

# Physical Education Policy

Thomas Jolyffe Primary School

To be the best we can be!



**Approved by:** Joe Mason

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**Next review due by:** September 2026

## The vision for P.E at Thomas Jolyffe

1. We believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. We do so in the belief that physical education in a safe, supportive and challenging environment is a vital component in the development of children's physical and emotional health and well-being. This, we believe, includes qualities such as enjoyment, tolerance, co-operation and the development of expertise.

In this context, we are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals while providing challenge and stimulation through physical activity.

We believe in allowing children to apply skills, knowledge and concepts, to experiment, to be creative and imaginative and to recognise and celebrate progression and achievement within the physical medium.

We are further committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with sporting bodies, clubs etc., and the provision of extracurricular activities organised by the school is a positive experience and that the recognition and celebration of children's achievements outside school promote an awareness of the value of physical activity for all children.

2. In our commitment to our policy statement we have identified the following aims to be met through teaching and curriculum organisation:

### Our Aims

- That all pupils will be given access to the full P.E. curriculum.
- Develop the whole child through 4 key areas: Physically, Cognitively, Socially and Emotionally.
- Develop the knowledge and confidence of our staff through the sharing expertise and the use of school resources and the advice and support of the LA.
- To make best use of outside specialist expertise in coaching and instruction in a range of activities through links with local sports clubs.
- To develop an awareness amongst staff of the demand of the National Curriculum and to share as a school the responsibility of implementing the sequences of learning which encompass clear learning objectives that meet the challenge of providing progression throughout the key stage.
- To use a simple but effective method of recording and reporting children's progress encompassing clear assessment and video evidence.
- To provide the means for children to realise their full potential and to develop movements, co-ordination, confidence and body awareness in a range of contexts.

- To provide for the development of physical and creative skills and the ability to adapt and apply knowledge and skill in the performance of movement related activities.
- To promote an appreciation of physical movement as spectators and as critics, thereby promoting the application of skills of judgement and appraisal in a positive way to self-activity and that of others.
- To promote responsible attitude towards the safety of self and others and to develop an appreciation of safe practice in all movement activities.
- To promote an understanding of the relationship between physical activity and good health, thereby increasing active participation. This may be achieved through cross-curricular work throughout the key stage.
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations, to cope with losing, and to retain a proper sense of perspective in competition.
- To provide the opportunity for work involving the development of interpersonal skills and good communication. This should be done through a range of teaching style, which encourage good experimental, self-expression and awareness, and foster tolerance and co-operation.

We aim for our PE lessons to include challenges for all pupils, which involve developing:

- A feeling of improvement
- A sense of accomplishment/achievement
- Learning something new and wanting to learn more both physically and cognitively, socially and emotionally.
- Physical well being.
- A feeling of independence.
- Wanting to perform well and with imagination and flair.
- A life-long love of movement

We see the above as important to developing and maintaining high standards of P.E. in our school, and through the P.E. lessons, challenges for all pupils will adhere to achieve.

## Entitlement

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and considers individual interests and needs.

## Planning for Differentiation/Adaptation across the Key Stage

Planning for differentiation should incorporate:

- Learning objectives that all can achieve within differentiated practice.
- Pupils groupings, e.g. ability or mixed ability groups; or group, paired or individual activities.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.

- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

## 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 (af PE)

Safety in Outdoor Education (LA)

(These documents are located in the PE coordinator's file)

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 (Medical box/first aid kits) and staff should know what to do and who to call for assistance in the event of an accident (designated first aider). Inhalers for children suffering from asthma must be readily accessible.

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

- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- 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)
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Good class control is fundamental to safety.

## P.E. Kit

Pupils will come to school dressed in PE kit which is different from the uniform.

Teachers also come to school wearing clothing suitable for P.E., to show that appropriate clothing is needed for these activities. It is important that teachers' footwear enables them to move quickly without risk of slipping.

For pupils the dress code is as follows:

### **Infants**

- White T-shirt
- Red or black shorts
- Black track/jog suits or school jumper/cardigan
- Black 'slip-on' plimsolls/trainers.
- Socks if girls are wearing tights.

## **Juniors**

- Red or black shorts
- White T-shirt
- Black 'slip-on' plimsolls or trainers
- Black track/jog suits or school jumper/cardigan
- Socks if girls are wearing tights.

## **Swimming**

- Towel
- Swimming costume or trunks
- Hair tied back or swimming cap
- Swimming bag/separate bag

For safety reasons it is imperative that the indoor dress code is followed for gymnastics lessons. Under no circumstances should children wear tracksuit trousers, tights or socked feet on apparatus as this can be dangerous.

Children who persistently forget their PE kit should be reminded of the importance of PE and if necessary a letter should be sent to their parents asking for their cooperation. Spare clothing is available in school.

Children should only miss PE lessons on health grounds if this is requested by their parents either by direct contact with the school or in a note to the teacher.

Long hair must be tied back at all times. **All jewellery** should be removed before the lesson.

In the event that jewellery cannot be removed, a sweat band (wrists) or tape (ears) must be applied. Children will then participate in the activity depending on safety and appropriateness. Their role will need to be adapted and modified to reduce risk of injury.

## **Equal Opportunities**

All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability.

PE lessons should aim to provide quality experiences that challenge children.

## **Special Educational Needs**

Pupils may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorder.

It is important to concentrate on children's abilities and needs, not on their disabilities.

This emphasis aims to improve their movement skills and help to change feelings of disaffection, under-achievement and low self-esteem.

Everything should be done to avoid highlighting the disabilities of any particular child.

Ask the pupils don't assume how to include them. Adapt lessons so the pupils are fully included.

## **Extra-curricular Activities**

There is a healthy tradition in our school for after school activities organised by local sports clubs or school staff. These include:

- Netball
- Football (boys' and girls')
- Athletics
- Rounders

- Cricket
- Tennis

These activities provide opportunities for more advanced coaching and competition with children from other schools and larger scale team games.

This is a valuable part of the life of our school and a useful supplement to the National Curriculum. Pupils with sporting ability are encouraged to take part in such extra-curricular activities, although these are voluntary and no child would be forced into participating.

### Assessment, Recording and Reporting

Assessment is based on teacher observation according to the success criteria in our PE scheme (complete PE). Pupils are assessed as below, emerging, expected or exceeding.

### Strategies for Implementation

#### Teaching and Learning

*Good lessons should contain the following elements.*

- Purpose: Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- Progression: Pupils capabilities should be developed with increasing demand made on a physical, cognitive, social and emotional learning. Building on previous learning is essential and so to is working to achieve successful outcomes through repetition, application and refinement of skills.
- Pace: High levels of activity, avoiding dead spots (pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.
- Coherence: All teachers should reinforce previous understanding and establish links between curricular experiences.
- Challenge: High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks.
- Differentiation: Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

Pupil's responsibility: in lessons pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practice and repeat movements in order to improve efficiency and the quality of their performances.

### Planning

The PE curriculum should be planned to provide a balance of activities within the programmes of study. The scheme of work (Real PE) is designed to cover all aspects of the curriculum and challenge the children in a progressive way.

Opportunities should be taken where appropriate to make links between aspects of PE and other subjects across the curriculum.

The governors have agreed that swimming lessons at our pool should take place once a week during autumn, (5,6) spring and summer (3 and 4). Full use of the field and playground should be made when conditions allow.

#### Time Allocation

There should be 2 hours of PE in both Key Stages.

The hall is timetabled for two sessions per class per week so PE never has to be cancelled, with exception of the swimming classes.

#### Staff Development

Opportunities should be taken for the coordinator of PE to attend courses in order to keep up to date with the PE curriculum. They should then give summaries of information to the rest of the staff and draw their attention to any new safety guidelines published by the LA or national agencies.

CPD is delivered through the year through mentoring support in lessons from the PE coordinator.