



# Curriculum Policy

## Physical Education (PE)

This policy reflects the school's aims and objectives in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment.

This policy needs to be read alongside other school policies and government guidance including:

- Uniform policy
- Early Years Foundation Stage policy
- More able policy
- SEN policy
- Assessment policy
- Equality policy
- The new National Curriculum in England
- Swimming policy
- Child Protection Policy
- Other documents from the Standards and testing Agency.

Physical education is an essential part of the broad and balanced curriculum at Oak Green School. We want our children to develop physically, spiritually, morally, socially and culturally through curriculum based physical education lessons and through extra-curricular opportunities offered to them. We want our students to feel physically literate and have an awareness of safety issues. Children at Oak Green learn about their responsibilities both as individuals and as members of groups or teams. They learn to cooperate and to compete fairly, understanding their own and others' roles.

Also, it is important for pupils at Oak Green to respond positively to challenges, show initiative and handle risk so they can learn, develop self-confidence and physical competence. This lays the foundation for lifelong understanding of how being physically active is central to their development as confident and healthy individuals.

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## 1. Aims

Physical Education develops the children's knowledge, skills and understanding, so that they can carry out tasks with increasing competence and confidence in a range of physical activities. These include multi skills, dance, games, gymnastics, swimming/water safety, outdoor and adventurous activities and athletics. Physical Education involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. It enables them to make informed choices about physical activity throughout their lives.

The aims of PE are:

- To develop the children's enjoyment of physical activity through creativity and imagination
- To enable children to develop and explore their fundamental physical skills: agility, balance and coordination
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success
- To increase children's ability to use what they have learnt to improve the quality and control of their performance
- 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 teach children to recognise and describe how their bodies feel during exercise ● To promote and engage in healthy competition.

## 2. Statutory Requirements

All pupils are entitled to a progressive and comprehensive Physical Education programme which covers National Curriculum requirements, which takes account of individual interests and needs. Oak Green school is proud to be a partner with Create Development and is a [real legacy](#) school and strives to create a new ambition for EVERY child.

The school is committed to supporting our children to become more active by developing the fundamental physical skills, but also supporting the child holistically via the multi-ability skills (personal, social, cognitive, creative), our PE lessons are centred on the whole child to enable them to be successful in PE, the classroom and in later life.

Through real Legacy, supporting Sport specific National Governing Body resources and Swim England training and guidance, we meet the below statutory requirements for EYFS, KS1 and KS2.

### EYFS (including pre-school and reception)

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Moving and handling:** children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### Key Stage 1

Key Stage 1 Pupils should develop **Fundamental Movement Skills**, become increasingly competent and confident and access a broad range of opportunities to extend their **agility, balance and coordination**, 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**.

### Key Stage 2

In KS2, pupils 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**.

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

Pupils should be taught 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.

**Further information about swimming can be found in the school swimming policy document.**

### 3. Staffing / Staff Development

Oak Green School is for children aged 2 – 11. PE is delivered by teachers and the PE Lead across the whole school and supported by dedicated a PE teaching assistant. Each year group in KS1 and KS2 has 2 lessons a week. This consists of an indoor lesson and an outdoor lesson. Teachers use plans from the real PE scheme and lessons are supported by teaching assistants where needed. Melanie Timberlake has been appointed as the PE Lead in January 2026 to and it is her responsibility to review the PE policy and inform the Head teacher of any changes needed. Within her role he provides guidance on curriculum matters and planning, as well as taking part in or deliver training where necessary. The PE Lead will meet regularly and consult with staff on planning and revise units of work as appropriate. The PE Lead also oversees the organising and running of extra-curricular activities.

### 4. Physical Resources and the Learning Environment

It is the responsibility of the teacher to ensure that equipment is fit for purpose and any unnecessary furniture and equipment is removed safely from the hall or other playing areas and reported to the PE team. Children are also encouraged to be aware of this. Equipment and apparatus are checked termly by the PE Lead and annually by specialist contractors. The site supervisor and cleaning team will ensure the floor is safe for use; staff using the hall for activities apart from PE are responsible for restoring it back to its original condition. When doing a barefoot activity in the hall children are asked to put their footwear along the edge of the hall. Teachers are also asked to ensure no activities are organised close to walls or other hazards. If at any time they are unsure about the safety of a playing environment, they are to report it to the PE Lead.

The school has several areas available for PE:

Playground - Infant and Junior

MUGA (Multi Use Games Area)

Field - joint use

Dining Hall

Assembly Hall

## **5. Entitlement**

Teachers have a long-term PE curriculum map that has been provided to them by the PE lead. The long-term plan follows the real PE schemes of work which ensures coverage of all NC PE objectives. All phases are required to use this scheme for their PE delivery apart from Year 4 and Year 5/6 (top-up during summer term) when they are swimming.

PE sessions are matched to the main hall timetables. Depending on the activity, the staff will decide whether the session will be taught inside or outdoors. Whenever possible the staff will try to take the children outside. This allows them greater access to more space.

All staff have online access to real PE teaching resources in order to plan activities in advance for their class. The nature of the scheme ensures that pupils experience a coherent and progressive curriculum throughout their time at school.

### **Class Organisation**

Most lessons will be delivered using the real PE schemes (core real PE, real Gym and real Dance) which follows a particular format depending on the age range taught. All lessons will include the following key components:

- **Progressive Warm Up**
- **Exploratory / progressive skills development activity**
- **Skill application (through activity or game)**
- **Plenary / Cool down**

The importance of a warm-up/cool down will be explained to the children. Skills development activities will be differentiated by task and outcome as appropriate to the child's level. Using and applying will enable the children to use their skills in a different context. Children will have the opportunity to work individually, in pairs and in groups.

It is essential that Learning Objectives and Success Criteria are shared with pupils at the beginning of each session and throughout the lesson where required. This can be done either in the classroom or in the chosen learning environment before the session begins. Children must also be aware of how to achieve success in the lesson as they would in any other subject.

Good lessons should contain the following elements (adapted from the real PE Learning Nutrition Framework):

**Clear personalised outcome (shared and agreed):** lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.

**Ambition:** pupils' capabilities should be developed with increasing demand made on their physical and mental processes. Building on previous learning is essential, so too is working to achieve successful outcomes through repetition, application and refinement of skills.

**Pace:** high levels of activity, with clear expectations for high work rates to be maintained are important.

**Coach and support:** all teachers and pupils should reinforce previous understanding and establish links between curriculum experiences.

**Success and failure (appropriate challenge):** high expectations are set for individual and group achievement. Pupils are extended both physically and intellectually through interesting tasks. Differentiation is achieved through using tasks and equipment that will enable pupils to be challenged appropriately and which ensure good progress for all ability groups.

**Praise for positive behaviours:** a culture of appropriate/non-prompted positive feedback for key learning behaviours.

**Control:** Pupils' responsibility in lessons; pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and at times, their own learning, as they practice and repeat movements in order to improve efficiency and the quality of their performances.

## **6. Extra-Curricular Offerings**

The school endeavours to provide a wide range of extra-curricular and non-curriculum based physical activity and development. This is coordinated by the PE Lead; who is responsible to oversee the running of activities. The activities will vary in accordance with the seasons and skills of staff.

The aims of out of school hours learning complement the whole school PE policy, but also attempt to:

- To further knowledge, skills and understanding gained in curriculum time.
- To build team spirit and sense of worth.
- To represent the school in a positive manner. ● Provide opportunities for all pupils.

## **7. Health and Safety Factors in Physical Education**

If a child is injured and unable to partake in the lesson, they are expected to produce a letter/email excusing them written by their parent/guardian. If weather conditions make it unsafe to do PE outdoors children will either use the indoor space if available, carry out skills based tasks using the real PE online platform, or carry out a cross-curricular task provided through charitable organisations like [Premier League Primary Stars](#), [Get Set](#) and [Chance to Shine](#).

### **Clothing**

Every family is provided with the PE kit list on entry to the school and are reminded through the year (see [Oak Green School Uniform Policy Page](#)).

Black OGS-logo 'hoodie' (or a plain black hoodie - no logo-ed clothing.) Green OGS fleece or OGS sweatshirt or cardigan can also be worn as outside wear.

Black OGS-logo T-Shirt or a plain black t-shirt

Black jogging/ tracksuit bottoms Black

Shorts or leggings

PE Footwear – Trainers are encouraged, although plimsoles are permitted where trainers are not available (bare feet in the hall and on gymnastics equipment).

Removal of all accessories is required during PE and games, faith items, e.g. Sikh kara may be worn if tucked safely inside clothing or covered, to prevent injury.

Staff are expected to be attired in similar sportswear, as good role models for their students.

## Jewellery and Hair

Hair is to be safe, smart and appropriate for school. Long hair is to be tied back with green, white or black, plain hair-bands with only small bows, or 'scrunchies' worn. Small stud earrings only, may be worn in pierced ears - no hoops - and these must be removed or covered by the child with surgical tape for PE.

For those children wearing a Hijab, pupils and parents/carers should be encouraged to purchase a hair cap [one example can be found here](#).

Teachers will not take responsibility for inserting or removing earrings from children's ears. Any jewellery brought into school is the child's responsibility and the school does not encourage any form of jewellery to be worn on any day when PE or swimming is being carried out.

With regards to swimming, details can be found in the school swimming policy document.

## Safeguarding in PE

In all areas of PE safety guidelines should be strictly adhered to, in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines '**Safe Practice in Physical Education, School Sport and Physical Activity**' guidance provided by the Association for Physical Education. A copy of the document is kept in the PE cupboard in the PPA room. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

## PE Changing

Pupils arrive in school in PE kit on the day of their PE lessons. If children are taking part in an extracurricular club or sporting event they will change prior to their activity supervised by a member of school staff. In EYFS and KS1 children will change together in their classrooms whereas KS2 pupils will change in separate areas. The toilet areas are used to allow each gender to get changed privately. Staff must be outside these areas during changing times, within earshot of both areas, to ensure children are safe. After changing, children should place their school clothing into their PE bag.

## Accident Procedure

For school-based activities staff should follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off-site visits. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and can follow the pool emergency drill. **All necessary safety documentation can be found in the school's swimming folder.**

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. PE equipment is stored in several places including, the KS1 and KS2 halls and the outdoor PE Cupboard. These areas will be monitored by members of the PE team.
- Children are taught to manage and use apparatus safely and effectively.
- Equipment will be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Lead.
- Staff are aware of First Aiders within the School and there are several members of staff first aid trained across school.
- Staff have knowledge of the environment in which learning is taking place. They must check areas for hazards before any activity takes place.

## **Handling Apparatus**

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.
- Children are taught how to lift apparatus correctly. They should know:
  - never to touch apparatus unless instructed to do so by the teacher
  - how many children should be holding it
  - where they have to grip the apparatus
  - To carry apparatus – never drag it across the floor
  - To have knees bent, back straight and head up ready to lift. They must walk when carrying the apparatus
  - Only to lift when everyone is ready. When ready lead child to say ‘one, two, three lift’ and when it is in place ‘one, two, three down’
  - When the apparatus has been positioned, children must sit on the floor to await instructions.
- Use the apparatus floor cards to indicate where apparatus should be placed.
- Always have the desired number of children lifting the apparatus (four is the expected number, although larger apparatus may need six).
- Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- As a general guideline, children should only use apparatus which they can move themselves.
- Finally, when ready to use the apparatus, teachers should carry out a final check of the equipment with the children.

**For reference, please see p298-304, Safe Practice in Physical Education, School Sport and Physical Education.**

## **8. Risk Assessment**

Risk assessments are carried out in accordance with Association for Physical Education (AfPE) guidance. To minimise the risk of faulty apparatus and other equipment, assessments are carried out annually. Gymnastics equipment is inspected and maintained by an approved contractor appointed by the school (Universal Services) annually. If any equipment is considered damaged or faulty, then this should not be used and immediately reported to the PE lead.

## **9. First Aid**

Teachers are aware of on-site First Aiders, who have a current First Aid Certificates. Teachers should arrange for instant aid in cases of minor incidents e.g. minor cuts, grazes etc. In the event of more serious injury, an accident report form must be completed. In the case of a head injury, the First Aid

lead is to be informed and parents/carers are contacted. First aid boxes are in the medical room. Staff running extra-curricular activities off site are encouraged to take mobile phones with the school number in the address book and must take a first aid bag in case of emergency. All PE staff hold a up to date and relevant First Aid Certification. **For more information please refer to the Oak Green School Policy on Medical Care.**

#### **10. Inclusion**

The school aims to provide a broad and balanced education for all children so that they achieve as highly as they can in English according to their individual abilities.

Through our PE teaching we provide learning opportunities that enable all pupils to enjoy sport and succeed at it, whether they have special education needs, those with disabilities, those with G&T, and those learning English as an additional language, and we take all reasonable steps to achieve this.

#### **11. SEN**

Through on-going formative assessments, the class teacher identifies children who need support with PE skills at the earliest possible stage. Within the PE learning environments, the teacher identifies children with difficulties and attempts to address them by differentiated activities and extra support where possible. Where a child has a greater need, the class teacher, PE Lead and the SENDCo will work closely together to further support the child.

#### **12. MAGT**

Most able and talented children are also identified, and suitable differentiated learning challenges are provided. **Please see more able policy**

#### **13. EAL**

EAL pupils' needs are identified by the class teacher and addressed both within the class, as far as possible, and through individual small groups and support.

#### **14. Equal Opportunities**

At Oak Green, we are committed to equality of opportunity. All pupils will have equal opportunity to reach their full potential across the PE Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability.

#### **15. Assessment**

Progress and attainment are recorded through ongoing annotations on PE plans, half termly updates of real PE assessment wheels and target tracker is updated to reflect this, and this is reported to parents annually.

Formal observations and learning walks are scheduled for each term to support teachers in their delivery of high-quality PE.

Pupil voice is recorded by the PE Lead through focus group questions.

#### **16. School Sports Premium**

The school has a detailed plan to improve the quality of PE provision for all pupils. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

#### **17. Role of teaching staff**

Teachers should:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- have a high level of confidence and expertise both in terms of their up-to-date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for adapting the planning and teaching of PE as set out in this Policy. The Learning Support Assistant (LSA) and Special Support Assistant (SSA) when available during PE lessons, will support the class teacher in delivering PE and support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher.

#### **18. Role of Subject Leader**

The Subject Leader is responsible for raising the standards of teaching and learning in PE by monitoring and evaluating through:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum. (real PE)
- Audit staff performance to determine appropriate and targeted training
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents and will monitor attendance at extra-curricular offerings to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE maintains a high profile within the school, through displays etc.
- Assist with recording keeping and assessment of the subject.
- Present information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Informally observe PE lessons to compile a picture of teaching competency across the school

- Perform annual / termly planning scrutiny
- Contact local sports clubs to establish new community links with the school

### **19. Role of the Governing Body**

Initiatives are discussed with the Governing Body and they ensure the implementation of the Early Years Foundation Stage Framework and the National Curriculum and review the policy annually.