

# Inspire Education Community Trust



Inspire Education Community Trust  
*Learning together and inspiring success*

## Physical Education Policy

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## Statement of intent

Inspire Education Community Trust aims to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At the school, we offer pupils the opportunity to compete in sports and other activities, in order to help build character and reinforce values such as fairness and respect.

P.E. lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy and active lifestyle
- Encourage physical activity and exercise
- Develop competence to excel in a broad range of physical activities
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson
- Develop pupils' academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Promote teamwork and cooperation amongst pupils

This policy outlines what pupils will be taught during P.E. lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE (2013) 'Physical education programmes of study – key stages 1 and 2'
- DfE (2013) 'National curriculum in England: P.E. programmes of study'
- DfE (2021) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Health and Safety Policy
- Adverse Weather Policy
- First Aid Policy
- School Uniform Policy
- Equality Policy
- Pupil Code of Conduct
- Changing Rooms Risk Assessment
- Intimate Care Policy
- Staff Code of Conduct
- Suspension and Exclusion Policy
- Behaviour Policy

## 2. Roles and responsibilities

The executive headteacher is responsible for:

- Appointing an appropriate P.E. Leader.
- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken. .
- Ensuring that the use of the P.E. and sport premium is effectively communicated to the Trust board.

The head of school is responsible for:

- Ensuring all necessary risk assessments have been undertaken.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the P.E. Leader regarding the spending and impact of the P.E. and sport premium funding.

- Ensuring that the use of the P.E. and sport premium is effectively communicated to the local governing body.

The P.E. Leader is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective P.E. timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for P.E. lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of P.E. at the school and ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments.
- Ensuring that the details of any PE-related accidents are recorded in writing, including the action taken and the health and safety procedures followed.
- Maintaining records relating to the teaching of PE, including lesson plans, accident logs and risk assessments.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their P.E. lessons.
- Liaising with the SLT and other relevant staff members regarding the use of the P.E. and sport premium.
- Providing the headteacher with an annual summary report regarding the teaching of P.E. at the school.

Staff are responsible for:

- Acting in accordance with the school's Health and Safety Policy.
- Reporting accidents and other incidents in writing.
- Participating in any necessary training or CPD.
- Keeping up-to-date with changes within the subject area.
- Acting in accordance with the Staff Code of Conduct.
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Ensuring that privacy is given to pupils whilst they change for P.E. lessons.
- Providing an appropriate level of assistance, where necessary, to pupils changing for P.E. lessons.

Parents are responsible for:

- Providing their child with the necessary P.E. kit.

- Providing their child with appropriate footwear for P.E. classes.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in P.E. lessons.

Pupils are responsible for:

- Acting in accordance with the school's behaviour policy at all times.
- Bringing their P.E. kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in P.E. lessons and providing appropriate evidence, where necessary.

### 3. EYFS

Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future P.E. lessons.

Particular areas of focus will include movement, balance and the use of P.E. equipment, including gymnastic apparatus, floor mats and sporting equipment, such as bats and balls.

Pupils' physical development will relate to the physical development objectives of the early learning goals (ELGs), which are set out in the DfE's 'Statutory framework for the early years foundation stage', including:

- Demonstrating strength, balance and coordination when playing.
- Negotiating space and obstacles safely, with consideration for themselves and others.
- Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Participating in physical activities which enhance fine motor skills.

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

EYFS classes will have **two** P.E. lessons per week, one which will be outdoor play, weather permitting, and the other which will take place in the **school hall**.

An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

### 4. Curriculum

During KS1, pupils will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

- Perform dances using simple movement patterns.

During KS2, pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

In relation to swimming, pupils within KS1 and KS2, will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

## **5. Teaching and learning**

All lessons will be planned and taught in line with the scheme of work, as developed by the P.E. Leader, ensuring that potential for pupils' progression is planned into the scheme of work.

Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

The school creates long-term, medium-term and short-term plans for delivery of the P.E. curriculum – these are as follows:

- Long-term: Includes the P.E. topics studied in each term during the key stage
- Medium-term: Includes the details of work studied each month
- Short-term: Includes the details of work studied during each lesson

The P.E. Leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers are responsible for reviewing and updating short-term plans and building on the medium-term plans, taking into account pupils' needs and identifying the methods through which topics could be taught.

All relevant staff members are briefed on the school's planning procedures as part of their staff training.

Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities. Pupils will be encouraged to evaluate their own performance, as well as the performance of others. Pupils will be given the opportunity to both collaborate and compete with each other during lessons.

The P.E. Leader will act as the first point of contact for staff members planning P.E. lessons or sporting events.

A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils. Staff members involved in the teaching of P.E. will have access to P.E. resources, including sporting equipment and specialist literature, at all times. P.E. resources will be booked in advance and authorised for use by the P.E. Leader prior to use.

Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

### Lesson format

Prior to teaching, teachers should have allocated pupils into groups and pairings of mixed abilities. These groups and pairings are shared with the pupils to ensure consistency and speed when getting into groups for games and activities. These pairings and groups should be adapted each half term to ensure pupils work and play with a range of pupils within their class.

The sports value for the half term must be introduced and discussed with pupils in the first lesson. This value must then be encouraged, discussed and celebrated throughout the half term by teachers and pupils.

All lessons should start with a warmup which gets pupils' heart rates up. This warmup can be linked in some way to the skill and sport that is being focussed on during the lesson or consolidate from the previous lesson (teachers to use The P.E Hub planning as a base for their lessons adapting and differentiating where appropriate)

Learning objective, key skills and new vocabulary should be shared with the pupils at the beginning of the lesson to ensure they have purpose and understanding of what they are learning.

Activate prior knowledge with a quick recap of skills covered in previous lesson.

Main teaching of skills - Teachers can use themselves, a sports coach (if available) or a knowledgeable pupil to model skills to pupils.

Activities – depending on the sport and skill being taught there should be a range of short activities to allow the pupils to learn and make progress in the skill throughout the lesson.

Mini plenaries are to be used throughout to identify misconceptions and consolidate key learning outcomes.

Throughout the lesson, teachers and support staff should actively question pupils on their knowledge and understanding of what is being taught encouraging the use of key vocabulary and asking pupils to demonstrate.

Cool down activity towards the end of the lesson. This could be series of stretches or a simple game that links with the key skill.



A chance for reflection. This can be at any point during the lesson. Pupils to be given some time to discuss their progress, identify their next steps to improve and celebrate their successes.

## **6. Assessment and reporting**

Pupils will be assessed through observations made during lessons.

Teachers will record the progress of pupils against the learning objectives for the lesson.

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Individuals' assessment information will be recorded to help pupils' future teachers plan appropriate work for them and assist in the assessment of pupils' progress each year.

Annual assessments of each pupil will be used to inform parents of their child's progress and attainment.

Parents will be provided with a written report about their child's progress during the Summer term every year. This will include information on pupils' attitudes towards PE, understanding of methods, investigatory skills and the knowledge levels they have achieved.

Verbal reports will be provided at parents' evenings during the **summer** term.

The progress of pupils with SEND will be monitored by the SENCO.

A record will be kept of when a pupil is unable to participate in a lesson, along with any evidence supplied. If this becomes a regular occurrence, a meeting will be set up between the teacher, the pupil and their parents.

## **7. Cross-curricular links**

Wherever possible, the P.E. curriculum will provide opportunities to establish links with other curriculum areas.

### **English**

- Pupils are encouraged to describe what they have done and to discuss how they might improve.

### **Mathematics**

- Pupils further develop their counting skills by keeping score during team games.
- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

## PSHE

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

## Spiritual, moral, social and cultural development

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.
- The six morals of the school Games are embedded into lessons determination, honesty, passion, respect, self-belief, and teamwork.

## 8. Extra-curricular activities (FREE)

The school provides pupils with the opportunity to participate in a range of extra-curricular activities (FREE OF CHARGE) in order to further develop their skills.

Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games.

There are a variety of PE-related extra-curricular activities available for pupils to participate in outside of school hours which will be advertised on the school websites.

At the beginning of each term, parents will be made aware of the extra-curricular activities on offer at the school via the school newsletter and website.

The school participates in regular sporting events against other schools –pupils and parents will be made aware of these fixtures with due notice. Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during assemblies.

All teaching staff will actively encourage pupils to be physically active outside of school.

## 9. P.E. kit and changing rooms

The schools will choose a P.E. kit which is practical, comfortable, appropriate to the activity involved and affordable.

During P.E. lessons, pupils are expected to wear the following:

- Black shorts or jogging bottoms
- White T-shirt
- Black pumps or trainers

During cold weather, pupils will be allowed to wear their school jumpers, or coats, as appropriate.

During swimming lessons, pupils are expected to wear the following:

- Appropriate swimwear
- Swimming cap for pupils with long hair
- Goggles (optional)

Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and joggers.

All potentially dangerous jewellery, such as earrings, will be removed before P.E. lessons. Jewellery which cannot be removed will be taped over. In relation to swimming lessons, if a child's jewellery cannot be removed, they will not be able to participate in the lesson.

All long hair is tied back for P.E. lessons.

Activities such as gymnastics and dance will be undertaken in bare feet.

The school will stock spare hair bands and P.E. kits for pupils who forget theirs. In the event that a pupil repeatedly forgets their P.E. kit, a letter will be sent home.

Mixed gender changing areas are less appropriate as children get older and staff need to be sensitive to those who physically mature at a much earlier or later age than their peers. From year 3 (KS2) pupils will get changed for P.E. in gender groups (in separate classrooms).

The school will make adequate and sensitive arrangements for changing which take into account the needs of pupils with disabilities and pupils from different religions, beliefs, cultural backgrounds or gender identity.

Where staff members need to change, this will be done privately and never in the same space as pupils.

In KS2, staff of the same sex will supervise pupils in the changing classroom. If this is not possible, the staff member will position themselves outside the classroom (with the classroom door left slightly open). If the staff member (of the opposite sex) needs to enter the changing room while pupils are changing, the staff member will alert pupils to this and give pupils the opportunity to cover up if they want to.

Where a pupil who requires additional support needs assistance changing, the school will adhere to the Intimate Care Policy. All staff will be aware of any intimate care issues for individual pupils.

## **10. Behaviour**

Pupils will act in accordance with the school's Behaviour Policy at all times.

Pupils will be made aware of the expected behaviour for handling P.E. equipment and resources.

Pupils will be made aware of how misbehaving during P.E. lessons and using equipment in the incorrect manner can be dangerous.

During P.E. lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures outlined in the Behaviour Policy.

In the event of severe behaviour, such as purposely hurting another pupil, the offending pupil will be sent to the head of school and may be subject to the school's Suspension and Exclusion Policy.

In the event of misbehaviour causing harm or serious disruption, the pupil's parents will be notified of the incident [at the end of the school day](#).

## **11. Health and safety**

Staff and pupils will adhere to the Health and Safety Policy at all times.

Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the P.E. curriculum. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times.

First aid boxes will always be accessible during P.E. lessons.

All staff members involved in the teaching of P.E. will undergo basic health and safety training as part of their induction. The P.E. Leader is responsible for reporting any concerns to the school's health and safety officer.

In order to minimise risk during P.E. lessons, teachers will carry out informal risk assessments of every lesson planned. The full risk assessment for P.E. is located on the Staff SharePoint site for their school.

Where pupils will be attending an off-site sporting or PE-related event, the P.E. Leader is responsible for completing a risk assessment for the event.

The P.E. Leader will check the conditions and appropriateness of P.E. resources on a [termly](#) basis, restocking equipment as required.

Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the P.E. Leader as soon as possible. All P.E. equipment and resources will be safely stored, within a secure storage area, within the [school hall](#). Damage to P.E. equipment will be reported to the P.E. Leader as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use.

Pupils will not have access to P.E. resources and sporting equipment unless appropriately supervised. Pupils will be taught how to handle P.E. equipment and resources safely. Pupils will help staff members to move and set up P.E. equipment.

In relation to swimming lessons, or a lesson where bare feet are required, if a pupil has a verruca or wart, they must notify the staff member leading the lesson of this prior to the start of the lesson.

## 12. Reporting accidents

All accidents and near-misses will be recorded in writing.

Staff members are responsible for identifying the cause of the accident and taking any necessary action in order to minimise the risk of an accident reoccurring.

Treatment to injuries will only be administered by staff members who are first aid trained. Where required, further medical attention will be sought from the local doctors or hospital.

In the event that a pupil has an accident causing a minor injury, such as a bruise or scrape, the school will notify the pupil's parents of the incident at the **end of the school day**. In the event that a pupil has an accident causing potentially serious or major injury, such as a broken bone or concussion, the school will notify the pupil's parents immediately.

## 13. **[Updated]** Equal opportunities

Teaching staff will work closely with the P.E. Leader to ensure that planned activities for lessons are accessible to all pupils, including pupils with SEND. All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language.

Teaching staff will liaise with the SENCO, where necessary, in order to meet the needs of pupils.

**[New]** The school will continue to ensure that equal sporting opportunities are offered to pupils of all genders. The school will make a concerted effort to offer every sport to all pupils regardless of gender. Where this is not feasible, e.g. due to differences in demand for certain sports along gendered lines, the school will endeavour to offer comparable sports which use similar tactics and objectives.

Pupils will not be grouped together based on gender, race or disability.

## 14. Monitoring and review

This policy will be reviewed on an **annual** basis by the executive headteacher and P.E. Leader, with any changes made to the policy being communicated to all teaching staff.

The curriculum plan will be monitored and evaluated by the P.E. Leader, including the planning, assessment and reporting arrangements in place.

The spending and impact of the P.E. and sport premium is monitored by the local governing body and the Trust.