

St John's Catholic Primary School,  
Bridgnorth



Physical Education, School Sport  
and Physical Activity Policy 2024

*Reviewed: Summer 2024*

*Reviewed by: Mr Rix*

*Next review date: Summer 2026*

## **Contents:**

### Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [EYFS](#)
4. [Curriculum](#)
5. [Teaching and learning](#)
6. [Timetabling at least two hours of curriculum PE](#)
7. [Assessment and reporting](#)
8. [Cross-curricular links](#)
9. [Extra-curricular activities](#)
10. [PE kits and changing rooms](#)
11. [Behaviour](#)
12. [Health and safety](#)
13. [Reporting accidents](#)
14. [Equal opportunities](#)
15. [Monitoring and review](#)

## **Statement of intent**

St John's Catholic 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 and active lifestyle
- Encourage physical activity and exercise
- Develop competence to excel in a broad range of physical activities
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson
- Develop pupils' academic, social and physical ability
- Encourage good behaviour and respect amongst pupils
- Promote teamwork and cooperation amongst pupils

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 all relevant legislation and statutory guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The 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 (2013) 'National curriculum in England: PE programmes of study'
- DfE (2023) 'Early years foundation stage statutory framework: for group and school-based providers'
- DfE (2024) 'Enhancing physical education provision and improving access to sport and physical activity in school'
- DfE (2024) School sport and activity plan

This policy operates in conjunction with the following school policies and risk assessments:

- Curriculum Policy
- Health and Safety Policy
- Adverse Weather Policy
- First Aid Policy
- School Uniform Policy
- LGBTQ+ Policy
- Pupil Code of Conduct
- Intimate Care Policy
- Staff Code of Conduct
- Suspension and Exclusion Policy
- Behaviour Policy
- Changing Rooms Risk Assessment
- Athletics Risk Assessment
- PE and Sports Equipment Risk Assessment
- PE lesson Risk Assessment
- Swimming Risk Assessment

## 2. Roles and responsibilities

The headteacher 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 scheme of work.
- 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 and ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments.
- Ensuring that the details of any PE-related accidents are recorded in writing, 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 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.

PE teachers are responsible for:

- Acting in accordance with the school's Health and Safety Policy.
- Reporting accidents and other incidents in writing.
- 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.

Parents are responsible for:

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for PE classes.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.

Pupils are responsible for:

- Acting in accordance with the Pupil Code of Conduct at all times.
- Bringing their PE kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.
- Adhering to the Behaviour Policy at all times.

### **3. EYFS**

The school recognises the importance of pupils' physical development as one of the prime areas of learning and development. Staff will ensure that educational programmes in the early years develop pupils' all-round development, and enables them to pursue happy, healthy and active lives.

In line with the Early Learning Goals (ELGs) for physical development set out in the DfE's 'Statutory framework for the early years foundation stage', teaching staff will organise a range of activities and experiences to promote and develop pupils' gross and fine motor skills, including:

- Demonstrating strength, balance and coordination when playing.
- Negotiating space and obstacles safely, with consideration for themselves and others.
- Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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 hours of PE lessons per week, which includes outdoor play in line with their goals, as well as structured PE.

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 KS1 and KS2, 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.

## **5. Teaching and learning**

All lessons will be planned and taught in line with the scheme of work, as developed by the PE coordinator, ensuring that potential for pupils' progression is planned into the scheme of work.

EYFS uses Get Set 4 PE to support planning, whilst Year 1-6 follow Rising Stars 'Champions' scheme. These can be supplemented by recognised specific programmes such as 'Chance to Shine Cricket' to support planning.

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

The school creates long-term, medium-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
- Medium-term: Includes the details of work studied each month
- Short-term: Includes the details of work studied during each lesson

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

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

Where appropriate, a sports coach will lead the lesson or teach alongside the teacher to provide in-situ CPD.

The school also provides in-house in-situ CPD from its school sports/PE specialists. They will work with teachers in lessons to help provide valuable CPD on PE delivery, as well as monitor the standard of PE across the school. This also help raise standards of PE delivery and progression.

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. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times. PE resources will be booked in advance and authorised for use by the PE coordinator prior to use.

Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

## **6. Timetabling at least two hours of curriculum PE**

Schools are expected to **deliver a minimum of two hours PE in the curriculum** during the school week.

PE staff will be aspirational for the subject's necessary inclusion in the overall school curriculum. PE staff will devise and deliver positive messaging about the benefits and impact of PE throughout the school.

Senior leaders will ensure that the expected two hours per school week are securely installed within the wider school curriculum. Leaders may achieve this by reorganising lesson lengths across the whole school to accommodate for the necessary two hours of PE.

Senior leaders and other PE staff will conduct regular audits of school facilities and determine what physical activities are deliverable in the spaces available. Senior leaders will also strengthen relationships with such organisations as sports clubs and LAs to improve access to sports facilities.

The school will use its PE expertise to raise whole-school standards in delivering high quality PE.

## **7. Assessment and reporting**

Pupils will be assessed through observations made during lessons.

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 whether they are working to expected standards for their year group. Annual assessments of each pupil will be used to inform parents of their child's progress and attainment.

Parents will be provided with a written report about their child's progress during the summer term every year. This will include information on pupils' attitudes towards PE, understanding of methods, investigatory skills and the knowledge levels they have achieved.

Verbal reports will be provided at parents' evenings.

The progress of pupils with SEND will be monitored by the SENCO.

A record will be kept of when a pupil is unable to participate in a lesson, along with any evidence supplied. If this becomes a regular occurrence, a meeting will be set up between the teacher, the pupil and their parents.

## **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.

### **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**

The 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.

The school is an active member of the local sports partnership and will sign up and attend regular sporting competitions and events, including full classes, to maximise participation in competitive sports.

The school also has a OAA structure for class visits throughout the year groups to provide additional opportunities for outdoor learning and physical activities. These include outdoor adventure centres and residential camps. These aim to provide children with experiences which will encourage them to lead more healthier lifestyles, and develop key personal skills.

There are a variety of PE-related extra-curricular activities available for pupils to participate in outside of school hours, based on the needs of the pupils and interests. These will run when weather and lighting permits.

External sports coaches can lead activities and clubs, where appropriate, but often clubs will be lead by experienced in-house school staff.

The school also pledges to support target demographics such as girls sports participation through schemes such as Girls Football in Schools, and contributes to national schemes such as 'Walk to School Week' to promote and support these initiatives to encourage our pupils to be active.

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 –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 assemblies. These are also displayed on the sports wall in the hall.

All teaching staff will actively encourage pupils to be physically active outside of school. As a school, we audit sports participation in order to offer sports to all.

As part of our healthy and active school strategy, classes are encouraged to be active throughout the school day, not just breaks and scheduled PE lessons. This includes regular break boosters such as Go Noodle, and Active Maths lessons.

## **10. PE kit and changing rooms**

The schools will choose a PE kit which is practical, comfortable, appropriate to the activity involved and affordable.

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

- Bottle Green Jumper or Hoodie
- Bottle Green T-Shirt or Polo

- Black shorts or Tracksuit Bottoms
- Trainers.

During cold weather, pupils will be allowed to wear their **coats**, as appropriate.

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

- Appropriate swimwear – Full swimsuits for girls, Shorts for boys.
- Long hair tied up.
- Goggles (optional)

Staff members will lead by example by wearing appropriate clothing when teaching PE, including school hoodies, and appropriate footwear.

All potentially dangerous jewellery, such as earrings, 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.

Activities such as gymnastics and dance will be undertaken in either all bare feet or all in trainers. No children will take part in socks only. This is teacher's discretion, depending on factors.

The school will stock spare hair bands and PE kits for pupils who forget theirs. In the event that a pupil repeatedly forgets their PE kit, a letter will be sent home.

Children wear PE kit to school on their designated day, this will be sent home prior to lessons beginning.

If there is a need for a staff member to enter the changing rooms while pupils are changing, the staff member will alert pupils to this and give pupils the opportunity to cover up if they want to. Where possible, only staff members of the same sex as the pupils will be allowed in the changing rooms.

Alternative provision, such as disabled toilet facilities, are also made available where necessary.

Where a pupil who requires additional support needs assistance changing, the school will adhere to the Intimate Care Policy. All staff will be aware of any intimate care issues for individual pupils.

## **11. Behaviour**

Pupils will act in accordance with the school's Pupil Code of Conduct and Behaviour Policy at all times.

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 headteacher, and may be subject to the school's Suspension and Exclusion Policy.

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**

Staff and pupils will adhere to the Health and Safety Policy at all times.

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 boxes will always be accessible during PE lessons.

All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction. The PE coordinator is responsible for reporting any concerns to the school's health and safety officer.

In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned. All completed risk assessments will be given to the PE coordinator for authorisation; the headteacher will also be provided with a copy.

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.

The PE coordinator will check the conditions and appropriateness of PE resources on a termly basis, restocking equipment as required.

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. All PE equipment and resources will be safely stored, within a secure storage area, within the school hall and outdoor PE sheds. 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. Pupils will be taught how to handle PE equipment and resources safely. Pupils will help staff members to move and set up PE equipment.

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

All accidents and near-misses will be recorded in writing.

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 a 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 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.

Staff, including TAs and unqualified teaching staff, will be trained and supported to implement specific teaching and learning strategies for pupils with SEND and additional needs.

Teaching staff will liaise with the SENCO, where necessary, in order to meet the needs of pupils.

The school will continue to ensure that equal sporting opportunities are offered to pupils of all genders. While sex separation may be employed in certain circumstances, e.g. for competitive sports teams, the school will make a concerted effort to offer every sport to all pupils regardless of gender wherever possible. Where this is not feasible, e.g. due to differences in demand for certain sports along gendered lines, the school will endeavour to offer comparable sports which use similar tactics and objectives.

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

The school will utilise pupil voice to understand the needs of inactive pupils. The school will also identify how girls and boys perceive PE within school.

Schools will provide inactive/underrepresented pupils with more informal physical activities to remove those barriers of inclusion and ensure equality of access for all pupils.

## **15. Monitoring and review**

This policy will be reviewed on an annual basis by the headteacher and 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 board.