



# **PE, Sport and Physical Activity Policy**

**2025-2026**

**'Rise above the ordinary'**

## **Rationale and Aims**

At St Mary's, we believe that physical education, experienced in a safe and supportive environment, is a vital contributor to a pupil's physical development and well-being. Physical education is a statutory requirement of the National Curriculum. It is the only subject whose primary focus is on the body and, in this respect, it uniquely addresses the physical development aim of the curriculum. PE also makes a significant contribution to the spiritual, moral, social and cultural development of children. Through the school's high quality physical education programme all pupils will be physically literate and develop the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport

Physical Education will develop pupils' physical competence and confidence. 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.

"A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect." (*National Curriculum, 2014*)

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.

The School's aims for Physical Education are:

- 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.
- 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
- Ensure that pupils enjoy PE and school sport and establish community links and pathways for pupils to engage in life-long participation
- Provide links to other areas of the curriculum and wider school, county and national agendas

## **Provision - Curriculum**

All pupils are entitled to a progressive and comprehensive physical education programme which meets the requirements of the National Curriculum and the statutory EYFS Framework

The school provides all pupils in Years 1-6 with at least two hours of high quality Physical Education a week, normally delivered through two lessons of 60 minutes duration.

Pupils have access to a balanced curriculum programme of study. A copy of the long-term curriculum map from EYFS-Y6 is attached as appendix.

**Foundation Stage:** Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. In our school, physical development is planned and woven into our learning within the classroom and in our outdoor provision. We also timetable one weekly session of dedicated PE, where the children work on fundamental skills. We aim for every child to achieve a good level of development and the Early Learning Goals.

**Key Stage 1 and 2:** two lessons of 60 minutes duration

In Year 4, as part of their PE curriculum, children attend weekly swimming lessons arranged by the local authority, over the course of three half terms. These lessons meet the statutory requirements of the National Curriculum. Lessons are planned and taught by specialist swimming instructors, with support from school staff.

Children in Year 3 have four weeks of swimming taster sessions in the summer term in order to prepare them for formal lessons in Year 4, and to encourage families to take children swimming out of school where possible. Children who do not meet statutory requirements in Year 4 will be offered free top-up swimming lessons in Year 5 and Year 6.

PE lessons are enriched by a range of after-school clubs, and further enhanced by links to outside sports clubs.

### **Provision – Physical Activity**

We want children to be physically active throughout the day. In addition to provision during PE lessons and clubs, we provide a range of equipment at play-times and lunchtimes to encourage children to choose physical activity during their free time. From 2026, we will be introducing the Opal Programme of play to promote a wider range of activities at play-times, which will allow all children to be active. The programme will also help children develop greater resilience as well as other essential skills such as problem-solving and conflict resolution.

As appropriate, supervising adults demonstrate, facilitate and join in with physical activity during break times, to inspire and model this behaviour. We build physical activity into lessons from other areas of the curriculum as appropriate.

### **Provision – Clubs and Extra-Curricular Activities**

We offer a range of clubs and activities, which provide additional opportunities to be active, teach new skills and inspire children to make healthy, active choices.

### **Provision – Inter- and Intra-school Events and Competitions**

The school provides access to a wide range of inter- and intra-school events and competitions, for all year groups from Reception – Year 6. These include whole-school events – including sports days – whole class participation in sports festivals and competitions, and team competitions/tournaments.

## **Curriculum Planning**

The scheme of work is centrally planned by the PE lead, in consultation with the Headteacher..

The school follows a progressive scheme of work, based on Get Set 4 PE. Careful consideration has been given to the order in which units are delivered in the long term plan, to ensure that knowledge and skills are developed sequentially and children have the opportunity to build on prior learning.

Individual lessons should be adapted by teachers, as appropriate, to meet the needs of all learners.

## **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
- Managing the budget and PE and Sport Premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole school development plan.
- Reporting on the allocation of the sports premium and its impact on the school website
- Auditing, ordering and reviewing efficiency of how equipment, learning resources and accommodation are managed to ensure pupils are well taught and protected
- 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 impact on the children is achieved.
- 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 National, Local Authority and School Sport Partnership developments where appropriate

## **Teaching and Learning**

The organisation of PE in the school promotes learning through physical activities and sport. Lessons are blocked in units of work that are age appropriate and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and the ability to perform reflectively. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams.

Our scheme of work specifies progression of fundamental movement skills and sport specific skills, knowledge and understanding.

The planning and delivery of each unit of work in the scheme will be adapted by the individual teachers to meet the learning needs of the children of their class. 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.

## **Monitoring of Teaching and Learning**

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the SLT 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
- Pupil interviews
- Self evaluation, with staff involvement
- Engagement with Arches School Sport Partnership

## **Staff Development**

All staff should take part in professional development to ensure secure subject knowledge, consistency and awareness of health and safety procedures and up to date knowledge. Staff should be confident and competent in the areas of activity being taught.

The needs of the staff will be identified through the monitoring and evaluation of the subject, which is undertaken by the designated Subject Leader and should be done in conjunction with the whole school development plan. The Subject Leader should ensure that all teaching staff are aware of available development opportunities. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school to further enhance the quality of PE.

## **Assessment, Recording & Reporting**

Staff assess continually – before, during and after a lesson – in order to:

- Inform future planning for themselves or colleagues
- 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

Feedback in PE is given orally – a combination of whole-class, group and individual feedback as appropriate.

The purpose of assessment and feedback is to help the child to improve, and to ensure progress.

## **Equal Opportunities and Inclusion**

Every pupil has equal access to national curriculum physical education. Learning experiences are adapted to meet 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 aim 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 through a range of strategies, which can be summarised by the acronym STEP: Space, Task, Equipment, People. By adapting one or more of these elements, activities can be made accessible for all.

- Space: 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
- Task: 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.
- Equipment: Resources, e.g. different equipment for different levels of ability across the key stages.
- People: Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed.

## **Safe Teaching, Teaching Safety**

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the “Safe Practice in Physical Education, Physical Activity and School Sport” (2020) guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety. This document is available on the school intranet.

### ***Risk Assessment/Managing Risk***

Good teaching - and therefore safe teaching - in PE is achieved where a balance between appropriate challenge and acceptable risk is illustrated and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as ‘**forethought**’, is an essential part of effective teaching, managing and learning. Where this process reveals a risk that cannot be sufficiently managed, then the planning needs to be reviewed.

The importance of safety in PE is stressed when pupils first 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.

During the thorough risk assessment of the school, which is carried out on a termly basis (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 in school are encouraged to carry out dynamic 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.

## External Sports Coaches

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 coaches.

The class teacher will take responsibility for what is taught and the conduct, health and wellbeing of the pupils.

## Clothing & Personal Effects

Students should wear clothing that is **fit for purpose** according to the physical education, school sport and physical activity (PESSPA) activity, environment and weather conditions.

### Indoor and Outdoor Clothing

For indoor sessions, it should be light and allow good freedom of movement, without being baggy or loose.

For classroom-based movement in a limited space or **playground activity** (e.g. 'wake and shake' type activities), it is acceptable for children to remain in their school uniform as during this type of activity, children work within a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced.

Clothing for outdoor lessons will allow good freedom of movement, but will also need to offer some insulation from **cold weather** in the winter months, when additional layers are advisable.

In **hot weather**, protection from the sun is advisable therefore children can wear caps and loose, light clothing. Parents will be advised to provide sunscreen protection for their children to apply.

### Religious and cultural clothing

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

The school will ensure the following:

- Any clothing worn to comply with a faith commitment should be appropriate to the PE activity. Clothing should be comfortable and allow for freedom of movement, while not being so loose as to become a hazard. A tracksuit is perfectly acceptable clothing for Muslim students and is not seen as offending the principles enshrined in Haya relating to modesty and decency.
- **Headscarves** (such as the **hijab**), where worn, should be tight, secured in a safe manner, particularly at the side of the face, and unlikely to obscure vision or catch on anything that may put the wearer at risk. Students can also consider obtaining a sports version of the hijab, for improved suitability.
- In **swimming** lessons, unacceptable exposure of the body should be managed through adjustments in swimming attire to accommodate religious and cultural sensitivities while not compromising the safety of the students concerned.

### Clothing for PE – staff

Clothing and correct attire for a particular PE activity represent important features of safe practice that apply in equal measure to both staff and students. Staff should always endeavour to **change** into appropriate clothing for teaching physical education. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

### Footwear

All staff and students need to change into footwear that is appropriate for the lesson location and, ideally, for the PE activity being taught. Children need footwear that is capable of transmitting feel for the movement and the surface they are working on.

In gymnastics, **barefoot work** is the safest, whether on floor or apparatus, because the toes can grip. Barefoot work in both gymnastics and dance can improve aesthetics by allowing the foot and toes to move through a full range of flexion and extension, which in turn strengthens the muscles, bones and joints.

Training shoes should not, however, be worn for gymnastics activities for the reasons of 'feel' described above.

Staff will avoid situations where a wet-weather indoor alternative activity means that some children wear training shoes and others have bare feet. This situation needs to be managed correctly (e.g. all students in bare feet or all students in trainers, or students being set different tasks that are appropriate for their footwear).

**Outdoor footwear** for games and athletics may vary according to the playing surface.

All footwear should be of the correct **size** and correctly **fastened** in the manner of its design to ensure appropriate support for the ankles. It is important that teachers check to ensure footwear has the required specification and provides the necessary support for safe participation.

### **Personal effects, including jewellery and cultural or religious adornments**

Personal effects, such as jewellery, (including body piercings), religious artefacts, watches, hair slides, and sensory aids including glasses, should ideally always be **removed** to establish a safe working environment.

The following procedure should be applied at the commencement of every lesson:

- **All personal effects** should be removed. Staff should always give a verbal reminder to students and, where necessary, visually monitor the group and/or individuals. Particular vigilance may be required when dealing with body jewellery.
- If items cannot be removed, staff need to take action to try to **make the situation safe**. In most cases, this may mean adjusting the activity in some way or, where a risk assessment allows, making the item in question safe.

For Example:

**Medical bracelets:** Recent developments in the manufacture of **medical-aid wristbands** have resulted in products with an acceptably low risk factor (ie soft materials, Velcro fastenings). Such items should be acceptable for most PE activities without need for removal.

**Ear studs:** The Association for Physical Education strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings. If ear studs cannot be removed safely by the child, then they may cover them with tape. Staff are not required to remove or tape up earrings for students. Students should come ready for the lesson, preferably with earrings removed or adequately taped. Taping over ear and body piercings may offer a measure of protection in some physical activity situations, where individuals are required to work within their own personal space. However, the amount of tape needs to be sufficient to prevent the piercing penetrating, for example, the bone behind the ear should an unintentional blow be received from someone or some item of equipment, such as a ball. The teacher supervising the group has a responsibility to ensure the taping is fit for purpose. If the teacher considers the taping to be unsatisfactory to permit safe participation, they will need to make adaptations in terms of how the student takes part in the practical aspects of the lesson. The student can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (for example, individual skills practices, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context). Exclusion from a lesson should be avoided at all times if a student is unable to remove personal effects or the taping is deemed unsatisfactory.

**Body jewellery:** Staff should ask before the lesson whether any student is wearing body jewellery. The jewellery should be removed or taped to a safe standard. Where staff catch sight of body jewellery during any PESSPA activity, they should stop the activity and initiate procedures to make the situation safe.

**Sensory aids:** The decision as to whether it is safe or possible to wear **glasses** or **hearing aids** will usually be determined by the nature of the activity. Where the sensory aid needs to be worn for safe participation by the individual, then the staff, wherever possible, need to **amend** the activity (such as providing more space and time) or the equipment (such as using a soft ball instead of a harder one) in order to try to make participation while wearing a sensory aid as safe as possible for the wearer and others in the group.

In all cases, where removal of personal effects or making safe an item is not possible, strategies to enable safe participation in the lesson need to be introduced. The student should be involved in all the learning, but adaptations will need to be made in terms of how they take part in the practical aspects of the lesson. The student can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (e.g. individual skills practices, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context).

Ongoing risk assessment needs to determine what action will be appropriate. Staff should always try to avoid complete exclusion from a lesson due to the student being unable to remove personal effects.

**Staff** also need to be mindful of their own adornments, and remove them prior to teaching physical education. The wearing of **rings** and large hooped or drop earrings, for instance, has been responsible for unnecessary injury in the past, and represents a hazard to both staff and students involved in the lesson.

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

**Nails** for staff and students need to be sufficiently short to prevent injury to self and others.

*Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.*

## **Changing Provision**

All children come to school in their PE kit on the days that they have PE.

## **Foul Weather:**

In the event of weather conditions making it unsuitable to participate in the activity planned, alternative arrangements should be made. These may include class based activities around the activity, or rescheduling the activity for another day. If indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

## **Loss of Teaching Time / Space**

Whenever it is impossible to teach the planned PE lesson, this should be recorded and teachers should endeavour to revisit the learning as soon as is practical.

## **Equipment & Resources**

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

Pupils are encouraged to:

- Look after resources
- Return all resources tidily and to the correct place, under supervision and direction from staff
- Follow safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Subject Leader as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.

## **Appendix 1: Long-Term PE Plan**

2025/2026

	TERM 1		TERM 2		TERM 3	
<b>Reception</b>	Introduction to PE : Unit 2	Fundamentals : Unit 2	Dance : Unit 2	Gymnastics : Unit 2	Ball Skills : Unit 2	Games : Unit 2
<b>Year 1</b>	Team Building	Gymnastics	Fitness	Dance	Athletics	Striking and Fielding Games
	Fundamentals	Invasion Games	Sending and Receiving	Target Games	Net and Wall Games	Ball Skills
<b>Year 2</b>	Team Building	Gymnastics	Fitness	Dance	Athletics	Striking and Fielding Games
	Fundamentals	Invasion Games	Sending and Receiving	Target Games	Net and Wall Games	Ball Skills
<b>Year 3</b>	Rugby	Gymnastics	Dance	Football	Athletics	Swimming
	OAA	Ball Skills Y3/4	Dodgeball	Basketball	Rounders	Tennis
	Fitness					
<b>Year 4</b>	Swimming	Swimming	Swimming	Football	Athletics	Tennis
	Rugby	Gymnastics	Dance	Dodgeball	Basketball	Rounders
	Fitness					
<b>Year 5</b>	Rugby	Gymnastics	Dance	Swimming	Swimming	Badminton Y5/6
	OAA	Netball	Basketball	Football	Athletics	Cricket
	Fitness			Dodgeball	Volleyball Y5/6	
<b>Year 6</b>	Rugby	Gymnastics	Dance	Swimming	Swimming	Badminton Y5/6
	OAA	Netball	Basketball	Football	Athletics	Cricket
	Fitness			Dodgeball	Volleyball Y5/6	