



# POLICY FOR PHYSICAL EDUCATION (P.E.)

**THIS DOCUMENT IS** a statement of the aims, principles and procedures for Physical Education (P.E.) at Elms Farm Primary School.

**IT WAS DEVELOPED** in Summer 2024 through a process of consultation with staff, governors, parents and Local Authority procedures.

**IT WAS APPROVED**

**REVIEWED: JULY 2025**

## Our School Values



**Ambition:** We are ambitious for every child to achieve their best and be ambitious about their learning and their future.

**Community:** We value everyone in our community and learn how to look after each other and our environment. We respect each other and work together.

**Equality:** We value each other, our beliefs and differences are celebrated. Everyone is treated equally and fairly.

## We are a Rights Respecting School



This policy links to the UN Convention for the right of the child:





# POLICY FOR PHYSICAL EDUCATION (P.E.)

## 1. PURPOSE

Our aim is to develop pupils' competence and confidence in their understanding and application of Physical Education skills and knowledges across a wide variety of sports and activities. We aim to promote the physical literacy of every child, through physical development, understanding how the body works and a healthy relationship with physical activity, where children are clear on differences between sport and physical activity and where these overlap. Our school aims to encourage learners to be creative, competitive, co-operative and physically active to support their holistic development, when working in an individual, paired or team context.

1.1 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.

1.2 A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities both in and out of curriculum time. Elms Farm looks to create a range of opportunities for these physically demanding activities, which cater for the needs and interests of all children. We believe that the exposure to these opportunities will encourage and promote healthy, active lifestyles and a lifelong engagement with physical activity. Learners will develop skills, knowledges and strategies, while planning, performing and evaluating actions, ideas and performances in ways that encourage social, emotional and psychological development in a range of contexts.

## 2. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The 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 (2013) 'National curriculum in England: PE programmes of study'
- DfE (2023) 'Early years foundation stage statutory framework: for group and school-based providers'



# **POLICY FOR PHYSICAL EDUCATION (P.E.)**

- DfE (2024) 'Enhancing physical education provision and improving access to sport and physical activity in school'
- DfE (2024) School sport and activity plan

2.1 This policy operates in conjunction with the following school policies and risk assessments:

- Curriculum Policy
- Health and Safety Policy
- Adverse Weather Policy
- First Aid Policy
- School Uniform Policy
- LGBTQ+ Policy
- Pupil Code of Conduct
- Intimate Care Policy
- Staff Code of Conduct
- Suspension and Exclusion Policy
- Behaviour Policy
- Changing Rooms Risk Assessment
- Athletics Risk Assessment
- PE and Sports Equipment Risk Assessment
- PE lesson Risk Assessment
- Swimming Risk Assessment

### **3. RATIONALE**

Elms Farm believe that P.E., school sport and physical activity are essential to a child's social, emotional and intellectual development of children. P.E. is important to give children the knowledge, understanding and the tools to make informed choices about healthy living, to aid learners in improving their own health and wellbeing. The school aims to develop all children holistically and to use P.E., in addition, as a vehicle to improve academic performance, behaviour and interpersonal relationships at our school.



# POLICY FOR PHYSICAL EDUCATION (P.E.)

## 4. ROLES AND RESPONSIBILITIES

4.1 The headteacher is responsible for:

- Appointing an appropriate PE coordinator.
- 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 coordinator 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.

4.2 The PE coordinator is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.
- 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 and ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments.
- Ensuring that the details of any PE-related accidents are recorded in writing, 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 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.



# POLICY FOR PHYSICAL EDUCATION (P.E.)

4.3 PE teachers are responsible for:

- Acting in accordance with the school's Health and Safety Policy.
- Reporting accidents and other incidents in writing.
- 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.

4.4 Parents are responsible for:

- Providing their child with the necessary PE kit.
- 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.

4.5 Pupils are responsible for:

- Acting in accordance with the Pupil Code of Conduct at all times.
- Bringing 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.
- Adhering to the Behaviour Policy at all times.

## 5. THE PE CURRICULUM

Elms Farm's P.E. curriculum is tailored towards our community, with subject skills taught with our setting and community at the forefront of our thinking. Our aim is to provide children with a range of sporting opportunities that are catered to promoting clear exit routes to continued participation in Sheldon and the wider Birmingham boroughs. We believe these school and sports club links to be key to encouraging a lifelong love of sport and physical activity in our children.

5.2 High levels of physical activity are at the heart of high-quality Physical Education and Class Teachers/Sports Coaches aim to ensure children are physically active for at least eighty percent of their lessons. This is in line with our core belief that children develop in a sporting context through their interactions with the environments that are created for them. Effort, resilience, collaboration, leadership, and success are celebrated, and enjoyment is at the forefront of our lessons.

5.3 We aim to expose children to a range of activities and through this allow children to discover their preferences and aptitudes, which will allow them to make informed choices about physical activity that they can continue into their adult lives. Elms Farm also aims to expose children to new and unusual activities that, without our setting, they would be unlikely to experience.



# POLICY FOR PHYSICAL EDUCATION (P.E.)

## 6. PLANNING AND DELIVERY OF THE CURRICULUM

**6.1 Planning-** The subject leader and specialist sports coaches have collaborated through a range of sources to develop a rounded and progressive P.E. programme. These Long term and Medium Term planning resources are centralised through the AFPE PE Passport app to support the consistency of PE delivery across the whole school.

All lessons are underpinned by the SHARP principles of Physical Education, which promote high levels of physical activity, high repetition of motor skills and small-sided games as key pedagogical strategies to support the development of pupil's confidence and competence in a PE context. Schemes of work identify planned opportunities for pupils to develop a range of skills and to appraise their performance.

6.2 There are opportunities for individual and/or group activities so pupils can express their feelings verbally and learn how to work cooperatively as well as on their own. Areas of learning at Elms Farm include fundamental skills, invasion games, dance, net and wall games, gymnastics, striking and fielding, athletics, outdoor adventurous activities, and swimming. Children are taught two sports per week, as part of our offer of two hours of high-quality PE per week. These sports are in line with our areas of learning and afford children opportunities to develop skills and knowledges that are transferable between these areas, while also building on their confidence in each sport as they progress through the school.

6.3 Rules, vocabulary and game skills/strategies will be taught. Staff encourage pupils to recall and apply knowledges in a range of contexts. Other subject knowledge is incorporated into P.E. lessons, such as speaking and listening through literacy, the School Games values (linking to PSHE) and knowledge of health and fitness linking to science. Staff aim to improve pupils in particular sports and skills over a period of time, adhering to school reward systems to encourage feelings of achievement and to aid children in reaching potential. Pupils are encouraged to share experiences and culture in order to enhance the quality of learning and to develop socially and inclusively.

6.4 Elms Farm also recognise the need to extend and provide a greater challenge for more- able pupils. A register of Gifted and Talented pupils who demonstrate exceptional performance or talent in a sporting area is kept and updated each year.

**6.5 Delivery-** Elms Farm deliver two hours of high-quality timetabled P.E. provision each week in line with government recommendations. In addition, extra physical activity is provided through our physical activity programme, while extra P.E. activities are provided through our after-school club provision. At Elms Farm, one hour per week is taught by specialist P.E. coaches, alongside support staff; with the other lesson taught by the class teacher on a similar skill. This parallel sports approach is key to exposing pupils to a wider range of sports and activities, while allowing them to apply taught skills and knowledges in a wider range of contexts to support development. This, along with engagement with the AFPE PE Passport centralized planning and continued collaboration with specialized Sports Coaches provide staff with consistent CPD. Appropriate settings and time slots are provided for classes depending on the activity being taught. This may include the hall, use of playgrounds or outdoor grass space.



# POLICY FOR PHYSICAL EDUCATION (P.E.)

6.6 P.E. & Sport Premium- Elms Farm makes use of the sports premium by making additional and sustainable improvements to the quality of P.E. and sport by developing and adding to the activities the school already offers and making improvements that will benefit pupils joining the school in future years. The premium also funds our specialist team of sports coaches, who provide high-quality lessons and collaborate with all staff to support them to teach P.E. more effectively and to be able to introduce new sports activities to encourage more children to take up sport. In addition, premium funding is also used to subscribe to the AFPE PE Passport app that acts as a tool for CPD, planning and assessment, ensuring that high-quality PE is taught across the school.

## 6.7 Swimming

Swimming is undertaken by Year 6 pupils in Autumn Term, with the aim of these children achieving National Curriculum standards. In Spring Term, swimming is undertaken by Year 5 pupils and Year 4 pupils are afforded the opportunity to swim in the Summer Term. We believe offering children the opportunities to build on their swimming skills across these years to be beneficial in ensuring they reach National Curriculum standards by the end of year 6. If this is not the case by the end of Autumn, any Year 6 pupils unable to swim 25 metres will be offered top-up swimming lessons in the Summer Term. These lessons replace weekly teacher-led P.E. lesson for this year group.

## 6.8 P.E. Kit

On days where children have P.E. in the morning, they should attend school in PE kit and bring their school uniform with them, ready to change into, following PE lessons. On days where children have P.E. in the afternoon, they should attend school in school uniform and bring their PE kit with them, ready to change into prior to PE lessons. PE kit should include black or navy shorts/tracksuit bottoms and a non-branded, white t shirt which is different from children's uniform. During colder months, children should wear a black or navy tracksuit and suitable footwear for outside activities.

6.9 Children persistently without kit should be reminded of the importance of P.E. and, if necessary, a letter should be sent home, asking parents for cooperation. Glasses should be discouraged unless on medical advice. Children should only miss P.E. lessons on health grounds when requested by parent(s)/carer(s) either directly or by letter to school. Long hair must be tied back at all times

## **7. RESOURCES**

### Equipment and Resources

Elms Farm have a wide range of resources to support the teaching of P.E. across the school. All equipment is kept in the two P.E. Stores, or the shed on the middle school playground. Gymnastic equipment and mats are checked regularly and may be stored in the main school hall. The P.E. stores should only be accessed by adults.

### Equipment safety

Small equipment is checked by the co-ordinator on an ongoing basis. If any defect is found in any of the P.E. equipment this should be reported immediately and withdrawn from use. An annual check of large equipment is made, with their recommendations acted upon. The children are taught the safe methods for carrying and positioning apparatus. As such we expect our children to take responsibility for the setting up and putting away of equipment.



# **POLICY FOR PHYSICAL EDUCATION (P.E.)**

## Ordering Equipment

P.E. equipment is purchased through the school budget or from Sports Premium Funding. If staff have a particular requirement they should speak to the co-ordinator regarding availability of funding for the purchase.

## **8. EVIDENCE OF PUPILS' LEARNING**

Pupils' learning is evidenced through observation and through practical example if required. Pupils' individual performance, e.g. gymnastic sequences, should be recorded through the evidence tab of the AFPE PE Passport app. Pupils' knowledge and understanding is evidenced through answers to questions within pupil voice questionnaires, led by the subject leader. All pupils will be assessed against a set criterion at the end of each unit, linked to performance, social/development and competition. This is monitored by the subject leader, through the AFPE PE Passport reporting tab.

## **9. INCLUSION AND EQUAL OPPORTUNITIES**

The Education Reform Act of 1988 gives children entitlement to all areas of the National Curriculum. The Education Act of 1996 reinforces physical education as a foundation subject for all pupils. Elms Farm ensures that no child faces discrimination in P.E lessons, in line with The Equality Act 2010, and is committed to ensuring access for all.

Physical education will not be withheld as a sanction, although individuals may be withdrawn if their actions are deemed dangerous either to themselves or others. All pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities to involve all. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children opportunities to share work. For instance, allowing time for children to perform and to watch others perform.
- Considering the needs of children with physical or learning difficulties and taking necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure equal curriculum.
- Considering methods to support ESL children such as simplifying language, using other children to translate, or visually modelling rather than speaking.
- Recognising dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.

## **10. TIMETABLING AT LEAST TWO HOURS OF PE**

Schools are expected to deliver a minimum of two hours PE in the curriculum during the school week.



# POLICY FOR PHYSICAL EDUCATION (P.E.)

10.2 PE staff will be aspirational for the subject's necessary inclusion in the overall school curriculum. PE staff will devise and deliver positive messaging about the benefits and impact of PE throughout the school.

10.3 Senior leaders will ensure that the expected two hours per school week are securely installed within the wider school curriculum. Leaders may achieve this by reorganising lesson lengths across the whole school to accommodate for the necessary two hours of PE.

10.4 Senior leaders and other PE staff will conduct regular audits of school facilities and determine what physical activities are deliverable in the spaces available. Senior leaders will also strengthen relationships with such organisations as sports clubs and LAs to improve access to sports facilities.

The school will use its PE expertise to raise whole-school standards in delivering high quality PE.

## 11. CROSS CURRICULAR LINKS

Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

### 11.1 English

- Pupils are encouraged to describe what they have done and to discuss how they might improve.

### 11.2 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.

### 11.3 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.



# POLICY FOR PHYSICAL EDUCATION (P.E.)

## 11.4 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.

## 12. EXTRA CURRICULAR ACTIVITIES

The school provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills.

12.1 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 available for pupils to participate in outside of school hours, including the following:

- Athletics
- Football
- Netball
- Dance

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 and website.

12.2 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.



# POLICY FOR PHYSICAL EDUCATION (P.E.)

## 13. Health and Safety

Staff and pupils will adhere to the Health and Safety Policy at all times.

13.1 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 boxes 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 coordinator is responsible for reporting any concerns to the school's health and safety officer.

13.2 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 coordinator 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 coordinator is responsible for completing a risk assessment for the event.

The PE coordinator will check the conditions and appropriateness of PE resources on a termly basis, restocking equipment as required.

13.3 Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the PE coordinator as soon as possible. All PE equipment and resources will be safely stored, within a secure storage area, within the school hall. Damage to PE equipment will be reported to the PE coordinator 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. Pupils will be taught how to handle PE equipment and resources safely. Pupils will help staff members to move and set up PE equipment.

13.4 Swimming lessons will always be taught by a specialist swimming teacher. 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.

13.5 All accidents and near-misses will be recorded in writing.

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.



# **POLICY FOR PHYSICAL EDUCATION (P.E.)**

In the event that a pupil has an accident causing a minor injury, such as a bruise or scrape, the school will notify the pupil's parents of the incident using medi-tracker. 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.

## **14. MONITORING AND REVIEW**

This policy will be reviewed on an annual basis by the headteacher and PE coordinator, 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 coordinator, 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.