

PE Policy

Hawthorn Primary School



Approved by:	Teaching and Learning Committee
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Statement of intent

Hawthorn Primary School 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.

PE lessons are taught with the following aims in mind:

- Meet the requirements of the national curriculum
- Promote a healthy lifestyle, including through walk to school initiatives
- Increase pupils' knowledge, understanding, experience and attitudes towards physical activity
- Encourage physical activity and exercise both within and outside of the taught curriculum
- Build self-esteem, confidence and resilience and provide opportunities for teamwork
- Provide all pupils with access to the lesson, ensuring that physical activity provision reflects the cultural and medical needs of all pupils
- Develop pupils' academic, social and physical ability
- Contribute to optimum pupil behaviour, physical fitness, growth and development assisting pupils to reach their learning potential
- Increase the physical activity levels of pupils in line with national targets
- Promote cooperation and good sportsmanship amongst pupils
- Promote Personal Challenge for all pupils.
- Promote the School Games values:
 - Passion
 - Belief
 - Respect
 - Honesty
 - Determination
 - Teamwork

This policy outlines what pupils will be taught during PE 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 legislation and guidance including, but not limited to, the following:

- Workplace (Health, Safety and Welfare) Regulations 1992
- 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 (2017) 'Statutory framework for the early years foundation stage'

This policy will be implemented in conjunction with the following school policies, documents and procedures:

- Health and Safety Policy
- Accident Reporting Procedure Policy
- First Aid Policy
- Behaviour Policy
- Staff Code of Conduct
- Physical Education Risk Assessment

2. Role and responsibilities

The head teacher is responsible for:

Appointing an appropriate PE coordinator.

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 all necessary risk assessments have been undertaken.

Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.

Liaising with the PE coordinator regarding the spending and impact of the PE and sport premium funding.

Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.

The PE coordinator is responsible for:

The overall implementation of this policy.

Liaising with staff members to develop an effective PE timetable.

Producing a flexible and appropriate long term plan.

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 PE lessons are safe and clear of obstructions or other hazards.

Monitoring the teaching of PE at the school, ensuring that high standards are consistently maintained.

Undertaking the necessary risk assessments, and ensuring that the details of any PE-related accidents are recorded, 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 PE lessons.

Liaising with the senior leadership team (SLT) and other relevant staff members regarding the use of the PE and sport premium.

Providing the headteacher with an annual summary report regarding the teaching of PE at the school.

Staff members involved in the teaching of PE are responsible for:

Acting in accordance with the school's Health and Safety Policy.

Reporting accidents and other incidents in line with the school's Accident Reporting Procedure Policy.

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 PE lessons.

Providing an appropriate level of assistance, where necessary, to pupils changing for PE lessons.

3. The early years foundation stage (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 PE lessons.

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

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

Developing good control and coordination of large and small movements, moving confidently in a range of ways and negotiating space safely.

Handling equipment and resources effectively.

Developing an understanding of and talking about good health, including exercise and healthy diets.

Managing basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Playing co-operatively, taking turns with others.

Participating in new activities and verbally explaining why they like some activities more than others.

Independently choosing the resources they need for their chosen activities.

Working as part of a group and independently, understanding and following rules.

Demonstrating an ability to follow instructions involving several ideas or actions.

Counting reliably with numbers from one to 20, such as keeping score during sporting activities.

Demonstrating an understanding of measurements, such as the use of metres during races.

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 PE lessons per week, one which will take place on the MUGA, 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 Year, 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.

Any children who do not achieve these swimming objectives during Year 5 will take part in booster sessions during Year 6.

5. School Travel Plan

Staff and children take part in regular surveys to collect data on mode of transport. School works with 'Living Streets' to ensure that all children work towards an active journey to and from school.

Opportunities are in place for children to walk, scoot, cycle or park and stride to school. School offers bike and scooter storage. Children record their journeys and are rewarded for active travel. Parents are reminded about cycle lanes and how to reduce congestion and improve air quality around school. Trips and visits are arranged within walking distance of school or using public transport where possible.

6. Teaching and learning

All lessons will be planned and taught in line with the long-term plan, as developed by the PE coordinator, ensuring that potential for pupils' progression is planned into all lessons.

All classes are timetabled for 2 hours of PE per week.

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

The school creates long-term and short-term plans for delivery of the PE curriculum – these are as follows:

Long-term: Includes the PE topics studied in each term during the key stage

Short-term: Includes the details of work studied during each lesson

The PE coordinator is responsible for reviewing and updating long-term plans, and communicating these to teachers.

Teachers are responsible for reviewing and updating short-term plans and building on the medium-term plans, considering 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.

All teachers will have the opportunity to teach alongside a qualified member of the Newcastle PE and School Sports Service.

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 PE coordinator will act as the first point of contact for staff members planning PE 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.

Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as evaluating the performance of another child in the lesson.

7. Assessment and reporting

Pupils will be assessed through observations made during lessons. These observations will be used to inform future planning.

During the Autumn term, all children will be assessed by the Newcastle PE and School Sport Service. This data will be given to class teachers to inform their planning.

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.

Pupils will be assessed as working towards, expected or exceeding.

8. Cross-curricular links

Wherever possible, the PE 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.
- Pupils will be encouraged to write match reports after football matches.

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.

9. Extra-curricular activities

Hawthorn Primary School provides pupils with the opportunity to participate in a range of extra-curricular activities 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 for pupils to participate in outside of school hours including the following:

- Multi-skills
- Football
- Netball
- Dance

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, including Trust competitions and city-wide competitions –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 Star of the week assemblies on a Friday.

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

10. PE kit

During PE lessons, pupils are expected to wear the following kit, provided by school:

- Black or navy shorts
- Yellow t-shirt emblazoned with the school logo
- Black pumps or trainers

During cold weather, pupils will be allowed to wear their school tracksuits.

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

- One-piece bathing suit
- Swimming cap for pupils with long hair are encouraged
- Goggles (optional)

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

All jewellery will be removed before PE 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 PE lessons.

Religious headscarves must be removed for PE where possible. If headscarves are unable to be removed, they must be short and tightly fitted.

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

11. Behaviour

Pupils will act in accordance with the school's Positive Behaviour and Wellbeing Policy.

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

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

During PE 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 teacher or other member of SLT.

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.

12. Health and safety

Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum.

Pupils are encouraged to consider their own safety, as well as the safety of others, at all times.

First aid kits will always be accessible during PE lessons.

In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned.

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

Swimming lessons will always be taught by a specialist swimming teacher.

PE equipment is checked by an external agency on an annual basis.

Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the PE coordinator as soon as possible.

Damage to PE equipment will be reported to the PE coordinator 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 PE resources and sporting equipment unless appropriately supervised.

All PE equipment and resources will be safely stored, within the PE cupboard.

Pupils will be taught how to handle PE equipment and resources safely.

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.

13. Reporting accidents

Accidents will be reported in accordance with the Accident Reporting Procedure Policy.

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 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.

14. Equal opportunities

Teaching staff will work closely with the PE coordinator to ensure that planned activities for lessons are accessible to all pupils, including pupils with special educational needs and disabilities (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 special educational needs coordinator, where necessary, in order to meet the needs of pupils.

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

15. Monitoring and review

This policy will be reviewed on an annual basis by the PE coordinator, with any changes made to the policy being communicated to all teaching staff and the governing board.

The curriculum plan will be monitored and evaluated by the PE coordinator, including the planning, assessment and reporting arrangements in place.

The spending and impact of the PE and sport premium is monitored by the governing body.

16. COVID-19

Social distancing will be adhered to as much as possible during all PE lessons.

The Long-Term PE plan ensures that sport specific equipment is only used by one class each half term.

Children will wash their hands before and after all PE lessons.

PE lessons will focus on Personal Challenge to encourage children to work at their own pace. Examples of activities have been provided to all staff.