



PE Policy

September 2025

Approved at the meeting of the Governing Body held on: 23rd September 2025

*Signed: **James Verran***

*Position: **Chair of Governors***

Date to be reviewed: September 2026

P.E teaching at Forest Fields

Pupil Entitlement

Forest Fields Primary and Nursery School believes that Physical Education, experienced in a safe and supportive environment, makes a unique and vital contribution to the learner's physical development and wellbeing.

A broad and balanced physical education curriculum will provide for the pupil's increasing self confidence in their own ability to manage themselves, and their bodies, in diverse movement situations. Progressive learning objectives, combined with varied teaching approaches will endeavour to provide stimulating, enjoyable, satisfying and challenging learning experiences for every learner. Through the selection of suitably differentiated and logically developed tasks, it is intended that all learners, irrespective of their innate ability, will enjoy success and be motivated to develop their individual potential.

The activities offered will aim to develop learner's abilities to develop their creative and expressive abilities through improvisation and problem solving. Pupils will be encouraged to appreciate the importance of a healthy, fit body and to begin to understand those factors which affect health and fitness.

Whilst retaining its unique contribution to a learner's movement education, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of learner's communication and numeracy skills, and their understanding of safe practice.

There will also be opportunities to develop key leadership skills through participation in the 'Young Leader' program.

Health and Safety

The provision of a healthy and safe environment for children and staff in the school is essential. Coaches, teachers and any other members of the school community involved in the school physical activity program need to ensure the following safety issues are addressed and follow school policies where applicable. Coaches, teachers and any other members of the school community involved in the school physical activity program also need to recognize the difference between student and adult physical and emotional characteristics; understand the short and long-term medical conditions of children (this includes previous and existing illnesses and injuries); ensure that the equipment and facilities are safe and in good working order; enforce the use of recommended protective equipment required for a particular game or sport and provide access to appropriate first aid facilities and equipment. Most school staff are trained in First Aid.

A first aid station is located in the Stanley building. Where an accident occurs, it is reported in the accident book and an accident report form completed. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area.

UNDER NO CIRCUMSTANCES MUST A CHILD BE GIVEN ASPIRIN/PARACETAMOL
AN INJURED CHILD SHOULD NOT BE REMOVED UNTIL SEEN BY A NAMED FIRST AIDER

Possible implications of Ramadan on National Curriculum physical education and sporting activities

Teachers and coaching staff are advised to use their discretion regarding physical education during Ramadan. Some Muslim pupils, who are fasting, for example, will feel weak or languid and teachers might decide that certain activities (such as those involving climbing, trampolining or distance running) need to be modified for particular children. The season of the year within which Ramadan falls may have a bearing on any decisions that are made.

Risk Assessment

The PE Lead will be responsible for ensuring that appropriate risk assessments are made for

- each practical space e.g. hall, field, playground
- each activity provided both in the curriculum & out of school hours
- journey's related to sport e.g. swimming, another school (See generic RA)

Before any activity, it is the responsibility of all staff to ensure they have carried out a thorough assessment, ensuring all eventualities have been addressed.

Clothing and Jewellery

Children should be dressed in suitable clothing for each particular activity. Because of the very vigorous nature of physical education, participants need to change out of their everyday clothing into appropriate kit that provides a freedom of movement and, when necessary, protection from the weather.

As a general rule, for lessons in the hall - except for 'indoor games' - pupils should have bare feet, or wear plimsolls, shorts or 'jogging pants' and a T-shirt or vest. For lessons outdoors, tracksuits or sweatshirts may be worn, depending on weather conditions. For swimming lessons, a one-piece fitted swimming costume should be worn by girls and fitted swimming trunks should be worn by boys.

No jewellery should be worn during P.E. activities, and children should be encouraged to leave all jewellery at home on days when they will participate in P.E. In cases where items of jewellery cannot be removed (e.g. within 6 weeks of having an ear pierced or Children who wear jewellery for genuine religious or cultural reasons) should ensure that they are appropriately and safely covered. Long hair should be tied back. Headscarves should be tucked in. All adults involved in P.E. activities should demonstrate safety standards in their own actions and clothing. Staff should at least wear trainers or suitable shoes whilst teaching a P.E. lesson. Parents will be informed of our expectations concerning clothing and jewellery.

So as to adhere to the wishes of the local community, boys and girls should change separately for PE. This can be achieved by a curtain or partition across the classroom or using cloakroom space in the mobile classrooms.

Only members of school staff and long term supply teachers take children swimming.

Planning and Organisation

In the Foundation stage physical development focuses on improving the skills of co-ordination, control, manipulation and movement. It enables the children to gain confidence and enables them to feel the positive benefits of being active and healthy.

In KS1 children are taught three areas of activity.

In KS2 children are taught five areas of activity. Children at LKS2 will also be taught swimming.

Year	Autumn	Spring	Summer
Foundation	Skills, spatial awareness, co-ordination and control. Basic motor skills – aiming/predicting and estimating are taught and practised through the use of large and small apparatus, dance, drama and imaginative play – See Foundation Stage policy		
1	Games Dance	Gymnastics Games/Dance	Games/Dance Athletics
2	Games Dance	Gymnastics Games/Dance	Games/Dance Athletics
3	Games/Dance Swimming	Gymnastics Swimming	Swimming/Games Athletics
4	Games/Dance	Gymnastics	Games/Athletics
5	Games Indoor Athletics Dance	Gymnastics Dance Games	Games Athletics
6	Games/Dance Indoor Athletics	Gymnastics Games	Games Athletics/OAA

Games activities in KS2 are rotated on a yearly basis to avoid repetition.

Levels of Planning

PE specialists use the Val Sabin scheme throughout the school, therefore ensuring continuity and progression for all children. Teaching staff may also use the scheme, but can also utilise other sources of guidance as they see fit.

A Long Term Plan: Which indicates the units/topics, on-going activities and learning experiences across each year of the key stage. This framework provides a clear overview of how all National Curriculum and school policy requirements are being met and an outline of planning for coherence and progression.

A medium Term Plan: This is a level of planning that contains an outline of the pattern of activities across the appropriate number of weeks. It will also include the precise learning intentions/objectives and any cross curricular links.

The Short Term Plan (Lesson Plan):

The lesson plan (where appropriate) is the individual teachers working document. It serves as a reminder about gaps in original plans or diversions to meet individual needs or interests. It also indicates how children will make progress in the next lesson.

Assessment

P.E assessment is an on-going dialogue between child, teacher and coach considering both long and short term goals. Detailed and specific individual progress is measured against detailed criteria across a wide range of sporting activities

PE specialists (PPA cover) assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by the children against the learning objectives for their lessons. At the end of a unit of work, a judgement is made on the child's level of attainment based on the objectives set out for each week and also there will be a judgement made relating to 'effort'. This information is recorded and used to plan future work. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. Assessment information will be passed on to the class teacher at the end of each unit of work (half termly). In line with overall school policy, teachers should make notes of significant achievement. During swimming lessons distances achieved and National Swim Awards passed should be noted and celebrated within assemblies.

There will also be 'Star of the week' awards for individual children, along with whole class scores that will become part of a whole school competition to be judged at the end of each half term.

The PE Leader may also complete a KS2/KS3 transition document for all Year 6 pupils.

Resources

The majority of the resources will be located in the Bradgate PE store, with other, less frequently used equipment stored by the Community Centre. There will also be resources made available for break times and the 'Young Leaders' will have their own specific equipment for use during break time.

Apparatus

Clear procedures will be established for getting out and putting away equipment and apparatus - lift with bent knees, carry in groups, look ahead, do not drag equipment, do not lift above head height and lower equipment gently. All equipment and apparatus should be checked by the teacher prior to use by the children. The large frame must be braced at both ends. All equipment is secured by a pin through holes in the apparatus. Straps are for storage against the wall only. We expect the children to help set up and put away this equipment as part of their work. By doing so, they learn to handle equipment safely. The apparatus and outdoor equipment is inspected for safety by outside contractors (Sportsafe UK) on a regular basis.

The role of the PE Leader

- ❖ Prepare PE aims and objectives in consultation with the head teacher.
- ❖ Prepare P.O.S./schemes of work for each activity in PE across the Primary phase.
- ❖ Oversee/coordinate any on-going programme of Continuing Professional Development (CPD) for all staff.
- ❖ Liaise with **School Games Organiser** regarding accessing a range of CPD opportunities.
- ❖ Establish and maintain links between other schools, especially within the local family of schools.

- ❖ Advise colleagues on matters relating to safety, and to be conversant with the BAALPE document 'Safe Practice in Physical Education,' and all Education Committee Safety Circulars.
- ❖ Devise a school system for small equipment storage, distribution and recovery.
- ❖ Devise a school system for the storage of large portable PE apparatus.
- ❖ Monitor and evaluate the quality of teaching and learning in PE.

Extra-Curricular Activities:

- ❖ To be concerned with the development and organisation of school clubs and teams.
- ❖ Liaise with School Sports Associations as necessary.
- ❖ Liaise with Junior Sports Coaching Associations as necessary.
- ❖ Liaise with local Leisure Services Sports Development Officers.

After School Clubs

A range of sporting P.E clubs will be offered to the whole school. These will occur at different times of the year and include clubs that will be run by outside agencies offering a specific skill set.

Parents and Community

Coaches, teachers and any other members of the school community involved in the school physical education program are encouraged to establish closer cooperative links with sport, recreation and community organizations by liaising with community groups and encouraging the use of school facilities, both during and outside of school hours. We aim to work alongside local sports and activity clubs in the community, signposting children to clubs to encourage further engagement in physical activity.

Forest Fields will make every effort to involve parents in our physical education programme, and their contributions to off-site visits, swimming sessions and extra-curricular activities in particular, will continue to be valued and encouraged.

Allocation of P.E premium funding

See School website for a more detailed rationale.

With this funding Forest Fields will:

- ❖ Aim to provide a wide and varied range of PE and sporting experiences for all children.
- ❖ Ensure all children benefit regardless of sporting ability
- ❖ Increase participation in both intra and inter school competitions
- ❖ Encourage some of our children to further develop leadership skills through our 'Young Leader' training
- ❖ Provide staff with training opportunities and continued professional development
- ❖ Make use of collaborative and partnership working
- ❖ Continue to forge links with other community providers and local clubs so that children will be encouraged to participate in sport after school
- ❖ Consistently promote healthy lifestyles that will include input and guidance from outside agencies.