

POLICY DOCUMENT: PHYSICAL EDUCATION

This policy was approved by Governors on 12th March 2026 and will be reviewed in the Spring Term 2027

1. Physical Education Policy Statement

Our curriculum drivers of 'resilience', 'collaboration' and 'curiosity' lend themselves beautifully to our PE curriculum. Through a sense of belonging and a desire to do their best so everyone flourishes, children develop a curiosity for equipment, exercise and sports. They work individually and collaboratively to acquire a variety of skills so they can access all elements of our curriculum. They perform skills and develop a notion of team work building resilience to overcome barriers in competitions. Ultimately we want them to develop a love of physical movement and sport which extends beyond their primary years.

And so, at Navenby School we have designed a programme of curricular and out of hours physical education and sporting activities that will provide competitive and recreational learning opportunities. These are done in a safe environment, sensitive to the needs and levels of ability of all pupils and supported by Outreach Services and PE Premium funding. We aim to encourage all pupils, irrespective of age or gender, to develop skills and confidence to reach their full potential as participants, coaches, performers and leaders such that they will develop a life-long interest in physical activity and sport and thus continue to lead a healthy lifestyle.

In PE we will be focusing on the key concepts of **Fitness, Attack & Defence, Aesthetics, Core Strength** and **Diet**. These concepts will be integral to PE lessons and spaced out during the year.

Aims

1. 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;
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas;
3. To improve observation skills and the ability to describe and make simple judgements to improve on their own and others' work and to use observations and judgements to improve performance;
4. To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercise;
5. To develop the ability to work independently and also collaborate with, and respond positively to, others in all situations including tactical awareness in games situations;
6. To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being;
7. To improve **resilience** and **stamina** so that they are increasingly able to partake in physical activities for longer periods of time.

2. Entitlement

Time: All pupils will have access to the requirements for National Curriculum physical education. At Navenby all pupils are allocated a minimum of 2 hours for physical education each week, as we believe that this provides the minimum entitlement for each pupil to achieve a broad and balanced PE curriculum and provides adequate time for progression and continuity to enable pupils to achieve their potential.

NAVENBY CHURCH OF ENGLAND PRIMARY SCHOOL

National Curriculum: The Curriculum aspects of PE are delivered to pupils at Navenby through dance, gymnastics, games, athletics, swimming, and outdoor and adventurous activities.

Participation: All pupils are expected to participate in physical education lessons. Where pupils have an injury or illness that prevents full participation they are still required to change (if appropriate) and should be allocated tasks which are inclusive but safe for them to undertake (eg coaching, observation and analysis, timekeeping, scoring and assisting with assessment using technology).

Swimming: Year 3 are provided the opportunity to swim in order to try and attain the expected 25m by the end of Year 6. Groups of children (starting with non-swimmers in Year 6) are offered additional sessions if further support is required. Members of staff (+ any additional voluntary helpers as required) will escort children to NK Pool for these sessions ensuring that the correct ratios are in place (KS2 - 1 adult to 10 children). Children are to change separately in cubicles and are expected to wear the correct swimming kit, as determined by the qualified swimming coaches. 1:1 support can be given to children who require this, providing the leisure centre can facilitate this, or we have school staff willing to be in the pool with them.

3. Staffing / Staff Development

3.1 Teaching Staff

All teaching staff are expected to teach physical education to their class and dress appropriately for physical activity. Any student teachers, who are not yet qualified as teachers, can lead PE lessons but must be accompanied by a qualified teacher. External coaches who are Level 2 or above can take PE sessions on their own.

3.2 Appropriate Clothing

The school advises parents on what we believe (and the LA advise) to be appropriate clothing through our website and on newsletters. All pupils must change into appropriate clothing for indoor and outdoor physical education lessons.

Pupils must wear footwear which is appropriate to the activity when outdoors. This will usually be trainers although plimsolls are acceptable for KS1 children. If the weather is inclement then tracksuits or similar are permitted as it is the school's intention that PE lessons outdoors do go ahead unless there is a safety risk to the children.

For Dance and Gymnastics (which takes place indoors) children are expected to work barefoot as this allows them to obtain more grip and feeling for their actions. Pupils who have a verruca should wear plimsolls. The policy of the Governing Body is that no jewellery is worn for any physical activity. Any piercing should be carried out at the beginning of the summer holidays so that jewellery may be removed on return to school. Where pupils have long hair this should be tied back so that it does not get caught or restrict vision. Glasses should be securely fastened or removed for PE.

Pupils in KS2 who forget kit are encouraged to be involved in activities by assisting the teacher (see above). In some cases the child may wear spare kit which is kept in school.

3.3 Staff Development.

Physical Education and sport related courses are provided as part of the School Sport Partnership. Professional development could also be accessed through Carre's Outreach and other external agencies eg (Youth Sport Trust). All adults employed or deployed to deliver physical education and sport related activities are entitled to attend these courses. Staff may request attendance through interest or as part of

CPD through Performance Management. The staff have the opportunity to work closely alongside our Carre's ASCo, when planning and delivering PE and active maths lessons.

3.4 The **subject leader** for 2025/26 is Mr Elliott and he is responsible for the promotion and celebration of sporting successes through the year. Further responsibilities are defined as:

- managing, monitoring and revising the scheme of work and policy for physical education.
- assisting the Headteacher by reviewing/monitoring/evaluating the teaching and learning of physical education in line with the school policy.
- advising the Headteacher on development and safety issues for physical education.
- formulating, managing, monitoring and revising assessment procedures for physical education in line with school policy.
- attending appropriate meetings and courses in relation to physical education.
- identifying professional development needs of colleagues and providing ongoing support and advice for colleagues in physical education.
- auditing, monitoring and ordering resources for physical education.
- assisting liaison in physical education with feeder schools, parents, governors and outside agencies.
- guiding the Governing Body on how to make the biggest impact on raising standards in PE using the PE premium.

4. Out of School Hours Learning (OSHL)

4.1 Supervision:

Navenby provides children with a broad provision of out of hours activities after school and during some lunchtimes. They may be delivered by teachers, parents or coaches but are always monitored by a member of staff. The aim of these activities is to extend and enhance curricular provision and give able children the chance to represent the school in a competitive situation against similar ability children from other schools.

4.2 Participation:

Pupils are actively encouraged to participate in as many activities as they wish and there are a variety of competitive and non-competitive activities on offer. No club is restrictive (except in circumstances where there is a limit on numbers due to resourcing, ratios or safety) and all pupils are encouraged to attend any club on offer. The school may arrange for outside agencies to run some clubs where a small payment maybe required. Registers **MUST** be taken for all out of hours activity sessions except those which are managed by lunchtime supervisors.

Participation is tracked and the data made available to the Headteacher and the Governors in order to ensure that there is a wide range of opportunity for all.

5. Adults Other Than Teachers (AOTTS)

5.1 Lunchtime Helpers: In order to encourage participation during lunchtime, mid-day supervisors have access to a range of sporting equipment.

5.2 Parents: Parents are encouraged to ensure that the children wear the correct PE kit and have this in school when needed. Parents are asked to transport their own children to sporting events and make appropriate arrangements for their child if they cannot do this.

5.3 Qualifications, DBS & Insurance: All volunteers and paid coaches employed or deployed by the school must have appropriate qualifications and insurance and have proof of an enhanced disclosure by the

Disclosure and Barring Service. These must be checked by a member of the SLT. All volunteers and paid coaches will follow the guidelines issued by BAALPE and by the Local Authority.

6. Safe Practice

6.1 General requirements: The general teaching requirement for health and safety applies to this subject. We encourage pupils to consider their own safety and the safety of others at all times. All staff can access a copy of the safety guidelines as outlined in the BAALPE publication "Safe Practice in Physical Education". Any issues or queries should be passed to the subject leader for clarification.

The Health and Safety policy gives clear guidance on the response and reporting of accidents. All accidents, no matter how slight, should be reported in the school's accident record book, which is kept in the school office.

All adults working at the school have a responsibility to report any defects in equipment which require attention. A book for recording faulty or damaged equipment or resource needs is kept in the indoor PE store. The safe use of equipment will be encouraged at all times and pupils will be trained to move and store equipment in a safe manner.

Children with a disability will be encouraged to participate in PE at a level that is appropriate to them. Class teachers, alongside the SENCo, SEN Assistants, relevant external bodies and the parents (when appropriate) will undertake a risk analysis of the situation and make any relevant adaptations.

6.2 Risk assessment for all activities in physical education and out of hours learning are undertaken on a regular basis by the subject leader. Relevant information is included within the medium term plans on safety issues (e.g. warm up and cool down, use of specific equipment etc). However, it is the responsibility of ALL adults leading activities to ensure that they are satisfied that risk assessment procedures have been undertaken and that appropriate measures have been put in place where necessary. Gymnastics equipment MUST be checked by teachers BEFORE any pupil is allowed to use it. In the event of an accident or emergency all children will be taught to sit down and await further instructions.

6.3 Supervision and Transporting Children to Sporting Fixtures; All children selected for a sporting fixture or tournament will be supervised there by a member of staff or other adult who the Headteacher deems 'responsible' (eg Sports Coach). Parents are asked to transport their child to the event but in the event that a teacher transports a pupil, there will be at least two children in the car and they will be in the back seats wearing seatbelts and where relevant using a booster seat.

7. Equal Opportunities and Inclusion

7.1: The STEP: We use this approach incorporated within our planning and teaching of activities:

S – SPACE; size, shape etc

T – TASK: less or more complex

E – EQUIPMENT: smaller, larger, soft, hard, higher, lower etc

P – PEOPLE: individual, pairs, groups

All pupils are treated equally through an inclusive approach in line with our equality policies. Pupils are encouraged to take on leadership roles wherever possible both in and out of curriculum time. Children are supported to develop their skills and challenged to achieve their optimum performance. Vigorous activity with a focus on perseverance and stamina is crucial to building up a child's healthy lifestyle.

7.2 In addition teachers will:

- Be informed at the beginning of the year of any specific medical conditions which could influence a pupil's performance (including asthma) and appropriate procedures to be taken to prevent, control or deal with these conditions – seeking medical advice if necessary.
- Make changes to equipment used so that the pupils feels more secure for example; using sponge/koosh balls for throwing and catching; varying the size and height of goals and baskets so that every child can score; using smaller, lighter balls.
- Make changes to the rules of the games, including reducing the number of players, making the playing area smaller, reducing playing time.
- Provide pupils with opportunities to play against those of a similar ability or working in groups of mixed ability with the more able pupils supporting those with specific difficulties
- Allow pupils to create their own movements
- Aim to help pupils experience and understand the significance of activities from their own and other cultures, particularly in dance, and to recognise how public performances and activities provide a sense of cultural identity.

8. How the Subject will be Monitored and Evaluated

The responsibility for subject monitoring is through the Headteacher who delegates this responsibility to the subject leader. All monitoring will be in line with the school policy for monitoring and evaluation and the subject leader will be allocated time to undertake this role. At least one Governor will also be involved in this process. All information gathered is used to inform future practice and is disseminated through regular meetings with staff.

9. Assessment, Recording and Reporting

The main assessment tool in physical education is undertaken in line with our whole school assessment policy. Each child is assessed in line with the school's assessment policy for non-core subjects and this is recorded on Arbor. This enables the teacher to establish standards which were achieved in the previous year and to provide evidence of how far the children have progressed after each activity. Verbal targets are also provided from the assessment to inform the pupil of specific aspects they need to work on. PE is monitored every year and recommendations are made by the subject leader for future improvement.

Review

The Headteacher and staff will review this policy in Spring 2027 and present it to the full Governing Body for approval at their Spring Term meeting.

Policy Approved: Full Governors 12th March 2026

Signed:

Chair of Governors:Mr J Kirby

Headteacher Mr C Elliott