

# Forty Hill CE School

## Physical Education (PE) Policy



*This policy has been written in conjunction with the Enfield PE team model policy for Physical Education.*

*At Forty Hill Church of England Primary school, we believe that Physical Education plays a vital role in the development of the whole child—body, mind, and spirit. Our vision, inspired by Jesus’s words, “As I have loved you, so you must love one another,” guides everything we do.*

*Following Jesus’s example, we promote love, respect, and compassion in all areas of school life—including PE. We encourage children to support one another, celebrate each other’s efforts, and show kindness and fairness in competition. PE lessons provide opportunities to grow in confidence, build resilience, and learn the value of teamwork and encouragement.*

*Through PE, we aim to ignite curious minds, nurture a passion for movement and healthy living, and help children develop the skills to live active, joyful lives. In doing so, we support every child to flourish and to experience and share faith, hope, and service through sport and play.*

*Our PE curriculum is inclusive, ambitious, and rooted in Christian values, enabling all pupils to discover their potential and feel valued as part of our caring and active school community.*

### **Introduction**

At Forty Hill CE School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil’s physical development and well-being. A broad and balanced physical education curriculum is intended to provide all pupils with the increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with varied teaching approaches aims to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through adapted tasks, all pupils will, irrespective of their innate ability, enjoy success and be motivated to further develop their individual potential and take part in lifelong physical activity.

Providing a balanced range of individual, paired and group activities, in addition to, co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. These activities, experienced within a broad physical education curriculum, aim to promote a broad base of movement knowledge, skills and understanding. They also intend to develop the pupils’ ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem solving. Pupils are encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

Whilst retaining its unique contribution to a pupil’s movement education, physical education has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school’s planning for the development of pupils’ literacy, numeracy, science, PSHE and ICT skills.

### **Aims**

- To develop physical competence to excel in a wide range of physical activities, including competitive sports.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.

- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
- For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of exercise on the body.
- To develop the ability to work independently and respond positively towards others.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

### **Content**

All children are entitled to a progressive and comprehensive Physical Education programme, which embraces the the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance, which takes account of individual interests and needs.

In the EYFS Stage, practitioners should:

- Plan activities that offer appropriate physical challenges.
- Provide sufficient space, indoors and outdoors, to set up relevant activities.
- Give sufficient time for children to use a range of equipment and whenever possible teach just half the class in each session.
- Provide resources that can be used in a variety of ways or to support specific skills.
- Introduce the language of movement to children, alongside their actions.
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

During Key Stage 1, pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities.

Key Stage 2 pupils should have access to all components of the National Curriculum Programme of Study, (Athletics, Dance, Games, Gymnastics, Outdoor and Adventurous Activities and Swimming).

### **Planning Physical Education**

The PE curriculum is planned to provide a broad and balanced programme of physical activities. Our Sports Coaches and Class Teachers deliver the physical education programme and are fully aware of making cross curricular links where they exist. Even though we employ a Sports Coaches for the majority of our PE lessons, we feel it is important at Forty Hill School for all teachers to teach/team teach physical education to develop and maintain their skills and understanding of the subject.

Teachers and coaches will need to identify their own risk assessments, adapted learning tasks and assessment opportunities. Each lesson should include cardio-vascular warm-up activities, mobility exercises and stretching of the relevant muscles. The warm-up should be closely related to the main activity and all children should be physically active for sustained periods of time in every lesson. Cooling down activity or plenary should also be included in addition to having a clear learning objective with stated outcomes.

The use of visual aids and IT is strongly encouraged to enhance learning.

Swimming takes place at a local Council pool for Year 5 for 16 weeks of the year. Lessons are planned and delivered by respected professional swimming instructors. The instructors will provide assessments at the end of each term and deliver a session, in-school, on water safety.

We also provide a week of Cycling Proficiency for Year 5, which will cater for all pupils of all abilities including road cycling experience for the more confident.

## Implementation and Challenge

The following should be considered when planning lessons to ensure progression:

- Making links between previous experiences and new skills.
- Setting tasks which develop new knowledge and understanding.
- Moving from familiar to unfamiliar contexts.
- Planning to include elements of difficulty, variety and quality within each activity.

As children become older and more mature, progression should involve:

- The application of existing skills and knowledge to more complex situations, e.g. working in larger groups, using different apparatus etc.
- Increasing confidence to work independently.
- Developing children's ability to assess their own work and that of others, against criteria decided by themselves.

Quality PE lessons should include challenges for pupils, which involve developing:

- Feeling of improvement.
- A sense of accomplishment/achievement.
- Learning something new and wanting to learn more.
- Physical well-being.
- A feeling of independence.
- Wanting to perform well and with imagination and flair.

## Adapted Learning

At Forty Hill, we have the highest expectations of the children and believe that children should have the opportunity to learn from each other, as every child has something unique and interesting to offer. We achieve this positive attitude towards learning and the right culture through our learning muscles. Within this, we believe that children achieve much better when they can learn from each other. Children can learn from observing excellence, learning from mistakes, sharing judgements and to keep making improvements to develop their skills. Children are therefore placed in mixed ability groups to ensure all children are being appropriately challenged. The teacher will use assessments from the lesson, effective questioning and peer assessment to ensure each child is making progress. Interventions are put into place for the pupils who need additional support.

## Assessment and Attainment

The National Curriculum (2014) sets out the aims, purpose of study and content for Physical Education and although it does not specify a detailed overview of the nature and content of learning, it does present the expectations that pupils should reach by the end of each key stage. These expectations are the minimum entitlement. The scheme of work we use, has the KS1 & KS2 National Curriculum expectations at the forefront of their work.

The National Curriculum expectations are:

**At KS1:** Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against their self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

**At KS2:** Pupils should continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success.

Formative assessment helps pitch the learning activities to accurately meet the needs of all pupils in the class and the units of work are annotated accordingly. When appropriate, class teachers and our sports coach should use assessment methods to capture learning in these three domains. Common methods used on a day-to-day basis include peer observation and videoing performance as these can be easily integrated into the learning activities.

### **Time allocation for PE**

At Forty Hill CE School, PE is delivered throughout the whole day. All classes are allocated two sessions of PE a week. All class teachers and our PE coaches will seek opportunities to develop the learning through a cross curricular approach where possible.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements should be made. These include class based activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks learning) or rescheduling the activity for another day. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

### **Out of School Hours Learning**

Forty Hill CE School offers a range of lunchtime and after school 'physical' opportunities. These are open to any pupil in the relevant year group.

There should be a balance between personal activity and self-improvement, and competition. Additional opportunities in a range of competitive activities will be provided whenever possible through extra-curricular clubs, and through taking part in tournaments and events against other schools.

The school holds an annual sports day for the whole school during the summer term and works with the Borough PE team to maximise all opportunities for participation in sport.

### **PE Kit**

Children come into school in their PE kit on their PE days as this helps maximise the amount of time spent taking part in physical activity as it removes the time needed to get changed.

Our PE kit consists of:

- A coloured t-shirt (red, blue, green, yellow or orange depending on allocated house) - with the school logo on the front.
- Green shorts or green jogging bottoms – with no stripes, logos or other colours.
- Black trainers
- An optional green sweatshirt or fleece (with school badge)
- Nursery do not require a PE kit

No jewellery should be worn for PE and long hair should be tied back for every lesson. Earrings that cannot be removed must be covered by a plaster, however should the member of staff deem it unsafe, the child should then take part in a non-active way. (See below).

At the beginning of the school year parents are informed as to which day PE will take place and reminded that all children need to be correctly dressed for PE and come into school on those days in full PE kit.

Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice and children with long hair must wear swimming hats unless on medical advice. Suitable swimwear guidance is provided to Year 5 prior to their lessons.

If the child is well enough to be in school, they are encouraged, unless on health grounds (e.g. broken bones), to take part. They should only miss PE lessons if this is requested by their parents, via email or in person at the school office. Non-participants should be included in the lessons. They can take the role of an evaluator, coach, score keeper etc.

Sports Coaches, Teachers and Support Staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE and be a role model.

## **Equal Opportunities**

All children should be provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. PE lessons should aim to provide quality experiences, which challenge all children.

Schools fall under the Public Sector Equality Duty and must eliminate discrimination; provide equality of opportunity; and foster good relations between minority groups and others.

Learning experiences are differentiated to meet the needs of all pupils. Resources are appropriate for a range of abilities. Decisions on the grouping are made in the best interest of pupils.

Forty Hill CE School identifies and develops gifted and talented pupils in PE, providing support to enable them to reach their full potential in their chosen area.

## **Staff Development**

Opportunities should be taken by the PE Subject Leader and colleagues, where possible, to attend Borough courses organised by the PE team, in order to keep up to date. They should then give summaries of information to the rest of the staff and SMT, plus draw attention to any new safety guidelines. The Enfield PE Team organise a full calendar of CPD opportunities and many of these are held in schools.

## **Safe Practice in Physical Education**

In PE there will always be an element of risk. Risk management is an increasingly used term for what is often called 'safe practice'. Risk management is about common sense judgements which show reasonable forethought about what could cause injury to a child and, if necessary, doing something about it. In addition, it involves occasional more formal recorded reviews, (this is the statutory aspect of risk assessment). The employer has a legal duty to carry these out. Formal, recorded risk assessments are most effectively done as a whole staff activity rather than by one person and in situ. They should be reviewed annually to ascertain if they are sufficient or need further additional precautions.

Below are some example risk management activities that take place at Forty Hill CE School:

- Regular checks are made on all equipment. The PE Co-ordinator makes frequent visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the Co-ordinator when any items need replacing or repairing. Any items constituting a danger will be taken out of use immediately.
- All large items of PE equipment are inspected annually by an independent safety officer under a contract.
- Children are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Children are made aware of all safety points when undertaking any PE activity, (e.g. not lifting hockey stick or cricket bats dangerously, not jumping or running in front of others, etc).
- Children understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery

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