Haynes Lower School & Nursery

PE Policy

Policy Review:

This Policy will be reviewed annually.

Reviewed	**June 2026**
Next Review	**June 2027**

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

Vision

Our Key aim is to inspire every child to be passionate about Physical Education and Sport. We believe that PE is an essential part of the curriculum through which pupils develop Physical Literacy within a safe environment and that children of all abilities should have quality learning opportunities to strive and achieve their full potential.

Aims

Our pupils receive an inclusive, broad and balanced programme of PE which:

- Includes lessons to take each pupil on a progressive and exciting learning journey from Early Years through to KS1 and then KS2.
- Provides inclusive lessons through planning and specialist equipment
- Promotes physical development and a healthy and active lifestyle
- Develops physical literacy
- Enhances self-esteem through development of physical confidence
- Requires pupils to work together in team situations, planning strategies and following rules of play
- Helps pupils achieve their highest possible standards
- Develops leadership skills and confidence
- Allows More Able and Talented pupils to develop and fulfil their true potential
- Develops life skills such as communication, collaboration, co-operation, commitment, competition, leadership and teamwork.
- Promotes key values through our Sporting Spirit Awards: Passion, Determination, Respect, Honesty, Self-Belief and Teamwork.
- Creates school club links through the wider community for our pupils

Teaching and Learning

At Haynes Lower School, class teachers plan and deliver PE to all children and ensure the PE provision develops progressive skills. This includes liaison within and across phases, monitoring provision, and allocation and purchase of resources. Sports Days are organised in the summer term often during National School Sports week as a celebration of games. A range of out-of-school sports clubs are also available to enrich and enhance children's experiences and learning. Where outside agencies are used, payment is

necessary however children eligible for Pupil Premium may be supported to attend clubs. Through the School Sports Partnership there is regular liaison with other schools in the local learning community, with a shared aim to improve teaching quality, promote physical activity and provide interschool competitions.

Within Foundation Stage PE makes a significant contribution to developing a child's physical development as set out in the objectives within the Early Learning Goals. This is achieved through focusing on key fundamental skills; Balance, Agility and Co-ordination.

In Key Stage 1 children then develop their physical literacy* and social skills through Ball Skills, Gymnastics, Dodgeball, Dance, Multi-skills, Tennis, Athletics and Kwik-Cricket.

In Key Stage 2 children continue to develop and deepen their physical literacy* skills through Netball, Tag Rugby, Football, Gymnastics, Dance, Quicksticks, Tennis, Athletics and Kwik-Cricket. A Mastery approach to learning and teaching ensures that key fundamental skills such as balance, agility and coordination are consolidated. Children develop a combination of skills across a range of activities, and also have the opportunity to evaluate and improve upon their performance. They develop leadership skills through the role of mini-coaches.

**Physical Literacy is the mastering of fundamental movement skills and fundamental sport skills that permit a child to read their environment and make appropriate decisions, allowing them to move confidently and with control in a wide range of physical activity situations.*

PE Kits

In Year R – 4 all children come to school wearing their PE kit on the days they have PE. No PE kits are brought to school in bags.

Staff where PE / Sports clothing on the day their class have PE to model readiness for sport and exercise and to be dressed appropriately to join in and model skills.

For full PE kit uniform, parents refer to the school website: https://www.bee-promoted.co.uk/hayneslower-school-135-c.asp

National Curriculum

At Key stage 1 children 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.

At Key stage 2 children 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.

Swimming and water safety instruction is provided at Key Stage 2, children are taught to:

- 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

Assessment

Assessment is regarded as an integral part of learning and teaching and is a continuous process.

Assessments are used to inform planning and complete the evaluation cycle. By the end of each Key Stage, children are expected to know, apply and understand the skills specified in the relevant programme of study. It is the responsibility of the PE specialist teacher to assess all children and lessons are structured with opportunities for Assessment for Learning throughout. Assessment is on-going through teacher/TA observations and self/peer evaluation. This enables teachers to evaluate what has been learned, review success criteria and address misconceptions. Regular feedback is given verbally and each child's progress is tracked against lesson objectives.

Reporting

Children's progress, achievements and attainment are reported at parents' consultations during the autumn and spring terms and also each year through a written report.

Monitoring and Evaluation

Subject leaders:

- Conduct on-going subject monitoring and work scrutiny to ensure curriculum coverage
- Monitor whole school planning (short, medium and long term)
- Collect evidence of good practice (e.g. photographs, displays, video)
- Review resource provision
- Evaluate implementation of the PE policy throughout school.

Additional Needs

The SENDCO, Subject Leaders and Phase Leaders provide advice on providing support to individuals with Special Educational Needs, including More Able and Talented children. Children's individual needs are addressed through in-depth planning and the provision of resources which support learning. Targets identified in children's Educational Health Care Plans and Provision Maps are specified in teachers' planning.

Health and Safety

As part of their PE education, pupils are made aware of how exercise affects their bodies. Each PE lesson begins with a warm up and finishes with a cool down. All adults working alongside children in PE are made aware of any disabilities or medical needs. The manual 'Safe Practice in Physical Education and School Sport (BALPE) is available in the hall, where the Health and safety checklist is also displayed. All staff are informed of the procedure for reporting or dealing with issues which may arise during PE lessons. Children are made aware of safety issues during set up and participation in PE sessions. The PE specialist teacher demonstrates to all support staff how to lift, carry and place apparatus safely and also how children should move apparatus. Correct clothing and footwear is worn (feet are kept bare during gymnastic activities). Children are not permitted to wear watches and jewellery, however stud earrings may be worn if they are covered (tape is provided by parents and ears covered by the child prior to the beginning of the lesson). If hair is long enough to be tied back, parents must provide hair bands for PE lessons.