Blanford Mere Nursery & Primary School



PE Policy

Date adopted by governors
November 2026
To be reviewed
November 2029

PE Policy

Article 29: *Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

Aims and objectives
PE promotes the development of the whole child in all four areas of learning (Physical, Cognitive, Social and Emotional). It supports their skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include locomotion, gymnastics, dance, outdoor adventurous activity, the full spectrum of different games, athletics, swimming, water safety and health related fitness.

PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, helps then develop interpersonal skills and it promotes positive attitudes towards a healthy lifestyle.

Our aims in the teaching of PE are:

- To physically develop skilful management of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To improve cognitive thinking in order to select, link and apply skills, tactics and compositional ideas.
- To understand and use social skills to work as a team player, take the lead and learn to work collaboratively with others.
- To mature emotionally in order to build resilience, confidence, empathy and self-regulation.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages and ensure life long participation in physical activity.
- Providing specialist support where individual children have particular gifts or talents

Teaching and learning
We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the whole child (Physical, Cognitive, Social and Emotional) including their knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and small group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children.

Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Space – modify the space by increasing or decreasing the area in which the task is to be performed or changing the distance or areas in which to score points.
- Task – changing the demands, the rules, the number of times the child is to repeat the task, teaching cues, direction, level, pathway of movement or length of time to complete the task.
- Equipment – changing the size of the target, level of equipment, amount of equipment, height of equipment or the equipment's arrangement.
- People – children working alone, with a partner, in larger teams, in smaller teams, as leaders of followers or in a small group.

Children with SEND within PE need extra consideration to ensure the correct level of support, inclusion and empowerment to meets the needs of every individual and to remove the barriers to learning.

Planning of the PE Curriculum
PE is a foundation subject in the National Curriculum. Our school uses the Complete PE scheme of work as the basis for its curriculum planning in PE. We have adapted the scheme to the circumstances of the school. As required, we teach body management and coordination, dance, games for understanding, gymnastics at Key Stage 1. In Key Stage 2, we teach dance, games for understanding, gymnastics, outdoor adventurous activities, athletics, swimming and water safety. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.

The medium-term plans gives details of each unit of work for each term. These plans define what skills we teach, and ensure an appropriate balance and distribution of work across each term. The class teacher keeps and review these plans. All plans for all year groups are accessible by all staff, as hard copies are situated in the PE stock room.

Class teachers use a weekly plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader try to discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school. At the end of each unit, there is an opportunity to showcase what they have learnt in year group specific intra-school competitions.

Parents and carers will be informed which PE activities are led by approved instructors and not directly by a member of teaching staff.

Contribution of PE to teaching in other curriculum areas

English
PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

Mathematics
PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

Personal, social and health education (PSHE) and citizenship
PE contributes to the teaching of personal, social and health education and citizenship. Children will experience a range of emotions and social challenges that are discussed and identified alongside the physical nature of the subject. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development
The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

ICT
Information and communication technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera can record experiences during outdoor activities.

PE and inclusion
We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

For further details, see separate policies:
Special Educational Needs; Disability Discrimination;
Gifted and Talented Children;
English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment for learning
Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement on whether each child is at age related expectations, above or below and fill in their class assessment grid. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher and the PE coordinator at the end of each year.

Resources
There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE cupboard, in the school playground, which is accessible by all staff. This is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. This equipment is serviced by Dudley Council to comply with Health and Safety Regulations. The children use the school field and playgrounds for games and athletics activities, and the local High School swimming pool (Summerhill) for swimming lessons.

Health and safety
It is the general teaching requirement for health and safety that applies to this subject taken from 'Safe Practice in Physical Education and Sport'. We encourage the children to consider their own safety and the safety of others at all times. We expect the children to arrive to school dressed in their appropriate PE kit on the days they have PE in order to utilise the whole time allocated for the PE lesson effectively and not lose activity time due to having to get changed into and out of kit. The school expects the teachers to set a good example by wearing appropriate clothing and taking off their jewellery when teaching PE. The policy is that no potentially dangerous jewellery is to be worn for any physical activity including earrings. PE kit consists of the Blanford Mere PE T-shirt that shows the colours of the child's sports house, black shorts and safe, appropriate trainers or plimsoles.

During Dance and Gymnastics, all children are expected to participate with bare feet, in line with guidance from the Association for Physical Education (afPE). Being barefoot helps children maintain better grip on the floor, reducing the risk of slipping, while improving balance, stability, coordination, control of movement and muscle development. It also allows children to develop greater awareness of their body positioning and supports the safe execution of gymnastic and dance movements. This expectation helps ensure a safe and effective learning environment for all pupils. If there is any medical reason why a child can not be barefoot then a letter needs to be sent into school stating the condition and the length of time they cannot be barefoot for. Children will still be expected to take part in the lesson with appropriate adaptations wearing appropriate footwear.

Teachers are expected to check all apparatus and the area that P.E. is taking place for any potential health and safety issues and adapt their lessons/ or make the children aware before starting.

Further adaptations to PE lessons may be required during periods of time where government restriction are put in place in events that effect the health and safety of the school community. The compliance of these restrictions will be enforced by adapting lessons to comply with additional risk assessments that have been created in light of government guidance.

Risk assessment in P.E: the school has a risk assessment based on the Safe Practice in Physical Education and Sport.

Extra-curricular activities
The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Monitoring and review
The coordination and planning of the PE curriculum are the responsibility of the subject leaders, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
- gives the head teacher an annual summary report in which they evaluate the strengths and weaknesses in PE and indicates areas for further improvement;

The quality of teaching and learning in PE is monitored and evaluated by the head teacher as part of the school's agreed cycle of lesson observations.

Remote Learning
Remote learning for PE will be shared with families when they are absent due to any government restrictions put in place.

Remote learning will not be available to those who are ill and would not normally attend school, or to those children whose parents choose to keep them at home when they have not been advised to do so. This is because children need to be in school and, in line with Government guidance, the school will strongly promote face-to-face contact through school attendance.

Work will NOT be set on the first day of any government restrictions to allow staff time to prepare. Work will be sent from the second day onwards. Staff will prepare work the day before it is set and will ensure that it is published the following morning.

This policy will be reviewed at least every three years.

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