



Bolton Primary School PE Policy



Purpose of Study

At Bolton Primary School, PE plays a very important role in the development of our children. Through an enriched PE curriculum, a broad and wide range of after-school sport clubs and a varied competition programme, we aim to encourage a lifetime love of sport which inspires all children to maintain an active and healthy lifestyle and to reach their full potential.

High quality and inclusive PE, sport and physical activity leads to improved fitness, health and well-being, concentration, attitude and academic achievement. Year after year, the range of sporting opportunities we provide at Bolton has been increasingly beneficial to the children at the school and has resulted in:

- Raising children's attainment
- Building self-esteem
- Learning to work as a team, developing leadership skills and building friendships which extend beyond school life
- Experiencing healthy competition which can ultimately help them to deal with life's successes and failures
- Encouraging and developing a healthy and active lifestyle

Children's early years are critical in building the foundations, skills, engagement in and love of sport. At Bolton Primary School, through our key values of caring, enjoying, inspiring and excelling, we aim to give our children the best possible start in life.

Aims

The curriculum and extra-curricular activities aim to provide opportunities for all pupils to achieve. Aims of Physical Activity are:

- Promote physical activity and promote healthy and active lifestyles.
- Encourage pupils to be physically active for sustained periods of time.
- Pupils engage in competitive sports and activities.
- Develop the competence to excel in a broad range of physical activities.
- Develop positive attitudes to health, fitness and physical activity.
- To ensure safe practice.

Objectives

- To develop positive attitudes to participation in physical activity.
- To make informed decisions about the importance of exercise in their lives.
- To acquire and develop skills in a range of physical activities and sports.
- To learn how to select and apply skills appropriate to the activity being undertaken.
- To set individual targets and compete against themselves as well as others.
- To respond to a variety of challenges in a range of physical activities and environments.
- To take initiative, lead activities and focus on improving aspects of their own performance to achieve their personal best.
- To swim competently, confidently and proficiently over a distance of at least 25 metres and use a range of strokes effectively.

Teaching and Learning Styles

We use a variety of teaching and learning styles in PE sessions, informed by current best practice. Our principal aim is to develop the children's knowledge, skills and understanding through a mixture of whole-class teaching and individual /group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage children to evaluate their own and others' performance. Open questioning is used to stimulate an increased depth of understanding. Differentiation is managed through pace, task, dialogue, input, support, resource, content, responsibility and independence as well as through outcome (TWEAK IT). Children are also encouraged to take leadership roles within each lesson to develop their independence and team-working skills.

Early Years Foundation Stage (EYFS)

We encourage the physical development of children in our foundation stage as an integral part of their work. We relate the physical development of the children to the EYFS Early Learning Goals. We give all children the opportunity to do activities that offer physical challenge, both indoors and out and by using a wide range of resources to support the learning and development of skills. EYFS are now taught as a separate cohort, although there will be some planned opportunities for EYFS children to take part in physical activities alongside the children in years 1 and 2, with focus on how exercise affects our bodies, developing spatial awareness and other fundamentals skills. Many tasks set will also look at children's 'fine motor skills'.

Swimming

Children are taken swimming from Reception-Year 6 at Appleby Swimming Pool. Instruction is given by trained swimming teachers at the pool. Swimming assessment is based on whether the child can swim 25 metres with confidence and independently based on the National Curriculum requirements. Other skills and techniques will be assessed through observations and through the swimming instructors. As with the other aspects of PE, swimming will be monitored using the PAT and overseen/led by the subject co-ordinator.

Outdoor and Adventurous Activity (OAA)

OAA consists of a diverse range of activities drawn together by a common approach which often focuses on the process facilitated through the activity as well as the outcome. As such, it provides unique and varying outlets for physical engagement.

Non-participation

PE is a compulsory subject as outlined in the National Curriculum and requires all children to participate fully in Physical Education lessons. Children can only be excused from the physical aspects of PE if their parent/carer informs school, stating either physical illness or injury that prevents their participation. Individuals are encouraged to support the teacher and/or their peers, on the rare occasions when children do not participate physically. Children often fulfil roles that will actively involve them in the PE lesson and ultimately support the learning of the whole group. This will keep pupils active and engaged in PE lessons and support their overall learning in the subject as well as developing a few key life skills.

Resources

Physical education resources are used by children and staff in a number of ways including:

- To enable them to create and perform dances.
- To enable them to play and make up a range of games and to develop their skills in various games.
- To enable them to create and perform gymnastic sequences and to assist in providing progression in Gymnastics.
- To provide opportunities to take part in and improve their athletic skills.

PE resources are stored in the PE sheds, located in the playground, and at Bolton Village Hall (gymnastics equipment). PE Sports Leaders and lunchtime supervisors have the responsibility for keeping the playground equipment tidy, with the help of Year 6 pupils. All staff and children are encouraged and expected to: treat the resources with respect; keep them in the appropriate areas; ensure all resource storage areas are kept tidy and report any faulty or unsafe equipment to the subject leader, who is then responsible for having it repaired or disposed of.

Clothing

- No changing is necessary as children arrive at school in kit. This decision was made to maximise learning and teaching time. PE lessons happen in the afternoon.
- All teachers should at least change into appropriate footwear for the teaching of PE. It is preferable that teachers change into a PE kit.
- PE kit consists of: a lime green t-shirt and hoodie; dark shorts or jogging bottoms. Footwear should be appropriate for the activity. suitable trainers or plimsolls.
- No jewellery is to be worn in PE. Pupils are expected to remove their own jewellery, including piercings, or get their parents/carers to do so before school. Earring tape is allowed but only if brought in and applied by the child themselves.
- Long hair should be tied back.
- For dance and gymnastics pupils must be bare-footed and for gymnastics all pupils must tuck in their T-shirts.

Extra-Curricular Opportunities and Enrichment

Children are offered numerous opportunities to engage in a variety of extra-curricular activities, after school and lunch times. All children are given a fair opportunity to attend these clubs and there is a physical activity on offer each week for EYFS, Key stage 1 and 2. Clubs are run by external coaches, staff members and pupils. As part of our Sports Day, we run competitive races for EYFS, Key Stage 1 and 2 in House teams. We also run an annual 'Mini-Olympics' and encourage parents/adults to participate. We also 'host' an annual tag rugby festival for local schools and attend sporting events that they host. These include, football, netball, tag rugby and rounders.

Some extra-curricular activities may be offered to specific 'target' groups within the school and will be provided according to the needs of the children. Target groups may include: SEND, Pupil Premium, girls/boys or those children who would not normally attend a 'physical activity' club.

Cross Curricular Links

Opportunities are utilised within Creative Curriculum topic-based work, to draw upon physical education experiences to maximise children's skills and learning or to enable children to apply and use PE in real life and academic contexts. We include OAA as part of our themed 'Nature' week and residential. Opportunities for outdoor learning is planned into the curriculum.

Equal Opportunities and Inclusion

Inclusive practice in PE should enable all children (including those that are gifted and talented within PE or those that have Special Educational Needs) to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Teaching and learning is therefore differentiated to best match the needs of the class and the individuals within it. This process is completed by the teacher; specifically adapting and annotating the plans to their class needs.

Adaption/ SEND: There is a whole school policy on Special Educational Needs. Children with special needs are expected to participate in the subject as fully as possible. Planning for pupils with SEND is part of the planning process done for all pupils, rather than a separate activity. This may be in the form of brief notes on lesson plans on the learning objectives and approaches that will be used to remove barriers for pupils with SEN and/or disabilities. Any personal targets the pupil has can inform this planning. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources.

Disadvantaged: The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged in all our lessons.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

Children's standards and achievements in PE are assessed in line with the School's Assessment Policy. Assessment in PE for years 1-6 includes:

- On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress;
- Feedback of children's work; against the shared learning objective and success criteria is given in the form of verbal feedback.
- The Subject Leader also utilises PAT from Howard Todd (Participation and Achievement Tracking Tool) throughout the year to develop an overview of achievement and skills in PE and inform further subject development needs. This is in place for EYFS-Year 6.
- Pupils have a clear understanding of the assessment criteria used.
- Assessment takes place at the end of each activity and used to inform future planning and student target setting.

Assessment - Snapshot of PAT Tool

PHASE - ONE		CAREER/SCIENCE	STUDENT NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346
-------------	--	----------------	--------------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

[illegible]

Role of Parents

The school aims to involve parents/carers in their children's learning as much as possible and to inform them when appropriate, of their child's progress in PE. Parents/carers have the opportunity to meet with the child's class teacher at least twice a year at Teacher consultation meetings and receive an annual report at the end of the summer term. Information about their child's attitudes and achievements in PE is shared with parents/carers at these times. Parents are openly invited to attend sporting events and fixtures and encouraged to do so; in order to support their child in friendly and competitive situations. Parents are expected to provide their child with a PE kit (socks, lime green t-shirt, dark shorts, plain jogging bottoms, a lime green hoodie and a pair of trainers. Football boots are required for Y3-6) - School does have a large range of sizes of these that are offered to children to use for the academic year, if required.

Role of the Subject Leader

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. They will achieve this by affecting the following areas:

- Strategic direction and development.
- Learning and teaching.
- Leading and managing staff.
- Efficient and effective deployment of coaches, staff and resources.

The Subject Leader has regular discussions with the Head teacher and staff about learning and teaching in PE and provides an annual summary report about their work as Subject Leader, spending of the Sports Premium budget and impact and an evaluation of the strengths and areas for development for the subject. During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

The Subject Leader will work alongside another Subject Leader from within EVA to run the programme and deliver some competitions/festivals for the academic year.

Monitoring and Evaluation

PE will be monitored and evaluated as part of the School Monitoring and Evaluation Policy.

Health and Safety

Safety should be paramount when planning PE activities. The following guidelines should be referred to by all teachers when planning their PE curriculum: Safety Practice in Swimming (LA); Safe Practice in Physical Education, School Sport and Physical Activity 2024, Safety in Outdoor Education (LA).

Risk assessments should be included in lesson plans and safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.

First aid equipment should be available and staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible and brought to lessons.

Regular checks should be made on all equipment. The subject leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.

In order to minimize these risks all staff and children in PE lessons are required to take note of the following:

- All lessons are planned following a clear progression of developing skills and take into account the age, abilities and special needs of the class
- Children should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement. Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children. Any faulty equipment should be reported to the Subject Leader who will then repair or replace the faulty equipment.
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked)
- Teaching staff should ensure and expect high standards of behaviour, performance and participation in all lessons.
- Teaching staff should follow the school's behaviour plan at all times.
- Children should be made aware of the importance of stretching in physical activity and how to use the correct technique.
- Teachers should conduct a visual risk assessment of the learning environment and PE equipment as well as the children's clothing; particularly footwear, before proceeding with any PE lesson.
- Pupils should be responsible for their own inhalers and always have them with them or easily accessible in the school office. For younger children, a member of staff will ensure inhalers are on hand immediately during PE lessons.
- Pupils should warm-up and cool-down at the start/end of each session.
- New staff have an induction on how to use the school PE equipment safely.

Accident Procedure

In the event of an accident the class will be settled and then help will be sent for as soon as possible. There are trained first aiders in school; they will then follow set procedures for specific injuries.

Sports Premium Funding

For information about how the school spend the Sports Premium Funding, please see the P.E. Evidence Folder or the school website.

Policy Monitoring & Review

The Head teacher and PE Subject Leader will monitor the effectiveness of this policy on a regular basis. The Headteacher and PE Subject Leader will report to the governing body on the effectiveness of the policy at least bi-annually and, if necessary, make recommendations for further improvements. This is a working document and as such will be reviewed as and when needed.

Subject Lead: Bianca Cousin

Link Governor: Kathryn Macfarlane

Date: Autumn 2025

Review: Autumn 2027