Children Across the Curriculum including the Evergreen Centre

We adapt the curriculum and learning environment for pupils with SEND: Warren Wood Primary School & Evergreen Centre prides itself in being inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

1. Ensure that all pupils have access to the school curriculum and all school activities.
2. Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
3. Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.



4. Access arrangements are considered and monitored by the SEND Team.
5. Pupils to gain confidence and improve their self-esteem.
6. To work in partnership with parents/carers, pupils, and relevant external agencies in order to provide for children's special educational needs and disabilities.
7. To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical, or emotional)
8. To make suitable provision for children with SEND to fully develop their abilities, interests, and aptitudes and gain maximum access to the curriculum.
9. Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
10. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
11. To give every child the entitlement to a sense of achievement.
12. To regularly review the policy and practice in order to achieve best practice.
13. To ensure that we provide a language-rich environment and use resources such as Widgit to create communication boards for some pupils.
14. To ensure suitable adaptations, such as changes to equipment, are made within PE to ensure lessons are accessible for ALL children.

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, and resources and plan different levels of work in PE lessons to cater to the various ways children learn.

Teaching and learning

All lessons will be planned and taught in line with the scheme of work, as developed by the PE Subject Leader, 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 month
- Short-term: Includes the details of work studied during each lesson

The PE Subject Leader 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.



All relevant staff members are briefed on the school's planning procedures as part of their staff training.

Where appropriate, the PE Subject Leader 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 Subject Leader 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.

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

Assessment and reporting

Pupils will be assessed through observations made during lessons.

The PE Subject Leader will be responsible for creating an appropriate assessment model and share it effectively with all teachers.

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 may 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, understanding of methods, investigatory skills and the knowledge levels they have achieved.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

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

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.
- Appropriate PE vocabulary will be shared within and outside of lessons.

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 Beyond Trust 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 for pupils to participate in outside of school hours. The PE Subject Leader will arrange the activities to suit the pupils within the school.

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 newsletter.

The school participates in regular sporting events 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, will be celebrated during assemblies.

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

PE Kit

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

- Black/Blue shorts or jogging bottoms
- T-shirt emblazoned with the school logo
- 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:

- One piece bathing suit
- 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.

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, unless the child is equipped with grip socks appropriate for the sport.

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.

Behaviour

Pupils will act in accordance with the school's Behaviour Policy.



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 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.

Health and safety

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 Subject Leader is responsible for reporting any concerns to the Trust'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 Subject Leader 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 Subject Leader is responsible for completing a risk assessment for the event.

Swimming lessons will always be taught by a specialist swimming teacher at Hilltop Primary School.

The PE Subject Leader 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 Leader as soon as possible.

Damage to PE equipment will be reported to the PE Subject Leader 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.

All PE equipment and resources will be safely stored, within a secure storage area, within the school hall.

Pupils will be taught how to handle PE equipment and resources safely.

Pupils will help staff members to move and set up PE equipment.

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

Accidents will be reported in accordance with the Health and Safety Policy.

All accidents and near-misses will be recorded, in writing, in the Accident Log.

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 minor injury, such as a bruise or scrape, the school follow the First Aid Policy.

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.

Equal opportunities

Teaching staff will work closely with the PE Subject Leader to ensure that planned activities for lessons are accessible to all pupils, including pupils with special educational needs and disabilities (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 special educational needs coordinator, 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 a 2 yearly basis by the headteacher and PE Subject Leader, 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 Subject Leader, including the planning, assessment and reporting arrangements in place.

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

