# Broadbent Fold Primary School and Nursery

# Physical Education Policy

## November 2026

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

At Broadbent Fold Primary School and Nursery, we believe that PE is essential in the physical and mental development of a child. It provides the foundation for a healthy lifestyle, promotes character building and reinforces values such as determination, self-belief and respect.

**Aims and objectives**

Physical education develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Therefore, enabling them to make informed choices about physical activity throughout their lives.

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. Therefore, both teachers and children should be aware of the importance of P.E. We provide a broad and balanced programme of physical education and believe every child should have; activities designed to be enjoyable, vigorous, purposeful with regular positive experiences in which a lifelong interest in physical activity is encouraged.

At Broadbent Fold each class will receive at least 2 hours of physical activity per week.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination.
- to encourage children to work and play with others in a range of group situations.
- to develop the way children, perform skills and apply rules and conventions for different activities.
- to increase a child's ability to use what they have learnt to improve the quality and control of their performance.
- to teach children to recognise and describe how their bodies feel during exercise.

- to develop a child's enjoyment of physical activity through creativity and imagination.
- to learn to select and use skills, tactics and ideas to suit different activities.
- to compete against others, individually and as part of a team.
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success as well as that of others.
- to encourage children to 'lead healthy, active lives' (PE NC).

**Teaching and learning style**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop a child's knowledge, skills and understanding through a mixture of whole class teaching and individual or group activities.

Lessons and activities will build on pupils' prior learning, developing their skills, knowledge and understanding within each activity area. Teachers draw attention to good examples of an individual's performance as a role model for children and we encourage the children to evaluate their own work as well as the work of other children. Children are given the opportunity in lessons both to collaborate and to compete with each other using a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended which have a variety of results, e.g., timed events, such as an 80m sprint.
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g., the high jump.
- grouping children by ability and setting different tasks for each group, e.g., different games.
- providing a range of challenge through the provision of different resources, e.g., different gymnastics equipment.
- setting different levels of challenge which children can choose from and develop themselves; as their confidence grows, they can set themselves increasingly challenging tasks. This is monitored to ensure children are choosing an appropriate level of challenge.
- giving children opportunity to assess their own learning and suggest future improvements to be made.
- celebrating small step achievements.
- using photos and video footage of a child's own technique.
- using video footage of Olympic athletes to observe correct technique.
- encouraging higher ability children to coach others and give useful feedback.
- encouraging higher ability children to improve their coaching technique and subsequently, improve their own skills technique.

**PE curriculum planning**

PE is a foundation subject in the National Curriculum. "A high-quality physical education curriculum should inspire all children to succeed and excel in competitive sport and other physically demanding activities."
Our school uses the PE Passport scheme of work as the basis for its curriculum planning in PE. This is a scheme that includes progressive age-related units of work, detailed lesson plans and a range of resources for teachers to use to aid in the delivery of PE. We have adapted this scheme to meet the needs of the school whilst still delivering a high level of competency in PE and sport.
Fundamental movement skills, dance, games and gymnastics are taught as required for Key Stage 1 children.
In Key Stage 2, we teach dance, games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities.

**KS1 children**
Children should develop fundamental movement skills, increasing competency and confidence and access a broad range of opportunities to extend their agility, balance and coordination both individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations

Children are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- participate in team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

**KS2 children**
Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate – e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance – e.g. athletics and gymnastics.
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.

- compare their previous performances and demonstrate improvement to achieve their personal best.

Curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out PE activities covered each term for each key stage. The PE subject leader collaborates with teaching colleagues in every year group.

Our medium-term plans, which have been adopted from the PE Passport scheme contain details of units of work for each term. These plans define what is taught to ensure an appropriate balance and distribution of work across each term. Each teacher retains their own evidence of planning on the online portal which is reviewed by the subject leader.

Short term plans are also stored on PE passport and include the learning objective for each lesson including details on how the lesson is to be taught. These are discussed on an informal basis with the subject leader.

PE activities are planned to build upon children's prior learning. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Swimming is taught to Year 4 children; it is only taught to children in Year 6 if they are non-swimmers.

The school provides 25 hours of swimming to enable children to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

**The Early Years Foundation Stage (EYFS)**
EYFS classes follow the framework guidance for children in Early Years. The objectives set out in the Early Learning Goals, underpin the curriculum planning for children aged three to five years, physical development is an integral part of their learning. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment.
All children have the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

**Contribution of PE to teaching in other areas of the curriculum**
**English**
PE contributes to the teaching of English in our school by encouraging children

to describe what they have done and to discuss how they might improve their performance, in turn improving their oracy skills.

**Mathematics**
PE provides the opportunity to measure a range of factors, e.g., distance thrown, sequences, rotation, time taken to complete an activity and position and movement. Children also develop their counting skills by keeping the score in team games.

**Computing**
Computing is used to support PE teaching where appropriate. In dance and gymnastics children may make video recordings of their performance, and use them to develop their movements and actions. Older children may compare each other's performance from recordings and use these to improve the quality of their work.

**Personal, social and health education (PSHE) and citizenship**
Children learn about the benefits of exercise and healthy eating, and how to make informed choices. It also includes following rules, co-operating with others and understanding fairness and equality.

**Spiritual, moral, social and cultural development**
The teaching of PE offers opportunities to support the social development of our children in the way we expect them to work with each other in lessons. Groupings allow children to work together and to be able to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other. They learn to encourage others and give praise for their achievements so that when children perform, they do not fear failure. Through sporting activities, they realise that competition isn't all about winning and that doing your best is just as important.

**Cognitive development:**
PE develops a child's ability to make decisions and solve problems using judgement and reasoning skills and aids their ability to select skills, tactics and compositional ideas. Children also learn to communicate non-verbally and learn to evaluate performances, responding to constructive criticism where necessary.

**Teaching PE to children with special educational needs**
Our active uniform supports our SEND pupils participating in daily PE and sporting activities. PE is taught to all children regardless of ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Learning opportunities are provided which enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, a child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation to enable us to take additional or different action to enable a child to learn more effectively. This ensures teaching is matched to a child's needs.

Targeted intervention may lead to the formulation of a Individual Support Plan (ISP) for children with special educational needs. The ISP may include, as appropriate, specific targets relating to PE.

We enable children to access the full range of activities involved in learning PE. Where children are to participate in activities outside school, for example, a sports event at another school, a risk assessment is carried out prior to the activity, to ensure it is safe and appropriate for all children.

**Assessment and recording**
Teachers assess children's work in PE by observation during lessons, progress is recorded against the lessons learning objectives using PE Passport. Children are also involved in assessing themselves and their peers against a success criterion. At the end of a unit of work, teachers make a summative judgement as to whether the child has met, exceeded or working towards the expectations of each individual unit. The PE Leader and Class Teachers record the information and use this to inform planning. 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. At the end of the year information is passed to the next class teacher.

The following criteria should be considered and questions answered:

- Regular absences.
- The overall physical skill and ability of the child.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: co-operate, dominate, or withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

The PE Leader will monitor assessment termly and use the scheme to support this.

**Resources**
We have a wide range of resources to support the teaching of PE across the school. Most of the small equipment is kept in the PE store, which is only accessibly by adults. The hall contains a range of large apparatus which children are expected to help set up and put away as part of their work, by doing so children learn to handle equipment safely. The school field is used for games and athletics activities and a local swimming pool for swimming lessons.

**Health and safety**
The general teaching requirement for health and safety applies in this subject. Children are encouraged to consider their own safety and the safety of others at all times. The governing body expects teachers to set a good example by wearing appropriate clothing and footwear when teaching PE.
The policy of the governing body is that no jewellery is to be worn for any physical activity and long hair must be tied back. Waivers can be signed for ear piercings.

**Accidents**
For minor injuries (bruises and bumps) children are encouraged to continue where possible and only sit and watch if necessary. For small cuts or grazes, the teaching assistant should accompany the children to apply first aid. If a teaching assistant is not present during the lesson, teachers should stay with the child and the class and send a child for a first aider. All accidents are to be reported in the accident book.

**Medical Conditions**
It is the responsibility of the class teacher to be aware of a child's medical conditions (such as asthma, diabetes or epilepsy) to enable them to participate safely and as fully as possible in the lesson. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary. Please see our Medical Needs Policy.

**Safeguarding**
All adults working with children in schools are to be checked for appropriate DBS clearance, this includes external coaches. Regular equipment checks and risk assessments are carried out by the PE subject leader and class teachers. If a potential hazard is identified, it is immediately taken out of use and reported to the PE subject leader. When children are attending off-site sporting or PE related events (including sporting competitions), the PE subject leader is responsible for completing a risk assessment of the event. All risks assessments must be approved by the headteacher.

Regulations with regards to swimming lessons follow the guidelines in the Tameside swimming policy.

**P.E Kit**
**EYFS, KS1 and KS2:**
Our school has an established active uniform which is worn for PE lessons (a separate PE kit is not required). The active uniform consists of black leggings, joggers, shorts or a skort, a white T-shirt, a red school jacket or fleece, and black trainers.

- Key Stage 2 pupils may bring a roll-on deodorant and/or a spare T-shirt to change into following PE lessons, should they wish to do so. Aerosol deodorants are not permitted.

- Due to health and safety reasons, children will complete dance and gymnastics lessons in bare feet. If pupils prefer, properly fitting black pumps can be worn instead.
- Swimming: Swimming costume and swimming cap for medium to long hair and swimming trunks (no Bermuda shorts).
- Goggles for medical reasons only (letter required).
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**General Points**

- Teachers should also wear appropriate clothing (even when specialist coaches are in to teach the lesson)
- Jewellery must be removed including all earrings. We, therefore, politely request that your child removes their earrings for PE. If they are unable to do this unaided, please remove them on their PE day. If you are planning to get your child's ear pierced, please can this done in longer holidays to give time to heal and the child to practice removing them.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern in non-participation is established for a variety of reasons (including child protection issues).

**Extra-curricular activities**

The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of activity areas. Each half term, information regarding the various afterschool activities is sent to parents. We also play regular fixtures against local schools which introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. Children will only be selected to represent the school in competitions if their behaviour follows the school behaviour policy.

**Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The PE subject leader and staff are supported in the management and delivery of high-quality PE through the School Sports Partnership. The PE subject leader works with SLT to evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

The PE subject leader is responsible for coordinating and reviewing staff development needs in PE and sport and keeps their own skills up-to-date by taking advantage of CPD offered as a member of the School Sports Partnership.

This policy will be reviewed at least every two years.