

Black Horse Hill Infant School



PE Policy

11th June 2025

Approved by Committee _____

25th June 2025

Approved by Full Governing Body _____
C Brierley

Signed _____ (Chair)

J Morris

Signed _____ (Headteacher)

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1. Vision, Aims and Values

Learning for Life



School Vision

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

School Aims

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, ambitious, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

School Values

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy

2. Legal framework

This policy has due regard to legislation and 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 (2014) National Curriculum in England: PE programmes of study
- DfE (2020) 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**
- **Adverse Weather Policy**
- **First Aid Policy**
- **Uniform Policy**
- **Staff Code of Conduct**

3. a. Intent for PE

At Black Horse Hill Infant School, we strive to inspire children to participate fully in physical activities, develop a lifelong love for sport, and exercise as part of a healthy lifestyle. We passionately believe that physical education makes a substantial contribution to the well-being of children at our school. At its best, it stretches their performance capabilities, enhances their physiological development and increases their confidence as they learn to overcome challenges. We believe that sport has a crucial role to play in raising standards and narrowing the achievement gap and as part of a broad and balanced curriculum can improve attendance, behaviour and attainment. Through activities, which can be both competitive and collaborative, children learn resilience, respect for others, and the value of effort and teamwork.

b. Implementation

EYFS

Learning and experiences for early year's pupils will be based on the seven areas of learning and development as outlined in the DfE's Statutory Framework for the Early Years Foundation Stage. For PE the area of learning will be physical development.

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 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 equipment, such as bats and balls.

Pupils' physical development will relate to the objectives of the early learning goals (ELGs), which are set out in the DfE's 'Statutory framework for the early year's 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 1 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.

Key Stage 1

The National Curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

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.

Wherever possible the PE curriculum will provide opportunities to establish links with other curriculum areas.

Teaching and learning

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

Teachers/Sports coaches are responsible for reviewing and updating 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.

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 co-ordinator 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.

Planning

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.

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 medium-term plans for delivery of the PE curriculum – these are as follows:

- Long-term: Includes the PE units in each year group across an academic year.
- Medium-term: Includes the details of work studied in each unit

c. Impact

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.

Pupils will be assessed as working towards or working at expected levels.

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.

Verbal reports will be provided at parents' evenings during the autumn and spring terms.

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

Evidence will be kept in a PE curriculum floor book. This book will have images of the teaching and learning of pupils.

The curriculum floor book can be used as a retrieval opportunity and to deepen learning as children can look through the book to see previous learning.

Monitoring and review

This policy will be reviewed on an annual basis by the head teacher 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.

4. Equal opportunities and promoting diversity

At Black Horse Hill Infant School, we ensure pupils have the opportunity to participate in high quality PE and sport regardless of their background, ethnicity, gender, ability or any other personal characteristic.

To provide equal opportunities we will:

- Treat all learners with equal value
- Respect difference
- Positive attitudes towards all school members and people of the community

To promote diversity we will:

- Study role models from various backgrounds, ethnicities and religions.
- Allow children to play various sports from around the world.
- Have school visitors from various backgrounds, ethnicities and religions.

5. Roles 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 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, ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments.

- 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 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 the school's Pupil Accident Log.
- 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, in line with the Primary School Uniform Assistance Policy.
- Ensuring curriculum floor books are of high quality and up to date.

Parents are responsible for:

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for PE classes.

Pupils are responsible for:

- Acting in accordance with the Pupil Code of Conduct at all times.
- Wearing 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.

Julie Morris

PE Subject Leader

May 2025

