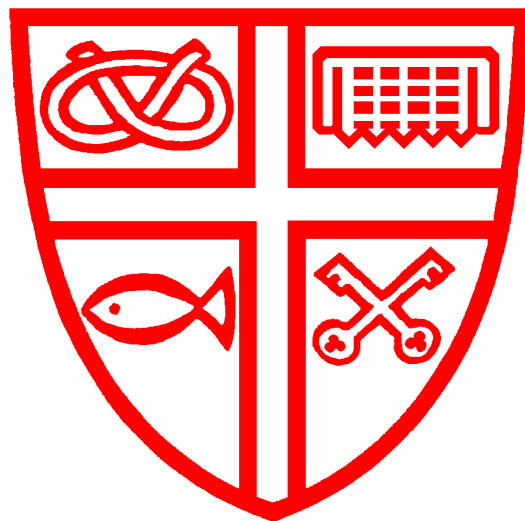


St Peter's CE Primary School

Love Christ
Love Learning
Love One Another



Physical Education (PE) Policy

April 2026-2029

Vision Statement St Peter's CE Primary

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society. "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:27

Curriculum Policy for Physical Education (PE)

Vision

At St. Peter's we aim to instil a passion for PE and sports to ensure that every child has the opportunity to be the best they can in their PE lessons, sport and active playtimes. Through physical education and sport, we aim to teach our pupils new skills and show them how to improve in a safe and stimulating environment. By providing a wide variety of sporting opportunities both in school and off site, our pupils will become healthy and active young people ready for the next stage of their lives. We strive to give children the opportunity to compete internally and with other schools to instil values of determination, respect, encouragement, body language and communication.

Positive Relationships

At St. Peter's we know that where excellent relationships between stakeholders exist the learning will be stronger. Children who feel valued then become engaged, motivated pupils who work hard and are proud of their efforts. Teachers need to take an active part in developing and fostering relationships with pupils in their class.

Intent

- To include all pupils in physical activity and give them the opportunity to reach their full potential regardless of ability, age or gender.
- To increase pupils' participation in and enjoyment of physical activity within and outside the curriculum.
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency [acquiring and developing].
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas [selecting and applying).

- To develop the concept of fair play by having positive attitudes towards understanding and applying the conventions and rules of competition.
- To improve pupils' health and develop an understanding of the importance of activity in maintaining a healthy lifestyle by taking ownership of their own fitness levels through a variety of different personal best challenges.
- To develop pupils' ability to use what they have learnt to improve the quality of their performance and to know how to evaluate their own and others' success [improving and evaluating].
- To allow pupils to work in environments which are safe, familiar, different and challenging and to be concerned with their own and others' safety in all activities [applying safety principles].
- To develop the ability to work both independently and co-operatively; to communicate with and respond positively towards others whether as participants, team members, organisers or spectators [working alone and with others].
- To provide opportunities for cross curricular learning within PE lessons.

Implementation

The school follows the Get Set 4 PE scheme. The hall timetable is allocated for 2 sessions per week for each class from Nursery Class to Year 6. This class will have priority use of the hall, playground or school field depending on the activity that is being taught. Each junior class will have a full term of weekly swimming lessons.

During PE lessons, children should remain physically active for at least 10 consecutive minutes by the end of KS1, and 20 consecutive minutes by the end of KS2. Opportunity and provision in PE and extra-curricular activities will be planned and delivered to meet the needs of all pupils.

PE experience will reflect the whole school policy on promoting equal opportunities for all pupils.

Scaffolding should enable all pupils to achieve the best of their ability.

Scaffolding can be catered for in a range of ways, such as;

- Grouping children by ability and setting different tasks for each group
- Providing a range of challenges through the provision of a variety of appropriate resources / equipment, individual, paired and group work.

Pupils will have opportunities to take part in a range of sports throughout the year and will take part in an annual sports day as well as inter-house competitions.

Provision for all children

- To include all pupils in physical activity and give them the opportunity to reach their full potential regardless of ability, age or gender.

-Providing extension activities or more skills-based activities for higher ability children.

SEND and Inclusion

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.

Health and Safety

Clothing and jewellery

Children will wear suitable clothing for indoor and outdoor PE. This will include suitable training shoes (unless in the hall in which children can be bare-foot), tracksuit bottoms, and school PE Shirt.

- Ear-rings must be taken out.
- No jewellery should be worn.
- Hair should be securely tied back. Adults delivering PE sessions should follow the same clothing and jewellery policy.

Location and equipment

P.E lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. Safety is further enhanced by emphasis to use the correct equipment in a safe manner. There is a need for warm-up and recovery periods when exercising.

Concussion

If a pupil has a blow to the head, they must be removed immediately from the playing area and medical care sought as soon as possible.

All concussions need to be taken seriously.

Incidents can happen on the playground, in the PE lesson, in the EYFS environment, in extra-curricular activities, in the corridor, in fact anywhere in the school.

Loss of consciousness (being 'knocked out') occurs in less than 10% of concussions and is not required to diagnose concussion.

Spotting head impacts and visible clues of concussion can be difficult, so each year, part of a staff meeting is dedicated to discussing the signs and symptoms of concussion.

Appendix 1 of this policy is a copy of 'Signs and Symptoms of Concussion' poster that is displayed in the medical room and staff room.

Concussion recovery time varies. Most symptoms of a concussion resolve by two to four weeks, but some can take longer. Everyone is unique in their recovery duration which is why a graduated return to activity (education/PE) programme is important to reduce the risks of a slow recovery, and further brain injury, and longer-term problems.

School Sports Premium

We will use the Government funding to further develop the quality of PE that we provide in our school. St. Peter's will use five key indicators when assessing the success of its aims and objectives:

1. The engagement of all pupils in regular physical activity - guidelines recommend that all children engage in thirty minutes of physical activity a day, at school.
2. The profile of PE, school sport and physical activity is raised across the school as a tool for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

Impact

Teachers will assess children's work in P.E by making assessments as they observe the children working during lessons. Teachers record the progress made by children against the national curriculum. At the end of a unit of work, teachers make judgements as to whether a child has met or is working towards the expectations for each individual target and this should be recorded and can be used to enable the teacher to make an annual assessment of overall progress

for a child when writing annual report for parents. Pupils achievements are recorded digitally using the Seesaw app. Staff's confidence in delivering PE is tracked using confidence lines and staff training is provided in specific areas when needed.

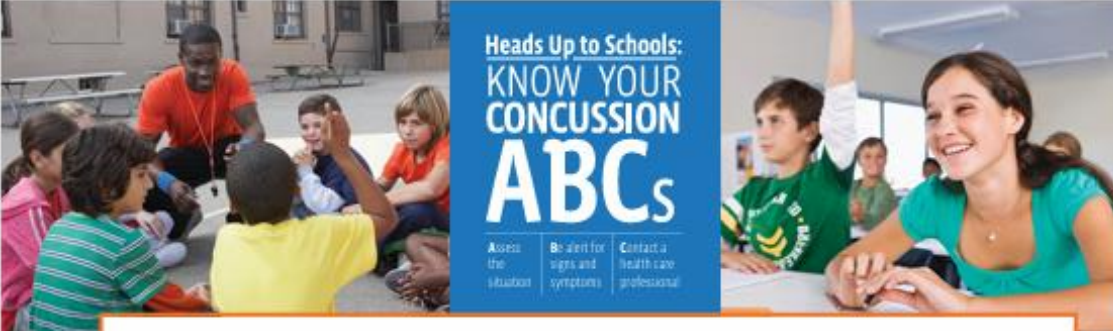
Accountability

The subject leader will oversee the continuity and progression within annual and medium-term plans. They will also monitor the quality of teaching and learning through observations. The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

Date: April 2026

Review Date: April 2029

Appendix 1:



**Heads Up to Schools:
KNOW YOUR
CONCUSSION
ABCs**

Assess the situation Be alert for signs and symptoms Contact a health care professional

Signs and Symptoms of a Concussion

A concussion is caused by a bump, blow, or jolt to the head. Concussions can also occur from a fall or blow to the body that causes the head to move rapidly back and forth. Even what seems to be a mild bump to the head can be serious. Be alert for **any** of the following signs and symptoms.


SIGNS OBSERVED BY SCHOOL PROFESSIONALS

- Appears dazed or stunned
- Is confused about events
- Answers questions slowly
- Repeats questions
- Can't recall events *prior* to hit, bump, or fall
- Can't recall events *after* hit, bump, or fall
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Forgets class schedule or assignments

SYMPTOMS REPORTED BY THE STUDENT

Thinking/Remembering	Physical	Emotional
<ul style="list-style-type: none">• Difficulty thinking clearly• Difficulty concentrating or remembering• Feeling more slowed down• Feeling sluggish, hazy, foggy, or groggy	<ul style="list-style-type: none">• Headache or "pressure" in head• Nausea or vomiting• Balance problems or dizziness• Fatigue or feeling tired• Blurry or double vision• Sensitivity to light or noise• Numbness or tingling• Does not "feel right"	<ul style="list-style-type: none">• Irritable• Sad• More emotional than usual• Nervous <p>Sleep*</p> <ul style="list-style-type: none">• Drowsy• Sleeps <i>less</i> than usual• Sleeps <i>more</i> than usual• Has trouble falling asleep

*Only ask about sleep symptoms if the injury occurred on a prior day.



What can school professionals do?

Know your Concussion ABCs:
A—Assess the situation
B—Be alert for signs and symptoms
C—Contact a health care professional

For more information and to order additional materials
FREE-OF-CHARGE, visit: www.cdc.gov/Concussion.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION

