

BARTON SEAGRAVE PRIMARY SCHOOL PE POLICY



Rationale

Physical Education (PE) contributes to the overall education of all children helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and develops their physical literacy. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

Barton Seagrave Primary School (BSPS) seeks to provide a full, varied and interesting PE curriculum which challenges, engages and excites staff and pupils alike. We see PE as a vital part of the education experience as a whole. Our values are embedded within the delivery of PE lessons and in being physically active as a way of life. The opportunities for pupils at BSPS promote a positive attitude towards active and healthy lifestyles and help educate them to confidently face the future.

Aims

At BSPS we aim to provide each pupil access to a broad and balanced programme of activities which are both accessible and challenging.

In order to do this we aim to:

- Stimulate and maintain pupil interest and enjoyment in PE and physical activity and to promote health and fitness for current and future lifestyles.
- Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
- Enable pupils to:
 - i. be familiar with a body of PE knowledge, principles and vocabulary.
 - ii. see PE as a major feature in our lives, related to employment, leisure and culture, and as part of a wider body of knowledge and skills, e.g. interpersonal and problem-solving skills.
 - iii. understand and use safe practice and to appreciate its importance in PE.
 - iv. understand the short and long-term effects of exercise on the body, and the role of exercise in a fit and healthy lifestyle.
 - v. develop a range of personal qualities such as perseverance, concern for others, initiative, independence and the ability to be able to work as part of a team.
- Encourage involvement in extra-curricular sporting activities and develop community and club links
- Increase participation in competitive sports both in and out of school.

- Develop staff competence and confidence in the delivery of high quality PE lessons

Health and Safety

All staff have a duty under health and safety guidelines to ensure that all PE activities are carried out with due regard to the safety of staff and pupils in line with school, local authority and health and safety policies.

The effective management of health and safety in PE lessons at BSPS has four components:

- Risk assessment and planning before a lesson
- Organisation of routines before, during and between lesson to include:
 - i. the wearing of appropriate kit including the correct footwear. Children who do not have a PE kit will take part in the lesson in an observing and recording role. Parents should be informed after two consecutive lessons are missed due to the pupil having no kit.
 - ii. all pupils taking part in indoor PE lessons should be barefoot or wear suitable foot covering for indoor PE depending on the nature of the activity. For gymnastics, particularly when apparatus is being used, pupils should be barefoot.
 - iii. all items of jewellery should be removed and stored safely before each lesson. If the removal of jewellery is not appropriate for religious reasons (e.g. a pupil wears a Sikh 'kara') then the item should be covered.
 - iv. pupils must remove their own stud earrings
 - v. location of safety equipment
 - vi. reporting accidents
- Control to include:
 - i. where to find safety information
 - ii. regular safety checks
- Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.

Inclusion

BSPS is committed to inclusion and ensuring that all pupils, regardless of gender, colour, religion, ability or disability take part in PE lessons, in line with the whole-school inclusion policy. Physical Education is by definition active, and some of the activities in PE have attached risks, and so there are occasions where inclusion is not appropriate for the safety and enjoyment of all pupils. This is most likely to be the case when the behaviour of individual pupils is in question. In this instance, staff are referred to the guidance offered in



'Safe Practice in Physical Education, School Sport and Physical Activity' (afPE published July 2020), a copy of which is kept on the staff bookshelf in the school staffroom.

Inclusion will be implemented as follows:

- standard activities and expectations as planned
- adapted activities and expectations in line with individual pupil needs
- different activities planned in line with individual pupil needs

Inclusion issues will be considered and acted upon in consultation with parents, pupils, professionals (e.g. occupational therapists, physiotherapists), the school's leadership team and SENCo, and having sought guidance from The Association for Physical Development (afPE), the school's inclusion policy and from the LA if necessary.

Equal Opportunities

In the teaching and learning of PE, every pupil has the right to equal opportunities regardless of their gender, ethnicity or physical/academic ability. We aim to ensure that each individual is educated in an environment where he or she feels respected and valued, ensuring equal access to equipment and delivering a curriculum and learning environment free from stereotyped ideas, sexist or racist language, and with high expectations of all pupils, regardless of their gender, ethnicity or ability.

PE Curriculum Planning

PE lessons and activities are planned to build on the prior learning and experiences of the pupils. Whilst there are opportunities for pupils of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the PE scheme of work, so that the pupils are increasingly challenged as they move up through the school. The curriculum ensures that all pupils are given the opportunity to engage in high-quality PE lessons, and to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically literate and confident in a way which supports their health and fitness. Long-term, medium-term and short-term planning is in place, and regularly reviewed and adapted as necessary in order to ensure that the aims of the National Curriculum for Physical Education are met.

Physical development is one of the three prime areas within the Early Years Foundation Stage (EYFS). Activities are planned and carried out to ensure that the Early Learning Goals for physical development ('Moving and Handling' and 'Health and Self Care') are met, including activities where pupils can develop good control and coordination in large and small movements, and they learn the importance of good health which includes physical



exercise and a healthy diet. The school aims for at least three hours of physical activity across the day for pupils in the early years, in line with The Department of Health recommendations.

In line with the National Curriculum for Physical Education, the school's PE planning ensures that in **Key Stage 1:**

All pupils are provided the opportunity to 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. All pupils are provided with opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key Stage 1 pupils are 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

In Key Stage 2:

The school's PE planning aims to ensure that pupils can continue to apply and develop a broader range of skills, and learn how to use them in different ways and to link them to make actions and sequences of movement. Pupils are encouraged to enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (e.g. 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 (e.g. 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

At BPS swimming instruction is provided for all year 5 and 6 pupils. These swimming lessons aim to teach pupils to:

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

Assessment and Monitoring

Teachers assess the pupils' work and progress in PE by making assessments and judgements as they observe them working during lessons, using the same assessment framework in both KS1 and KS2. In EYFS pupils are assessed against the Early Learning Goals for physical development.

Teachers use formative assessment throughout each unit and use our PE Assessment Tracker at the end of each half term to track children's progress. They use the term's focus fundamental movement skills as their assessment criteria/ guidance to assess whether a child has 'not met, met or exceed age related expectations' for each unit.

The school's PE coordinator and PE teacher will carry out lesson drop-ins, to assess the quality of PE teaching and pupil progress. Parts of lessons may be recorded on video and photographed in line with data protection regulations. Surveys and questionnaires will be carried out with both staff and pupils, and also information provided by the outside agencies (such as the Active Lives Survey) will be used to inform future planning.

Last updated June 2026