



Physical Education Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

Date: 2.3.26

Physical Education Policy

*“Sport teaches you character.
It teaches you to play by the rules, it teaches
you to know what it feels like to win and lose –
it teaches you about life.”*

Billie Jean King

1. Vision

It is our vision that our children:

- Build on the fundamental skills of movement, progressively developing pupils' gross and fine motor skills.
- Learn the skills of a variety of different physical activities, including mindful movement, dance, gymnastics and team sports.
- Are motivated and inspired to take part in daily physical activity and that they know the health benefits of doing so.
- Know rules, strategies and tactics for a range of games and apply these independently when taking part.
- Develop confidence and a 'can do attitude' towards all types of physical activity.

2. Our PE curriculum is bought to life through our seven commitments:

HAPPINESS

Our wide and varied curriculum is planned to give the children the confidence to enjoy PE and Games lessons. During lessons, all children are expected and encouraged to be active and feel involved. The children will learn about their body and so will understand the endorphins that you feel from physical activity. Through applying skills across a wide range of games and situations, children gain a clear understanding of rules and tactics that they can use independently in their play. We ensure that there is a good balance of competitive and non-competitive experiences to allow all children to enjoy their lessons. Our teachers encourage the children to want to participate in lessons so that they have a positive experience to exercise. In Key Stage 2, Outdoor Adventurous Activity is taught in every year group, ensuring that children learn valuable team working skills, including co-operation and sharing out job roles. This builds on the Team Building activities that the children learn in Key Stage 1.

INSPIRING

Through our progressive curriculum, which builds on the children's physical skills, we aim to inspire our children to take part in team or individual competitions or tournaments. Through our allowing the children to experience a wide variety of different sports, the children will feel inspired to take part and develop their own skills. In order to inspire the children further, there are a number of lunchtime and after school clubs and tournaments for different sports and activities. This ensures that for children who wish to take part, their learning can continue outside the classroom.

LEARNING

Our progressive curriculum teaches the children the skills for PE, which takes place inside and Games, which take place outside. Our curriculum has been designed to be progressive so that it builds and develops children's skills and knowledge and can be applied in a variety of different situations. In the EYFS and KS1, the children learn the fundamentals in Games lessons, which can then be applied to individual and team games when the children are in KS2. We ensure that the children know how to take part in and play a range of different sports and activities e.g. hockey, netball, tag rugby, mindful movement and this has been carefully planned to ensure that our children have a wide range of experiences. When learning to swim, our Year 5 children visit the

local leisure centre to be taught by experienced swimming teachers. Over a period of a fortnight, the children will be taught how to swim every day for an hour lesson. This intensive period ensures that children are able to build on their skills from the previous day and as a result learn to swim and improve their swimming strokes at a faster pace. For some children in Year 6, we are able to offer top up swimming lessons to enable that they are able to swim a distance of a least 25 metres by the end of KS2.

TOGETHERNESS

During PE and Games lessons, children are encouraged to work together in pairs and as part of a team. These team working skills are invaluable as children learn different sports and then play team games. Children learn the important skills of listening and responding to each other whilst also supporting their team. In our PE and Games lessons, we ensure that the teachers are positive role models to the children; they encourage and participate in lessons to demonstrate active engagement. During the summer term, children work in teams for our Sports Afternoons where they take part in a combination of competitive and non-competitive activities, culminating in a medal ceremony at the end!

VALUES

The school's twenty two values are referenced frequently in PE and Games lessons. We ensure that the children know that in order to be successful, they need to show effort, resilience and cooperation. We teach the children to demonstrate their values consistently when playing sport; we encourage the children to display good manners, ensuring that they shake hands with their opponents and to respect decisions of referees. We ensure that the children are responsible for their equipment they use, ensuring that it is correctly tidied away at the end of a lesson.

AMBITION

Our varied curriculum ensures that children receive a wide variety of experiences and team sports, which encourages the children to pursue further outside of school as a hobby. We want the children to strive to be successful and as a result our curriculum is planned to give the children confidence. Linked closely with our PSHE curriculum offer is our 'Golden Run' where we encourage the children to be ambitious for themselves in terms of the number of laps they can achieve in a given time frame.

ACHIEVEMENT

In order to be successful in PE lessons, all children will be active throughout the lesson. Teachers communicate clear aims about either an individual or a series of lessons to enable the children to feel that sense of achievement and to motivate them further. We intend for all children to be able to swim a minimum of 25 metres, using a variety of different strokes, and ensure further lessons take place if necessary to enable this to happen by the end of KS2.

3. By the end of Year Six at Stamford Green Primary School and Nursery our children will:

Behaviours	Our children will demonstrate positive behaviours during PE and Games lessons. The children will understand the importance of playing fairly, following the rules of the games and will demonstrate sportsmanship. Our children will know the importance of being good sports e.g. shaking hands at the end of a match and will be consistent in doing this when playing other teams in and out of school. Our children will also be reflective about their learning and will want to try hard to develop themselves further.
Attitudes	Through our progressive curriculum which develops children's fundamental movement skills, children will show a positive attitude to physical activity. They will enjoy their lessons and will want to take part, both in lessons at school and for other activities outside of school. Children will have the ethos of working in groups and as part of a team and will understand the importance of playing fairly. Through the behaviours demonstrated during lessons in schools, the children will show these positive attitudes when playing games and sports either at lunchtimes with their friends or during sporting activities outside of school.

Skills	Our curriculum teaches the children how to use the fundamental movement skills which they can apply in different situations inside and outside of school. Our children will know how to play different sporting games such as tennis, tag rugby and hockey and will demonstrate proficient skills in dance, gymnastics and when using PE apparatus. During Games lessons, children will understand what is meant by tactics and strategy and will demonstrate the skills to be tactical and strategic independently. By the end of Year 6, our children will be able to swim and will know basic water safety.
Knowledge	Our curriculum ensures that children demonstrate a good knowledge of different sporting games and activities. We ensure that children feel secure in the knowledge of rules of a game so that they can use this knowledge themselves. Vocabulary is carefully planned throughout the years to complement the curriculum taught to enable children to know about and use correct terminology.
Experiences	Our vision for our curriculum is to give the children a wide range of experiences of sporting games and activities in lessons. We give the children different opportunities to represent the school if they would like to, in events such as friendly matches, inter school leagues, tournaments and borough events. We ensure that there is a range of competitive and non-competitive experiences. The children will also take part in the annual Sports Afternoon with their year group, where the children take part in a combination of team games and traditional competitive or novelty races.
Technology	We use technology to help the children to gain instant feedback about their work. The use of videoing themselves can help to support technique and strategy so the children know what they can do to improve. We also use videos as a method to show children technique and tactics.
Sustained	It is our aim that the children leave Stamford Green with a sustained interest in physical activities. Through their experiences of a variety of different activities and games, we would like to give the children a sense of clarity about activities that they might like to pursue – either at secondary school or at club level. We also want the children to be inspired and confident to know about how to maintain a healthy lifestyle.

4. Feedback and Assessment

For further information about how the school provides feedback to the children and how teachers make assessments about a child's learning, please refer to the Assessment (including marking and feedback) policy.

5. Inclusion

Learning opportunities will be available to every child, regardless of race, gender, class or ability. Lessons are appropriately planned to take account of all children's abilities. Children with specific physical disabilities may receive support through reasonable adjustments e.g. adult support. For further information, please refer to our Special Educational Needs and Disabilities (SEND) policy and our Teaching and Learning policy.

Teams which are selected to represent the school at sporting events will be based on either children's ability or to provide opportunities for participation. These selections will be discussed with the PE subject leader in advance and where appropriate, shared the children.

6. Adult Helpers

Adult helpers, including Playworkers, Teaching Assistants and volunteers, will help only under the direct supervision of the teachers. Any helpers who are working with children and have not been DBS checked by Stamford Green Primary School and Nursery (e.g. local sporting teams for coaching taster sessions to inspire the children) will remain in sight of the teacher in charge of the children at all times.

Teachers leading gymnastics teaching will have been trained in the delivery of educational gymnastics as part of their initial teacher training as well as continuing professional development.

7. Non-Participation

If a child is not participating in a PE lesson, the teacher must have received notification beforehand from the parent/carer of the child. If the child not participating in PE for a longer period of time due to a medical reason, then a note or letter from an appropriate professional must be received by the school.

Non-participants who can be outside, will be provided with activities such as coach or umpire, reporting on activity, evaluating performances.

Non-participants who cannot be outside will join another class and be expected to complete alternative tasks. This may involve a task such as: illustration of a move/sequence/team position

If the weather is too extreme for games lessons to take place safely outside then the teacher will carry out classroom-based activities, appropriate to the year group and area of the curriculum planned.

8. Health and Safety

The wearing of earrings and other body piercings such as tongue studs or belly button jewellery is prohibited in all PE lessons. Earrings must be removed by the child and cannot be taped over. Ears should be pierced at the start of the summer holidays to allow sufficient time for earrings to be safely removed.

Pupils who are not able to remove earrings (as these may be newly pierced) should not actively participate in physical education for their own and others safety. In this circumstance, a pupil will be asked to undertake the role of coach, official or other learning activity that is relevant.

When using high apparatus, staff should be knowledgeable regarding placing of equipment. Children must be encouraged to work in control and not to take unnecessary risks. Mats are only to be used for planned landings.

9. Uniform

Children taking part in PE should wear suitable clothing – please refer to Uniform Information for further details - <https://www.stamford-green.surrey.sch.uk/page/?title=Uniform&pid=25>

Trainers must not be worn during gymnastics or dance lessons. Trainers are permitted for other indoor lessons such as athletics and dodge ball. All children must have footwear on in any session when they walk to and from PE lessons.

Children representing the school in any sporting activity will wear our PE kit unless otherwise advised.

Teacher discretion may be used if a child persistently fails to bring their kit, and this is judged to be a strategic decision. A child may be asked to participate even if they are lacking correct attire. This will always be an option of last resort however, and no child will ever be deliberately embarrassed or asked to participate in attire that is unsafe or not fit for purpose.

Separate gender changing for PE will be facilitated for Y6 children. However, if necessary, in exceptional circumstances we will provide other solutions for individuals in Y5 to meet their needs.

10. Monitoring and Evaluation

The work of the PE subject leader involves ensuring that the curriculum is well planned, being informed about current developments in this area and provide a strategic lead and direction for the subject in the school.



Curriculum Risk Assessment - PE

Completed by: Vicky Swann/Debbie Waldron

Date: 1.9.24

Review date: 1.9.26

Hazards	Groups at people at risk	Existing Controls	Risk Level
Clothing and personal items <ul style="list-style-type: none"> • Correct PE kit • Earrings • Jewellery 	Pupils Staff	<ul style="list-style-type: none"> • Pupils must wear appropriate kit: tucked in t-shirts, shorts, trainers tied and with gripping soles, track suit, shoulder length hair tied back with soft 'scrunchie'. In accordance with National Governing Bodies (NGB) / Association for PE (AfPE) guidelines footwear with sharp or jagged studs must not be used or worn. • All earrings to be removed at the start of the PE lesson. • All watches to be removed at the start of the PE lesson. • No jewellery to be worn in school as part of the school's uniform policy. In exceptional circumstances where the wearing of jewellery has been granted by the Headteacher, this must be removed at the start of the PE lesson. • Adequate time and appropriate area / space for class to change in to and out of PE clothes to prevent risk of injuries associated with rushing, e.g. tripping over clothes. 	Low
PE Curriculum Coverage <ul style="list-style-type: none"> • Incorrect coverage of the curriculum • Injuries to staff and children through incorrect footwear/clothing 	Pupils Staff	<ul style="list-style-type: none"> • Teachers in primary schools must only teach to the National Curriculum requirements, unless they are competent to teach to a higher level and the activity has been approved by the Headteacher. • All teachers to follow the school's PE Curriculum – Get Set 4 PE. • Teaching staff to wear appropriate kit, especially if demonstrating. The bare minimum would be bare feet, flat shoes, plimsolls or trainers. 	Low
Athletics <ul style="list-style-type: none"> • Injuries such as broken bones, sprains, strains, contusions caused by 	Pupils Staff	<ul style="list-style-type: none"> • Clearly defined signal to inform class to stop working and pay attention to teacher. 	Low

<p>unintended collision with other players or item of equipment, being struck by a hard implement, poor application of technique such as when jumping, hazardous substances in landing areas.</p> <ul style="list-style-type: none"> • Sprains from manual handling. • Slips, trips and falls related to surface or weather. • Head injury or spinal damage from being struck by a hard implement. • Injuries to or from other players, spectators or passers-by inadvertently wandering in to the line of throw/activity. 		<ul style="list-style-type: none"> • Boundary working area clearly marked and defined, e.g. use of spots / cones and areas to designate particular roles, such as during throwing events. • Teacher able to see the whole class / group at all times and position self near area of greater risk. • Appropriate warm up and cool down periods. • Careful consideration of weather and surface conditions. • Clear space to run off the area without danger of collision with objects or people. • No use of 'bleep tests'. • Sprint racing limited to 80 - 100 metres for the oldest aged children in primary schools and much less for younger children, sustained running must be appropriate for the age, experience and maturity of children as per Association for PE (AfPE) guidelines. • Throwers should throw in a well-managed way, e.g. away from others, be well spaced taking in to account if left or right handed, others remain behind the line of throw, implements must be carried and never thrown back. • Some events require particular attention to personal matters, for example, in passing implements such as a baton, fingernails should be short to prevent injury to self and others. • Equipment stored safely and appropriately to minimise distance carried and children shown how to use and carry equipment safely and appropriately. • Appropriate positioning of curriculum equipment, e.g. not near walls, sufficient space to work, and progressive / differentiated use of equipment, e.g. size, weight or shape of implements. 	
<p>Dance</p> <ul style="list-style-type: none"> • Injuries such as broken bones, sprains, strains, contusions. • Sprains from manual handling. • Electrocutation from electrical equipment. 	<p>Pupils Staff</p>	<ul style="list-style-type: none"> • Clearly defined signal to inform class to stop working and pay attention to teacher. • Boundary working area clearly marked and defined, e.g. use of spots. • Teacher able to see the whole class / group at all times. • Appropriate warm up and cool down periods. 	<p>Low</p>

<ul style="list-style-type: none"> • Fall from heights from ropes, large apparatus. • Contact burns from ropes. • Splinters from benches. • Slips, trips and falls. • Toxic fumes and burns from inflammable mats with cellular (polyurethane) foam in the event of a building fire. 		<ul style="list-style-type: none"> • No actions involving weight on heads, e.g. headstand actions, to be permitted. 	
<p>Games</p> <ul style="list-style-type: none"> • Injuries such as broken bones, sprains, strains, contusions caused by unintended collision with other players or item of equipment, being struck by a hard object such as a bat / stick or ball, poor application of technique such as when tackling. • Sprains from manual handling. • Splinters from equipment. • Slips, trips and falls related to surface or weather. • Head injury or spinal damage from being struck by a hard object, ball or collision with another pupil. • Injuries to or from other players, spectators or passers-by inadvertently wandering in to the line of shot or collision with players or equipment being used e.g. ball. 	Pupils Staff	<ul style="list-style-type: none"> • Clearly defined signal to inform class to stop working and pay attention to teacher. • Boundary working area clearly marked and defined for organised sporting activity, e.g. use of spots / cones and areas to designate particular role, such as batting in small sided games. • Teacher able to see the whole class / group at all times and position self near area of greater risk. • Appropriate warm up and cool down periods. • No heading the ball to be permitted or taught. • Careful consideration of weather and surface conditions. • Clear space to run off the area, pitch or court without danger of collision with objects or people. • Pupils must wear appropriate kit: tucked in t-shirts, shorts, trainers tied and with gripping soles, track suit, shoulder length hair tied back with soft 'scrunchie'. In accordance with National Governing Bodies (NGB) / Association for PE (AfPE) guidelines footwear with sharp or jagged studs must not be used or worn. • Some games require particular attention to personal matters, for example, in passing games, fingernails should be short to prevent injury to self and others and should be checked before the activity commences. 	Low
<p>Gymnastics</p> <ul style="list-style-type: none"> • Injuries such as broken bones, sprains, strains, contusions. • Sprains from manual handling from moving equipment. 	Pupils Staff	<ul style="list-style-type: none"> • Clearly defined signal to inform class to stop working and pay attention to teacher. • Boundary working area clearly marked and defined, e.g. use of spots. 	Low

<ul style="list-style-type: none"> • Fall from heights from ropes, large apparatus. • Contact burns from ropes. • Splinters from benches. • Slips, trips and falls. • Head injury or spinal damage from headstands. • Toxic fumes and burns from inflammable mats with cellular (polyurethane) foam. • Injuries of falling onto poorly maintained mats. 		<ul style="list-style-type: none"> • Teacher able to see the whole class/group at all times and position self near equipment of greater risk, e.g. large apparatus. • Appropriate warm up and cool down periods. • No headstands to be permitted or taught. • No jumping permitted from large apparatus. 	
<p>Equipment</p> <ul style="list-style-type: none"> • Equipment that is poorly maintained or broken. • Equipment not stored correctly when not in use. • Equipment not set out correctly. 	<p>Pupils Staff</p>	<ul style="list-style-type: none"> • Electrical equipment to be checked as part of the establishment Portable Appliance Testing programme. • Equipment must be annually checked by a competent company and half yearly by a competent member of staff. • Equipment to be visually checked prior to use to ensure appropriate for purpose, fixed and stable. • Equipment deemed to be condemned or requiring repair must be marked, reported and removed from usage immediately, repaired/disposed of as appropriate. • Equipment stored safely and appropriately to minimise distance carried, e.g. benches, trestle tables, stools, and children shown how to use and carry equipment safely and appropriately. • Appropriate positioning of curriculum equipment, e.g. not near walls, sufficient space to work, and progressive use of equipment, e.g. floor, spots, ropes, mats, benches, low tables, mid-level tables, stools, large apparatus. • Mats used as exit areas from apparatus. 'Impact' mats used as exit areas and to provide a cushioned area and protection from descent from apparatus. • Trampettes and trampolines not to be used. • Inspection records must be kept for two years from the date of inspection. 	<p>Low</p>

<p>Swimming</p> <ul style="list-style-type: none"> • Risk of drowning. • Slips/falls when walking poolside. 	<p>Pupils Staff</p>	<ul style="list-style-type: none"> • Swimming lessons to be taught by a qualified swimming instructor (employed by the Rainbow Centre.) • Lifeguard to be on duty for both swimming pools. • Class teacher to be present, poolside. • Children to be reminded to walk when they are poolside. • Children to only enter the swimming pool when signalled to do so by the swimming instructor. • Behaviour code and policy to be followed by the children for any unsafe behaviour in the swimming pool. 	<p>Medium</p>
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