



# Physical Education (PE) Policy

**November 2023-2025**

**Coleshill Heath School**  
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# COLESHILL HEATH SCHOOL

## PHYSICAL EDUCATION (PE) POLICY

### POLICY STATEMENT

Coleshill Heath believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development, well-being in everyday life. A broad and balanced physical education curriculum is intended to provide pupils with the physical literacy to increasing self-confidence and the ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

Through the selection of suitably differentiated and logically developed tasks, it is intended that all pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

The activities offered and the teaching approaches adopted, seek to provide all pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the criteria for achieving National Healthy School Status and especially those for Physical Activity.

Whilst retaining its unique contribution to a pupil's movement, physical education also 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' academic learning across all subjects.

### AIMS AND PURPOSES

PE is a part of the broad and balanced curriculum offered to all children at Coleshill Heath School. A high-quality physical education curriculum is fully inclusive and inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The policy and scheme of work reflects the visions and aims of the school and satisfies the statutory entitlement of the pupils at the Foundation Stage and Key Stage 1 and 2. PE offers opportunities for pupils to:

- Develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

(National Curriculum England 2013)

The school will attempt to provide all pupils with the full entitlement of two hours high quality Physical Education a week. This will be delivered through a variety of different ways:

### **Formal Play Opportunities**

Children will access formal supervised play opportunities at lunchtimes. Active Play leaders will have been trained in delivering small games so children become more engaged and have fun while becoming active.

### **PE Lessons**

Children will access a variety of different sports that now encompasses specialist delivery from qualified sports coaches as well as the unique position held by the PE Subject Leader in school.

### **Extra Curricular Opportunities**

All children are encouraged to take part in Extra Curricular activities, this becomes a contributory factor to our target as registers are kept by the PE coordinator detailing attendance.

## **PUPIL ENTITLEMENT**

### **Foundation Stage**

During the Foundation Stage, PE is included within both the Physical Development and the Expressive arts and design section of the New Statutory Framework for the Early Years Foundation Stage curriculum (2014). The following statements are taken from new foundation curriculum and relate to what every child is entitled to within Physical Development:

**Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The following statements are taken from the new DfE (2013) national curriculum in England Framework document:

### **Key Stage 1**

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

Pupils should be 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.

### **Key Stage 2**

Pupils should continue to apply 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 improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be 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**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be 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

(National Curriculum England 2013)

## **TEACHING AND LEARNING**

At Coleshill Heath School a variety of teaching and learning styles are encouraged, allowing the class teacher flexibility and a range of opportunities for all pupils.

To achieve the most effective teaching and learning outcomes, teachers need to provide balance and breadth across all three programmes of study

- Gymnastics - operating on a thematic approach.
- Games - emphasising a skill base.
- Dance - aiming to provide creativity and expressiveness using a variety of resources.

When appropriate to the task, children will work individually, in pairs, small groups or as a whole class.

Tasks are designed to be challenging and purposeful. Children are encouraged to persevere and feel a sense of pride and ownership of their work. They should co-operate and share experiences with others.

Children are taught in class groups for most aspects of PE. Some small group interventions are provided when appropriate. Activities are planned to encourage full participation by all children and provides children with an environment in which they can achieve mastery.

The year group teachers work alongside a sports coach to implement a scheme of work. In some areas such as dance we have a specialist teacher. The specialist staff are supported by the subject leader and other staff. Likewise, staff are supported by the specialists and the subject leader.

Primary PE Planning is used as a basis for the medium-term planning. Teachers are provided with an opening lesson plan which they can adapt to suit the needs of their class. They then follow on from this and plan the remaining sessions in accordance with the national curriculum objectives. Staff are encouraged to annotate these for future planning.

## **Reading and Oracy in the Physical Education curriculum**

The Physical Education curriculum promotes to the school's broader reading provision, as there is a diversity of reading based activities planned, which includes:

- Following the Primary P.E Planning instruction cards for personal skills learning.
- Reading sporting texts with links to world of Physical Education
- Michael Jordan "Salt in his Shoes" text used in Year 4.

In P.E lesson children are given the opportunity to verbalise and evaluate their peer's performance in a constructive manner. Therefore, oracy is an important aspect in our Physical Education curriculum as children have better understanding of how articulate their feedback and helps others to enhance their performance.

## **Cross Curricular Knowledge**

Coleshill Heaths Physical Education curriculum has been carefully linked to a range of other curriculum subjects so that pupils can 'transfer knowledge' as well as use and apply their understanding and skills to new learning. In particular, there are opportunities planned links to ensure that pupils make a clear relationship between learning in the world of Physical Education and within Physical Education and for the next stage of their learning and employment in the wider world.

Y3 Maths Personal Best Athletics Challenge

Y4 History Roman Dance (Stance, Battle)

Y5 Geography Outdoor Adventure and Orienteering (map reading)

Y6 Science Health and Fitness (Heart Rate, Healthy Diet)

## **HEALTH AND SAFETY**

At Coleshill Heath we recognise that all PE activities need to be conducted in a safe environment, where children are aware of their responsibility in helping to maintain this quality. This school follows the "Safe Practice in Physical Education" guidance provided by AFPE. A copy of the AFPE manual is located in the PE Subject Leaders office. (PE Subject leaders must make all staff teaching PE are aware of these and share the appropriate risk Assessments with staff – as indicated).

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

## **Clothing and Footwear etc**

Reception, KS1 and KS2 children will attend school in their P.E kit which consists of shorts, white t-shirts and pumps for games. During gymnastics and dance children will be asked to remove shoes after putting equipment out. Religious beliefs will of course be adhered to when related to clothing, ensuring appropriate safety.

For safety reasons, long hair should always be worn back in a 'pony tail'. No earrings are to be worn during PE activities. Only jewellery of a religious or cultural nature may be allowed to be worn during PE. If pupils usually wear glasses, then they should wear them during PE if necessary.

Teachers lead by example - therefore their clothing and footwear must be seen to be appropriate, i.e. School P.E t shirt, tracksuit bottoms or leggings and pumps to be worn.

### **Medical**

If children have a medical issue such as, asthma they should have an inhaler in school which is kept in a cupboard. The Teacher should take the medical box with all the children's medical needs with them to P.E lessons.

### **ASSESSMENT, MONITORING AND REPORTING**

Assessment is normally carried out by teachers in the course of the normal class activity. Formative assessment and summative assessment methods will be used.

As part of the assessment process children are required to prove their understanding of key concepts, skills and knowledge. Staff obtain evidence of understanding by taking notes of what children say and do and making observations.

Assessments for learning take place on a daily basis to inform short term planning. These will allow a picture to be built up of the pupils progress, any areas of strength or weakness. Individuals will be set challenges appropriate to their attainment and will be involved in making judgements on their own progress – suggesting how they need to improve.

Pupils will be given the opportunities to provide evidence of their knowledge, skills and understanding by contextual tasks, performances and questioning. Knowledge and understanding must underpin the skill demonstrated, this is best achieved through contextual tasks and not in isolation. Lessons are not the only place that pupils demonstrate their knowledge, skills and understanding, wherever practical staff will consider pupil's outside interests e.g. lunch-time or after school clubs, local teams etc.

### **Assessment**

At the beginning of each term the teacher is to assess what the children are good at and what the children find a challenge in the P.E focused area. The teacher will then teach the key skills over the term. At the end of the term the teacher will assess again but against the 3 key skills. This will reinforce the progression of skills the children have made over the 6 weeks

Key skills

1. Key skill from previous year
- 2, Key skills from current year group
3. Key skill from next year group.

In accordance with the school's policy parents will receive a written report on all aspects of a pupil's school work at the end of the summer term. This will include PE and should indicate to the parents the range of activities covered and areas of personal strength and weakness.

## **Monitoring and Evaluation**

The subject leader monitors and evaluates PE in the following ways:

- Observation of PE lessons
- Pupil voice, sports council
- Teacher voice/questionnaire.
- Whole school Assessment

## **Mastery in Physical Education**

Practitioners delivering high quality Physical Education will be able to identify pupils who are at a mastery level in this subject area. All deliverers will assess the strand of mastery through set criteria. For a child to be achieving mastery in Physical Education they will meet the requirements in each assessed area.

*Mastery children in Physical Education will need to show:*

- **Creativity**
- **Physicality**
- **Social skills**
- **Cognitive skills**
- **Personal skills**

To achieve mastery children will need to show all aspects in lessons and show they can apply the skills they have been taught in competitions.

## **EQUIPMENT AND RESOURCES**

Resources are kept in various store cupboards around school. Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE Coordinator as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such time as it is made safe.



## **DIFFERENTIATION AND INCLUSION**

Physical education in the school will comply with the three basic principles for inclusion in that it will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils

(see Whole School Inclusion Policy).

## **Equal Opportunities and Inclusion**

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated in such a way as to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

## **Supporting Gender Variant and Trans Young People**

Gender Variant and Trans\* children will need support and/or specific provision. The following steps must be considered:

- An individualised approach to support will be core: Listen to the child or young person and be led by them.
- Changing Rooms: The use of changing rooms by trans\* pupils should be assessed on a case by-case basis in discussion with the trans\* pupils or student. In most cases, trans\* pupils or students should have access to the changing room that corresponds to their gender identity. This approach is underpinned by the Equality Act 2010 whereby refusing a child or young person access to the changing room of their true gender identity would constitute an act of discrimination.
- PE and fitness: All lessons are taught to mixed classes of boys and girls. Trans\* pupils will be supported to enable equal access to PE.

Please refer to Sex and Relationships Education Policy.

## **STAFF PROFESSIONAL DEVELOPMENT**

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader or the PE Adviser through INSET. All staff who attend any course must provide feedback/ disseminate the information. As well as INSET staff will have opportunities to team teach with qualified coaches which will help up skill teachers.

## **COMPETITIONS**

We aim to provide opportunities for pupils to participate in:

- Inter School competitions (Level 1, against other pupils in school)
- Intra School competitions (Level 2, against other pupils within our Sports Partnership)
- Level 3 competitions (representing the Sports partnership against other partnerships, should they be successful enough at inter school competitions)

In addition to the range of activities developed during curricular time, Coleshill Heath

Boys 4 aside indoor football

Girls 4 aside indoor football

Boys 7 aside outdoor football (Cup)

Girls 7 aside outdoor football (Cup)

Boys 7 aside outdoor football

(League and Cup)

Girls 7 aside outdoor football (Friendlies and Cup)

Netball (League and Skills competition)

Gymnastics

Orienteering

Panathlon

Indoor Athletics

Outdoor Athletics

Dodgeball

Mixed Tag Rugby Team

Football Skills Club

Basketball Club

Cheerleading

Table Tennis

Inclusive Rowing

Inclusive Archery

Policy Name:	<b>PHYSICAL EDUCATION</b>
Staff Responsible:	Mr D Day
Governor Responsible:	Scrutiny and Outcomes Committee
Date for Review:	November 2025 (2 Years)
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date Approved:	Full Governing Board – 28 <sup>th</sup> November 2023