

Goldenhill Primary Academy



Physical Education Policy- September 2025

“Everyone Shines At Goldenhill”.

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of intent

Goldenhill Primary Academy 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.

Aims of our PE curriculum

At Goldenhill Primary Academy we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

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 (2021) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Health and Safety Policy
- Adverse Weather Policy
- First Aid Policy
- School Uniform Policy
- LGBTQ+ Policy
- Pupil Code of Conduct
- Changing Rooms Risk Assessment
- Intimate Care Policy
- Staff Code of Conduct
- Suspension and Exclusion Policy
- Behaviour Policy

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

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age, 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.
- Participating in physical activities which enhance fine motor skills.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

EYFS classes will have one formal PE lesson per week.

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 KS2 (year 6) 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

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

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.

Where appropriate, a sports coach will lead the lesson or teach alongside the teacher.

We currently benefit from CPD work with Be-Active, which includes the school benefiting from a fully trained, experienced specialist sports coach, who then works with the class teacher and develops their knowledge and delivery skills of PE. We also have specialist coaches for gymnastics from L&V Gymnastics, who work with teachers as part of a CPD package.

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. Assessment and reporting

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.

Pupils will be assessed as **working towards, working within or working above**. Annual assessments of each pupil will be used to inform parents of their child's progress and attainment.

Where teaching and learning is delivered by external partners, assessment information will be provided to the class teachers and the PE leader.

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 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.

7. 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.

8. 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.

There are a variety of PE-related extra-curricular activities available for pupils to participate in outside of school hours, including the following:

- Athletics
- Football
- Netball
- Dance
- Cross Country
- Hockey
- Cricket

External sports coaches will lead activities and clubs, where appropriate.

At the beginning of each half term, parents will be made aware of the extra-curricular activities on offer at the school via a letter from our extended curriculum leader through partnership with the PE leader.

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, and via the school's social media and communication methods.

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

9. Active 15 minutes

Every day, all children participate in 15 minutes of physical activity. The activity can take place inside or outside (outside is more preferable), depending on space and weather. Teachers will lead or supervise the session, ensuring every child is actively involved. Activities will be simple, inclusive, and suitable for all fitness levels.

Aims:

- To improve physical fitness and overall health in children.

- To boost concentration, mental alertness, and readiness for learning.
- To instil healthy habits and the importance of regular physical activity.
- To break up long periods of sitting and reduce sedentary behaviour during the school day.

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:

- Black shorts or jogging bottoms,
- Plain red T-shirt
- Black pumps or trainers

During cold weather, pupils will be allowed to wear their school jumpers, or coats, as appropriate.

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

- Appropriate swimwear
- Swimming cap
- Goggles (optional)

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

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 bare feet.

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

On class PE days, pupils come into school wearing their PE kit and keep this on for the day. Where pupils need to change into or out of their PE kits during the day, the school will use designated single-gender changing rooms.

The school will make adequate and sensitive arrangements for changing which take into account the needs of pupils with disabilities and pupils from different religions, beliefs, cultural backgrounds or gender identity.

Where staff members need to change, this will be done privately and never in the same space as pupils.

If there is a need for a staff member to enter the changing area(s) 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.

Pupils who identify as transgender will be allowed to get changed in the facilities that correspond with their preferred gender identity. 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

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control and will adhere to the Health and Safety Policy at all times.

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.

Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma.

Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy

is effective. Our School provides a **limited stock** of PE kit for children and keeps spare sets in school.

Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.

Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.

Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to consider their own safety and that of others at all times.

First aid boxes will always be accessible during PE lessons.

Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk

Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Where pupils will be attending an off-site sporting or PE-related event, the PE coordinator and EVC are responsible for completing a risk assessment for the event.

Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the PE coordinator and ABM as soon as possible. All PE equipment and resources will be safely stored, within a secure storage area, within the school hall and PE container. 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.

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.

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.

15. Monitoring and review

This policy will be reviewed on a bi-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.