



P.E Policy

Reviewed – May 2025

Next review – May 2026

Introduction

At Loose Primary School, we work hard to promote a positive school environment by encouraging children to eat healthily and participate in a wide range of challenging activities. As well as teaching the children a variety of different sports and skills, we promote the physiological aspects of exercise and healthy living and eating. We ensure that our school values are embedded through our teaching of sportsmanship.

Aims

Teachers and sports coaches at Loose Primary School provide a Physical Education curriculum which supports the school's overall aims and which develop the knowledge, skills, attitudes and beliefs that enable pupils to respond to the physical challenges of every day life.

In line with the 2014 National Curriculum for Physical Education, we aim to ensure that all children will leave Loose Primary School being able to:

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- have the confidence and ability to identify, examine and respond to problems using a variety of skills
- develop self-confidence through understanding the capabilities and limitations of oneself and others
- respect the ways in which people of different cultural backgrounds, both at present and in the past, have used their skills in physical activities
- express their ideas in dance forms
- develop an appreciation of the concepts of fair play, honest competition, good sporting behaviour and good sporting attitudes
- use their previous learning and experience to assist the satisfactory response to new challenges
- understand of the importance of exercise in maintaining a healthy life
- develop physical mobility and flexibility.

The Curriculum

Breadth and Balance

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life when they leave Loose Primary School. P.E. is taught as an area of learning in its own right, as well as integrated where possible with other curriculum areas. Children receive 2 hours of PE a week with a mix of both indoor and outdoor PE across the year.

Teaching styles and strategies provide opportunities for children to participate in a range of activities and evaluate their own performance. Careful planning ensures time is spent in organising and resourcing lessons and activities. Children experience a range of opportunities to work individually, in pairs or in groups over time.

Lesson Structure:

- At the beginning of each lesson, the teacher explains the intention of the lesson and informs as to how the children can be successful in achieving the lesson aims.
- There may be a 'hook' drawing children into the lesson and to engage and excite them. Lessons then commence with an introduction/warm up to prepare children physically for exercise.
- There is direct teaching of skills and subsequent skills practice by the children, under the supervision of the teacher.
- Children are then provided opportunity to independently and cooperatively practice the skills, in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare children to return to a normal-state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

The attainment target for physical education provides a framework for progression in Physical Education and this is built into the scheme of work. When planning specific activities, teachers will build upon the past experiences and achievements of individual pupils. They will plan for progress in the difficulty and quality of a pupil's performance by providing a variety of opportunities.

Pupils who are unable to participate in their physical education lesson in a practical situation need to provide a letter from home stating the reason for their non-participation. This needs to be noted by the teacher and an alternative method of involving the pupil in the lesson should be used. Long term non-participation needs to be confirmed by the home and possibly a medical certificate. Regular non-participation needs to be monitored and recorded.

EYFS

Physical development in the Foundation Stage involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Key Stage 1

During Key Stage 1, 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 build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations. Swimming will take place in our pool for non-swimmers and all children in Years 2 and 3.

At Loose Primary School, our 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.
- 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.
- the importance of being active and to identify what is happening to their body when exercising

Key Stage 2

During Key Stage 2, 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. Swimming will take place in our pool for non-swimmers and all children in Years 2 and 3.

At Loose Primary School, our Key Stage 2 pupils are 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.
- the effects of exercise, long and short term.
- explain in detail why and how our body changes through exercise

- use taught skills to develop and evaluate their learning and learning journey

Swimming and water safety:

- 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.

Organisation

Pupils are expected to wear appropriate clothing for each activity. This includes:

- Black shorts
- House colour T-shirt
- Trainers for outside
- Plimsolls (KS1 only)
- White socks
- Bare feet recommended when PE is in the hall
- Football boots
- Shin pads
- Long socks
- Suitable swimwear (with cap for long hair)
- A jumper and jogging bottoms or tracksuit is strongly advised in the colder weather.

Extra-curricular activities and parental involvement

Pupils have access to a range of extra-curricular activities including football (both boys and girls), hockey, speed stacking, cricket and netball. These are organised after school or at lunchtimes and are supervised by staff. Matches/races/events are arranged against other schools and generally take place after school or during part of the afternoon.

Pupils will be encouraged to take part in community sporting activities provided by other organisations and to make use of local facilities. Information from approved local clubs and providers will be distributed to the relevant age outside school hours and during holidays and activities organised during weekend and holiday times will be encouraged.

Parents are encouraged to help with transporting children to sporting fixtures.

HEALTH AND SAFETY

Health and Safety awareness plays an integral part of children's learning in PE. For example, all children are

taught how to carry mats and put out equipment in gymnastics lessons. Children are alerted to health and safety issues during lessons as and when a need arises to include this aspect.

For all lessons, teachers will carry out a risk assessment on the condition of the ground and make a decision as to what suitable clothing and footwear will be worn. All clothing and footwear should be suitable for the activity and teachers should check this regularly. Children are to remove all jewellery, watches (including FitBits) and hair bands before commencing a physical activity of any sort. All classes are to use the schools hall(s) for indoor activities, and the playground / field for outdoor activities.

Children who forget their kit can use any spare clothes in the class teacher's clothes store. If this is not possible, then children participate by assessing their peers, noting good practice and those who are working well.

Long hair should be tied back.

EARRINGS

Pupils may wear small plain stud earrings if they have recently had their ears pierced but ideally earrings should not be worn for PE lessons or swimming.

Pupils should remove earrings themselves before PE lessons and place in a named purse, coin bag or similar. The earring should then be handed to the class teacher for safe keeping. Younger children may struggle to remove and replace earrings themselves. In this case, it is advisable for them not to wear earrings on 'PE days'.

Covering earrings with plasters/ micropore tape provides an element of safety but it isn't the safest option. Plasters and tape can fall off still leaving a risk of injury. An exception can be made in the case of recent piercings that have not yet healed in order to avoid long periods of non-participation in PE. **Parents should provide plasters/ micropore tape that pupils can use to cover their earrings until the healing process is complete. After this, earrings must be removed before PE by the pupil.**

If parents wish their child to wear earrings during PE because piercings haven't yet healed, then they must sign the permission form in Appendix 1. Paper copies are also available from the school office for completion.

Children should work in bare feet when participating in gymnastics and dance lessons unless there is a specific reason why this is not possible. When outside, children should wear plimsolls or trainers (KS1 only) or in KS2 football boots on the grass, and trainers on the playground. In better weather, trainers can be worn on the field as well as the playgrounds. Shin pads need to be worn with long socks for football and rugby.

Assessment

Formative assessment

The sports coaches will communicate with class teachers termly to discuss children's progress. The sports coach alongside the class teacher will assess each child's progress in PE in the following ways:

- Observing children at work, individually, in pairs, in a group
- Discussing with children before and after working

Summative assessment

Learners are assessed at the end of each curriculum year against Key Performance Indicators (KPIs) outlined in our Curriculum and Assessment Framework document. At the end of the academic year, this document is passed to next year's class teacher.

Progress will be reported to parents in end of year written reports.

Differentiation / Special Educational Needs

Our SEN policy applies to all subject areas and should be read alongside the following information.

- Teaching is organised to enable all pupils to access the highest quality learning opportunities in P.E
- All children are provided with appropriately challenging learning opportunities to develop their skills

and achieve excellent outcomes. This may involve:

- a) having different groupings, e.g. ability groups, individual activities.
- b) using different equipment for different levels of ability, e.g. small or large ball for catching.
- c) giving different group/individual tasks and different allocations of time.



APPENDIX 1 – PARENT CONFIRMATION SLIP FOR WEARING EARRINGS

EARRING PERMISSION SLIP

My child has recently had their ears pierced and they are not yet fully healed. I wish my child to wear earrings during PE lessons and accept all responsibility for injury caused through wearing them. I will provide plasters/ micropore tape for my child to apply prior to the PE lesson. An adult may assist my child if they require support.

Child Name:

Class:

Print Name:

Signed:

Date: